

Public Document Pack
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr
Bridgend County Borough Council



Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

*Rydym yn croesawu gohebiaeth yn Gymraeg.
Rhowch wybod i ni os mai Cymraeg yw eich
dewis iaith.*

*We welcome correspondence in Welsh. Please
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**Gwasanaethau Gweithredol a Phartneriaethol /
Operational and Partnership Services**

Deialu uniongyrchol / Direct line /: (01656)
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Gofynnwch am / Ask for: Andrew Rees

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Wednesday, 4 May 2016

Dear Councillor,

CABINET

A meeting of the Cabinet will be held in Committee Rooms 1/2/3, Civic Offices Angel Street Bridgend CF31 4WB on **Tuesday, 10 May 2016 at 2.30 pm.**

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members / Officers for the reasons so stated.
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 1 September 2008.
3. Approval of Minutes 5 - 10
To receive for approval the Minutes of the meeting of the Cabinet of 12 April 2016
4. Capital Programme 2016-17 to 2025-26 11 - 24
To update Cabinet on the current capital programme and to seek approval to present a report to Council for a revised capital programme for 2016-17 to 2025-26
5. Smart System and Heat Programme 25 - 36
To update Cabinet about the progress that has been made regarding the Smart System of Heat Programme (SSH) and secure Cabinet support to continue to develop the programme going forward which will require BCBC to create a Special Purpose Vehicle, commission further works to advance the project, improve governance within the programme and identify and procure suitable private sector partners.
6. Review of Public Conveniences and Levels of Service 37 - 42
To set out for consideration by Cabinet the proposed procedures and charging structure to be adopted under the Council's Comfort Scheme and revisions to the opening and closing times of public conveniences in the County Borough.
7. The Proposed Bridgend Business Improvement Districts 43 - 54

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To seek Cabinet approval to support the progression of the Bridgend Business Improvement District (BID) to ballot and to decide in particular how the Council should vote in the proposed ballot and to seek Cabinet approval to establish the legal requirements to enable the Council to deliver on its key roles and responsibilities in respect of the proposed BID.

8. Cabinet, Corporate Parenting Committee and Equalities Cabinet Committee 55 - 58
To seek approval for the schedule of meetings of Cabinet, Corporate Parenting Cabinet Committee and the Equalities Cabinet Committee for the period June 2016 - May 2017; propose Children's and Equalities Champions who will chair the Corporate Parenting and Equalities Cabinet Committees; confirm the process for nomination of Champions from each of the Overview and Scrutiny Committees to the Corporate Parenting Cabinet Committee and to seek approval of the invitees to attend meetings of the Equalities Cabinet Committee as nominated by each of the political groups represented on Council.
9. Statutory Duty To Secure Sufficient Play Opportunities For Children And Young People In Bridgend County Borough 59 - 158
To inform Cabinet of the requirements of the play sufficiency statutory duty in Wales and the approach that has been taken in Bridgend in response to the requirements and to seek approval of the proposed action plan in response to the play sufficiency assessment.
10. Valuing Carers Compact 159 - 200
To outline the joint working arrangements currently in place between the statutory and third sector organisations who participate in the ABMU wide Carers Partnership Board; describe the rationale behind the production of the Valuing Carers Transition Plan and approve the Valuing Carers Compact and participation in the delivery of the Valuing Carers Transition Plan.
11. Welsh in Education Strategic Plan 201 - 340
To inform Cabinet of the progress made on the Bridgend 'Welsh in Education Strategic Plan' and to seek approval of the publication of the document in line with Welsh Government requirements.
12. Provision for Pupils with Additional Learning Needs: Outcome of Consultations on Proposal for Changes at Pil Primary School 341 - 380
To inform Cabinet of the outcome of the consultation on the proposals to close the moderate learning difficulties (MLD) learning resource centre provision at Pil Primary School.
13. Corporate Health and Safety Policy Review 381 - 396
To gain approval from Cabinet for the amended Corporate Health and Safety Policy.
14. Appointment of Local Authority Governors 397 - 412
To seek approval from Cabinet for the appointment of Local Authority governors to the school governing bodies listed.
15. Information Reports for Noting 413 - 430
To inform Cabinet of the Information Report which has been published since the last scheduled meeting.
16. Urgent Items
To consider any items of business that by reason of special circumstances the chairperson is of the opinion should be considered at the meeting as a matter of urgency in accordance with paragraph 2.4 (e) of the Cabinet Procedure Rules within the Constitution.
17. Exclusion of the Public

The minutes and reports relating to the following items are not for publication as they contain exempt information as defined in Paragraphs 14 and 16 of Part 4 and Paragraph 21 of Part 5, Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.

If following the application of the public interest test Cabinet resolves pursuant to the Act to consider these items in private, the public will be excluded from the meeting during such consideration.

- | | | |
|-----|---------------------------------------------------------------------------------------|-----------|
| 18. | <u>Approval of Exempt Minutes</u> | 431 - 434 |
| | To receive for approval the exempt minutes of the meeting of Cabinet of 12 April 2016 | |
| 19. | <u>Disposal of Land at Ewenny Road, Maesteg</u> | 435 - 442 |
| 20. | <u>Welsh Language Translation Service</u> | 443 - 446 |

Yours faithfully

P A Jolley

Corporate Director Operational and Partnership Services

Distribution:

Councillors:

MEJ Nott OBE

HJ David

M Gregory

Councillors

CE Smith

HJ Townsend

PJ White

Councillors

HM Williams

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MINUTES OF A MEETING OF THE CABINET HELD IN COMMITTEE ROOMS 1/2/3, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON TUESDAY, 12 APRIL 2016 AT 2.30 PM

Present

Councillor MEJ Nott OBE – Chairperson

HJ David
HM Williams

M Gregory

CE Smith

HJ Townsend

Officers:

Darren Mepham	Chief Executive
Deborah McMillan	Corporate Director Education & Family Support
Susan Cooper	Corporate Director - Social Services & Wellbeing
Andrew Jolley	Corporate Director Operational & Partnership Services
Sarah Daniel	Democratic Services Officer - Committees
Martin Morgans	Group Manager - ICT
Zak Shell	Head of Neighbourhood Services

882. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor P White

883. DECLARATIONS OF INTEREST

Declarations of Interest were received from the following Members

Councillor M E J Nott – Personal Interest in Item 4
Councillor H Williams – Personal Interest in Item 4
Councillor H Townsend – Personal Interest in Item 4
Councillor C E Smith – Personal Interest in Item 4

884. APPROVAL OF MINUTES

RESOLVED: That the minutes of a meeting of Cabinet held on 15 March 2016 were approved as a true and accurate record of the meeting.

885. TRANSFER OF HOUSING STOCK TO VALLEYS TO COAST (V2C) - UPDATE ON COMPLIANCE OF TERMS OF DEVELOPMENT AGREEMENT AND TENANT OFFER DOCUMENT PROMISES

The Chief Executive gave a report to Cabinet on the process of the delivery of the original Offer Document made by the Council in 2002 which led to the positive tenant ballot and subsequent transfer of stock to Valleys to Coast (V2C) in 2003.

The Chief Executive stated that the Council undertook formal consultation on its proposal to transfer all of its homes to V2C by way of an Offer Document to tenants in 2002 'your home, you future, your choice'. There were a number of promises made, from various property improvements to guarantees on rent increases and other charges, the details of which were provided in the report, along with the schedule of qualifying works which summarised the Development Agreement dated the 12 September 2003

The Chief Executive stated that the Offer Document which also included a 5 year rent guarantee for tenants with an indication that rents would not exceed a guideline increase in the second 5 year period had been met. He added that the Offer Document stated that there were to be no further demolitions over those already planned and that, in the early years, V2C would concentrate on repairs and improvements, but may consider building new homes in the future.

The Cabinet Member Childrens Social Services and Equalities was concerned that there was a shortage of homes available in the Bridgend area and since ownership was transferred to V2C there appeared to be more homes demolished than have been built. The Chief Executive stated that V2C would have to have made the investment programme feasible but that he could report back to Members the net impact. The Cabinet Member Resources stated that the right to buy process may have also contributed to the reduction in the number of properties in the area available to rent through V2C.

The Deputy Leader stated that whilst we have not seen the increase we would like in the housing stock we should reflect on the achievements. He added that the housing stock was in poor condition when BCBC were the landlords and that the investment programme has seen a big improvement with new windows, kitchens and bathrooms being installed in properties bringing them up to the higher standards that were necessary to make for comfortable living.

The Cabinet Member Regeneration and Economic Development stated that it was realistic that the refurbishment would continue in the immediate future and stated that new builds were a small part of the programme. He added that the investment had brought many properties into a state where they could now be mortgaged if required.

The Cabinet Member Communities stated that V2C had spent the last 10 years refurbishing the housing stock. He added there were ambitious plans to increase the housing stock which we could expect to see happen within the next 10 years.

RESOLVED: That Cabinet:

1. Noted the achievements of V2C in delivering improvements to the housing stock since 2003; and
2. Confirmed that, in all material respects, the transfer process promises made to tenants by the Council had been met and in some cases exceeded.

886. INFORMATION AND COMMUNICATIONS TECHNOLOGY STRATEGY 2016-2020

The Group Manager ICT provided a report to Cabinet that sought approval for a revised Information and Communications Technology strategy for the period 2016-2020.

He informed Cabinet that the format of the ICT strategy had been significantly changed. The new document aimed to form explicit links with the Corporate Plan and Medium Term Financial Strategy. Furthermore, the purpose of the draft strategy was to set out the corporate approach to the delivery of ICT, in a way that was:

- Easily understood by key stakeholders from across the Council and its citizens: and
- Sets a clear approach to address new challenges and opportunities which arise during the strategy.

The Group Manager ICT informed Members that the duration of the strategy had been increased from three years to five. This was deliberately aligned to two key external factors which would influence its future development:

- The need to vacate Sunnyside House at the end of the strategy period as the lease expires. The building currently contains the Council's core ICT infrastructure. It is the Council's key access point to the Public Sector Network and is internally networked with Civic Offices and Ravens Court.
- The need to integrate and align systems with one or more potential partners under Local Government Reorganisation

The Cabinet Member Resources thanked the Group Manager ICT and his team for their hard work in forming the revised strategy; he added that he felt it was important that the Authority keep up with modern technology.

The Deputy Leader stated that the ICT Strategy was critical to the Bridgend Change Programme and critical for the Borough's schools. He added that the strategy recognised the importance of ICT to redesigning and improving services such as cashless catering in schools which reduced the stigma attached to those in receipt of free school meals and also enabled parents to monitor what their children were eating, whilst making a service more efficient and reducing administration and bureaucracy in schools.

RESOLVED: That Cabinet approved the ICT Strategy 2016-20.

887. SCHOOL MODERNISATION PROGRAMME: OUTCOME OF CONSULTATION ON APPROPRIATION OF LAND FOR EDUCATIONAL PURPOSES AT BETTWS ROAD, BETTWS

The Corporate Director Education and Transformation gave a report to Cabinet to consider the appropriation of land that was currently held for a Leisure Function for educational purposes at Bettws Road, Bettws that forms part of an open space

The Corporate Director Education and Transformation advised that a section 122 (2A) notice was published in the press on two consecutive weeks and copies were placed on site. The notice period commenced on Friday 26 February 2016 and closed on 30 March 2016. She added that no objections were received during the consultation period in respect of the proposed appropriation of land forming an open space for educational purposes.

The Deputy Leader stated that this was a big step forward for Bettws Primary School and the space was very important for the new school. He added that the opening of the new school cannot come quick enough and that the pupils of the school were very excited.

RESOLVED: That Cabinet approved the appropriation of land shown hatched red on the plan in appendix 1 to the report which included land forming part of an open space currently held for a leisure function for educational purposes.

888. AMENDMENT TO THE SCHEME OF DELEGATION OF FUNCTIONS

The Monitoring Officer submitted a report to Cabinet to amend the Scheme of Delegation of Functions in relation to Council Tax.

He advised Cabinet that the Government had combined the investigation teams of the Department for Work and Pensions, HMRC and local authorities into the Single Fraud Investigation Service (SFIS). He added that all matters relating to the investigation of benefit claims, including Housing and Council Tax Benefit were now the sole responsibility of SFIS. However, investigations of potentially fraudulent Council Tax Reduction claims were the responsibility of Councils and they were able to impose financial penalties on those who fraudulently claim or fail to notify changes in their circumstances.

The Monitoring Officer stated that as a result of the Council Tax Reduction Schemes (Detection of Fraud and Enforcement) (Wales) Regulations 2013, it was proposed that the following insertion is made to the Scheme of Delegations at Scheme B2 as a function allocated to the Corporate Director Resources:

To take any steps which the Council is empowered to take for the administering of financial penalties in accordance with The Council Tax Reduction Schemes (Detection of Fraud and Enforcement) (Wales) Regulations 2013.

It was further proposed that Scheme B2 paragraph 3.3 be amended accordingly:

To recommend to the Assistant Chief Executive Legal and Regulatory Services the commencement of criminal proceedings in respect of The Council Tax Reduction Schemes (Detection of Fraud and Enforcement) (Wales) Regulations 2013.

RESOLVED: That Cabinet noted the content of the report and approved the amendments to the Scheme of Delegation of Functions as set out at paragraphs 3.23 and 3.3.

889. INFORMATION REPORTS FOR NOTING

The Assistant Chief Executive Legal and Regulatory Services provided a report to Cabinet of the Information Reports that had been published since its last meeting.

In respect of the report entitled Coleg Cymunedol Y Dderwen – Post inspection Plan, the Deputy Leader was pleased to note that there had been much progress at the School. He added that the local authority, Central South Consortium school and the Welsh Government Challenge Cymru had been working closely with the Executive Head teacher which was reflected in the progress of the report. He further added that he looked forward to receiving a future progress report.

RESOLVED That Cabinet noted the content of the reports.

890. URGENT ITEMS

None

891. EXCLUSION OF THE PUBLIC

RESOLVED: That under Section 100A (4) of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007, the public be excluded from the meeting during consideration of the following items of business, i.e. minutes and reports, as they contain exempt information as defined in Paragraphs 14 and 16 of Part 4 and Paragraph 21 of Part 5 of

Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.

The Assistant Chief Executive Legal and Regulatory Services confirmed that in respect of these items the public interest test would not apply as the minutes and report contained information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.

Following the application of the public interest test for the other items, it was resolved that pursuant to the Act referred to above, to consider these items in private with the public being excluded from the meeting as they would involve the disclosure of exempt information of the nature as stated above.

892. APPROVAL OF EXEMPT MINUTES

893. CONTRACT FOR THE PROVISION OF THE COUNCIL'S COMMUNITY ALARM SERVICE

The meeting closed at 3.10 pm

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CHIEF EXECUTIVE

CAPITAL PROGRAMME 2016-17 TO 2025-26

1. Purpose of Report.

- 1.1 The purpose of this report is to update Cabinet on the current capital programme and to seek approval to present a report to Council for a revised capital programme for 2016-17 to 2025-26.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 Capital investment in our assets is a key factor in meeting the Council's Priorities as set out in the Council's Corporate Plan.

3. Background.

- 3.1 In March 2016 Council approved a capital programme for 2015-16 to 2025-26 of £163.774 million as part of the Medium Term Financial Strategy (MTFS). This reflected funding changes to some schemes, slippage into 2016-17, additional external funding approvals and new capital investment requirements identified following a rigorous appraisal process of new risks and priorities against funding availability. The capital programme as approved by Council is attached as **Appendix 1** for information.

4. Current situation / proposal.

- 4.1 Since the Medium Term Financial Strategy was approved by Council in March 2016 a small number of additional schemes have been identified that need approval for inclusion in the capital programme. Further detail on the individual schemes is provided below:

4.2 Solar Panels Civic Offices

In October 2015 Council approved funding within the capital programme to undertake significant works to the external envelope of Civic Offices during 2016-17 and 2017-18. Since then, an opportunity has arisen to install a Solar Photovoltaic (PV) System on the roof of Civic Offices, which can be undertaken at the same time as the refurbishment works, enabling efficiencies to be achieved from the use of the scaffolding already installed. The total cost of the scheme is estimated to be £40,000, including fees and contingency.

The solar panels will generate a small amount of electricity for the Civic Offices, which will reduce the amount of electricity purchased from the grid. This is in addition to a 50% return on electricity generated through the Feed In Tariff (FIT),

ensuring the scheme provides a good financial return on investment, and supports the corporate priority of making smarter use of resources.

Funding for the scheme will be ring fenced from the underspend on the Resources directorate revenue budget in 2015-16, and will be transferred to an earmarked reserve and used to provide a revenue contribution to capital in 2016-17.

4.3 Digital Transformation Programme

In the MTFs approved by Council in March, reference was made to the level of Council reserves and potential future pressures, including Digital Transformation, which supports the new corporate priority of making smarter use of resources, and is integral to achieving a number of budget reduction proposals in the Medium Term Financial Strategy.

Digital technology presents an opportunity to improve citizens' access to services and engagement with the Council while reducing operating costs. There is a significant cost reduction opportunity by reducing inbound call volumes and manual intervention through a digital channel shift strategy. Beyond the efficiency savings, an effective online presence is a useful tool for building active user communities and provides valuable feedback to improve and develop new services through interactions with our customers. The use of printed materials can be minimised, reducing cost and environmental impact and provides an economical and effective communication and marketing channel as well as providing valuable customer insight. A digital operating model would enable more cost effective, integrated and modern ways of working. Smarter ways of working and better more intuitive use of information will enable us to create more responsive services through the use of a common ICT platform and integrated systems.

Moving to a digital operating model will therefore involve the design of fit for purpose digital processes based on understanding the "customer journey". This will enable the council to develop low effort self-sufficient processes which can deliver cashable savings as well as high customer satisfaction rates. The effective redesign of business processes will be a critical success factor for the programme as they will determine whether digital self-service options are the first resort for customers, and ensure that existing systems and processes align with any new digital platform. To implement digital transformation will require a combination of capital funding in the form of investment into a new online platform as well as revenue costs from process redesign and marketing. In addition there are likely to be ongoing revenue costs from licences and support (whether internal or external) which would need to be offset against recurrent savings.

The Council will be required to go out to tender to secure the digital platform, and until this process is complete the actual cost will not be known with accuracy. However, based on research and evaluation carried out to date, it is considered prudent to budget for up to £2.5 million to cover all potential capital costs, although this may be revised once the tender process has been completed.

Further to the MTFs, the cost of the capital element of the digital transformation project will be funded from earmarked reserves established at year end from corporate underspends.

4.4 Vibrant and Viable Places (VVP)

The VVP regeneration scheme, which covers both the provision of a multi-storey car park and commercial and residential properties, totals £9.6 million, £6.7 million of which will be incurred by the Council, funded from Welsh Government grant (£6 million), Section 106 and other funding sources. The capital programme currently includes the full scheme cost, including match funding and external funding. However, since Coastal Housing will be incurring expenditure from both Social Housing Grant and their own resources of almost £3 million, the capital programme has been updated to remove this element as the spend will not pass through the authority.

4.5 Coleg Cymunedol y Dderwen (CCYD) Hub

Minor works are planned to the North locality hub based at CCYD. The current configuration is not fit for purpose and does not allow for effective locality based working. The current layout is three separate rooms which were created to support previous working arrangements at the school which are no longer in place. Work will be undertaken to create an open plan environment to allow for more integration and greater numbers of staff to work from this location.

The estimated cost of the works is £40,000 and funding for the scheme will be ring fenced from the underspend on the Education directorate revenue budget in 2015-16, and will be transferred to an earmarked reserve and used to provide a revenue contribution to capital in 2016-17.

4.6 21st Century Schools Programme

Highways Works

Reports were presented to Cabinet in September 2015 outlining additional highways requirements in respect of the Brynmenyn Primary and Garw Valley Primary Schemes. The costs of this work is currently estimated to be £725,000 which was intended to be met from within the overall scheme envelope, through receipt of additional Section 106 funding for Brynmenyn Primary and through available capital receipts. As the works are outside of the school boundaries they are not eligible for Welsh Government match funding, so must be accounted for and funded in full by the local authority, and as such are now treated as separate schemes within the capital programme, with the budgets for the school schemes reduced accordingly.

21st Century Schools' Matched Funding

When the 21st Century Schools programme was first developed the intention was to meet an element of the overall match funding through prudential borrowing, from revenue savings generated as a result of school amalgamations. However, since the number of schools in scope within this programme has changed since it was originally devised, and therefore the opportunity for generating revenue savings has diminished, especially with the higher cost of business rates in new builds, there is currently estimated to be a shortfall in overall funding of £119,000. This is less than the original proposed prudential borrowing due to the generation of additional capital receipts from sales of other surplus school sites. It is proposed to meet this

shortfall by transferring funding from the School Modernisations Retention budget within the capital programme.

The Welsh Government has currently committed to fund £22.475 million of the total costs for the current 21st Century Schools Programme, with the Council meeting the remaining £23.035 million. As schemes are progressed through feasibility and design stage, it has become apparent that the costs of some schemes within the programme will be higher than originally anticipated, due to site abnormalities and rising construction costs. The Council will seek additional funding from Welsh Government through a revised Strategic Outline Programme (SOP) towards increased costs of the schemes as they are known, but there will be a requirement for additional match funding contributions from the Council if it wishes these schemes to progress. Whilst the Council has a small amount of uncommitted capital receipts available to meet these potential costs, there is unlikely to be sufficient to meet the full costs, and therefore it is requested that an “in principle” agreement is made to ring fence the next capital receipts received of up to £1.5 million to ensure the programme is not delayed. Further details on specific scheme costs and funding will be reported once the full impact on the Council is known.

- 4.7 A revised capital programme allowing for the inclusion of the additional schemes, along with additional external funding approvals and changes to expenditure profiles since the report in March 2016, is attached as **Appendix 2** to this report.

5. Effect upon Policy Framework & Procedure Rules.

- 5.1 Paragraph 3 of the Financial Procedure Rules requires that any variations to the capital programme shall require the approval of the Council.

6. Equality Impact Assessment

- 6.1 Projects within the capital programme will be subject to the preparation of Equality Impact Assessments before proceeding.

7. Financial Implications.

- 7.1 The financial implications are outlined in the body of the report.

8. Recommendation.

It is recommended that Cabinet approves that the revised Capital Programme be submitted to Council for approval and to seek an agreement “in principle” to ring fence the next capital receipts received of £1.5 million to ensure the programme can be progressed.

Darren Mephram
Chief Executive
May 2016

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Background documents

Report to Cabinet 1 September 2015: School Modernisation Programme: Outcome Of Public Notice On The Proposal To Relocate Brynmenyn Primary School To Land Adjacent To Coleg Cymunedol Y Dderwen And Make A Regulated Alteration In The Form Of An Enlargement.

Report to Cabinet 1 September 2015: School Modernisation Programme: Outcome of Public Notice on Proposal to Make a Regulated Alteration to Ysgol Gynradd Gymraeg Cwm Garw by Relocating the School.

Report to Council 7 October 2015: Capital Programme 2015-16 to 2024-25

Report to Council 10 March 2016: Medium Term Financial Strategy 2016-17 to 2019-20

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	Corporate Priority	Indicative															Total 2015/16 to 2025/26 £'000	TOTAL scheme £'000		
		Total Costs to 31-3-15 £'000	October 2015 £'000	New Approvals £'000	Vire £'000	Slippage £'000	Revised 2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000	2024/25 £'000			2025/26 £'000	
Highways Street Infrastructure	Smarter use of resources	-	1,250	-	-	-	1,250	-	-	-	-	-	-	-	-	-	-	1,250	1,250	
Bridge Strengthening - A4061 Ogmore Valley	Non Priority	-	-	-	-	-	-	150	250	50	2,000	-	-	-	-	-	-	2,450	2,450	
Residents Parking Bridgend Town Centre	Supporting a Successful Economy	16	136	-	-	-	136	-	-	-	-	-	-	-	-	-	-	136	152	
Street Scene Minor Works	Smarter use of resources	-	14	-	-	-	14	-	-	-	-	-	-	-	-	-	-	14	14	
Bridgend Recreation Car Park	Supporting a Successful Economy	-	115	-	-	-	115	-	-	-	-	-	-	-	-	-	-	115	115	
Shop Mobility	Helping People to be more Self Reliant	-	105	-	105	-	-	-	-	-	-	-	-	-	-	-	-	-	0	
Transport Grant Schemes	Smarter use of resources	-	1,038	-	-	-	1,038	-	-	-	-	-	-	-	-	-	-	1,038	1,038	
Coychurch New Cremators	} Non Priority	220	840	-	-	-	840	-	-	-	-	-	-	-	-	-	-	840	1,060	
Asda Land Compensation		26	19	5	-	-	24	-	-	-	-	-	-	-	-	-	-	24	50	
Regeneration & Development																				
Bridgend Digital	} Supporting a Successful Economy	105	21	-	-	-	21	-	-	-	-	-	-	-	-	-	-	21	126	
Bridgend Town Centre Infrastructure Programme		-	182	-	-15	-	167	-	-	-	-	-	-	-	-	-	-	-	167	167
Special Regeneration Funding		-	-	-	-	-	-	271	540	540	540	540	-	-	-	-	-	-	2,431	2,431
Bridgend Townscape Heritage Initiative		1,916	381	-	-	-	381	40	-	-	-	-	-	-	-	-	-	-	421	2,337
Maesteg Townscape Heritage Initiative		2,149	12	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	12	2,161
Porthcawl Townscape Heritage Initiative		61	598	-	15	-	613	225	35	35	-	-	-	-	-	-	-	-	908	969
Bridgend Town Centre		8,695	95	-	-	-	95	-	-	-	-	-	-	-	-	-	-	-	95	8,790
Maesteg Town Centre Regeneration Phase 4		2,751	51	-	-	-	51	-	-	-	-	-	-	-	-	-	-	-	51	2,802
Maesteg Town Hall Cultural Hub		-	-	-	-	-	-	281	803	2,416	345	-	-	-	-	-	-	-	3,845	3,845
South East Wales Local Inv Fund		2,032	138	-	-	-	138	120	-	-	-	-	-	-	-	-	-	-	258	2,290
Llynfi Valley Development Programme		-	-	-	-	-	-	2,400	-	-	-	-	-	-	-	-	-	-	2,400	2,400
Porthcawl Infrastructure		266	-	-	-	-	-	5,507	-	-	-	-	-	-	-	-	-	-	5,507	5,773
Town Beach Revetment Sea Defence, Porthcawl		-	174	-	-	-	-174	-	571	2,901	80	-	-	-	-	-	-	-	3,552	3,552
Porthcawl Rest Bay Waterside Cycle		-	33	-	-	-	33	248	-	-	-	-	-	-	-	-	-	-	281	281
Vibrant and Viable Places		630	4,267	-246	105	-	4,021	5,060	-	-	-	-	-	-	-	-	-	-	9,081	9,711
Commercial Improvement Areas		-	110	-	-	-	110	70	-	-	-	-	-	-	-	-	-	-	180	180
Rural Development Plan		-	-	-	-	-	-	150	-	-	-	-	-	-	-	-	-	-	150	150
Community Economic Development		483	22	-	-	-	22	-	-	-	-	-	-	-	-	-	-	-	22	505
Housing Renewal Area		-	474	-	-	-	274	200	-	-	-	-	-	-	-	-	-	-	474	474
Housing Renewal Schemes		-	300	-	-	-	300	100	100	100	100	100	100	100	100	100	100	1,300	1,300	
Smart System and Heat Programme	-	-	-	-	-	-	50	50	100	50	-	-	-	-	-	-	-	250	250	
Housing Renewal/Disabled Facilities Grants	Helping People to be more Self Reliant	-	3,337	-	-	-980	2,357	3,330	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	26,837	26,837	
Sport, Play and Active Wellbeing																				
Bryngarw House	} Non Priority	-	28	-	-	-	28	-	-	-	-	-	-	-	-	-	-	28	28	
Healthy Living Minor Works		-	25	-	27	-	52	-	-	-	-	-	-	-	-	-	-	52	52	
Berwyn Centre		-	200	-	-	-	200	-	-	-	-	-	-	-	-	-	-	200	200	
Pyle Life Centre		28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28
Total Communities Resources		26,708	16,168	-180	27	-1,450	14,565	21,333	8,465	6,521	6,235	3,840	3,300	3,300	3,300	3,300	3,300	77,459	104,167	
Minor Works	} Non Priority	-	602	-30	-375	-	197	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	11,197	11,197	
Upgrading Industrial Estates		-	40	-	-	-	40	-	-	-	-	-	-	-	-	-	-	40	40	
Fire Precautions		-	122	-	100	-	222	-	-	-	-	-	-	-	-	-	-	222	222	
DDA Works		-	150	-	-	-	150	-	-	-	-	-	-	-	-	-	-	150	150	

	Corporate Priority	Indicative																Total 2015/16 to 2025/26 £'000	TOTAL scheme £'000	
		Total Costs to 31-3-15 £'000	October 2015 £'000	New Approvals £'000	Vire £'000	Slippage £'000	Revised 2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000	2024/25 £'000	2025/26 £'000			
PLA Works at Civic Offices	Smarter Use of Resources	-	-	-	-	-	120	-	-	-	-	-	-	-	-	-	120	120		
Maximising Space and Technology / BCP		875	597	-	-	-	597	-	-	-	-	-	-	-	-	-	-	597	1,472	
Civic Offices External Envelope		-	-	-	-	-	-	2,550	-	-	-	-	-	-	-	-	-	-	2,550	2,550
Office Working (Rationalisation of Admin. Estate)		-	637	-	-	-	637	-	-	-	-	580	-	-	-	-	-	-	1,217	1,217
Community Care Information System		3,840	2,744	-	-	-	2,744	-	-	-	-	-	-	-	-	-	-	-	2,744	6,584
Relocation of Depot Facilities	60	4,376	-	-	-4,347	29	4,347	-	-	-	-	-	-	-	-	-	-	4,376	4,436	
Legend Market	Non Priority	-	20	-	-	-	20	-	-	-	-	-	-	-	-	-	-	20	20	
Non-Operational Assets	Smarter Use of Resources	520	480	-	-	-	480	-	-	-	-	-	-	-	-	-	-	480	1,000	
Investment in ICT		-	300	-	-	-300	-	300	-	-	-	-	-	-	-	-	-	300	300	
Community Projects		310	148	-	-	-	148	100	100	100	50	50	50	50	50	50	50	798	1,108	
Total Resources		5,605	10,216	-30	275	-4,647	5,264	8,517	1,200	1,200	1,150	1,730	1,150	1,150	1,150	1,150	1,150	24,811	30,416	
Unallocated		-	-	-	-	-	-	-	-	218	1,262	696	1,816	1,816	1,816	1,816	1,816	11,256	11,256	
Total Expenditure		90,753	40,223	-135	-	-8,399	31,689	43,553	31,697	10,376	8,683	6,296	6,296	6,296	6,296	6,296	6,296	163,774	41,672	
Expected Capital Resources																				
General Capital Funding																				
General Capital Funding - Supported Borrowing			3,909	-	-	-	3,909	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	3,914	43,049		
General Capital Funding - General Capital Grant			2,379	-	-	-	2,379	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	26,199		
Capital Receipts			9,062	-30	-	-3,451	5,581	14,803	11,108	380	2,026	-	-	-	-	-	-	33,898		
Unsupported Borrowing			2,485	-	-	-	2,485	977	-	-	-	-	-	-	-	-	-	3,462		
Loan - WG			-	-	-	-	-	2,400	-	-	-	-	-	-	-	-	-	2,400		
Local Govt Borrowing Initiative (Highways Infrastructure)			527	-	-	-	527	-	-	-	-	-	-	-	-	-	-	527		
Local Govt Borrowing Initiative (21st Century Schools)			2,883	-	-	-2,595	288	1,450	2,597	1,323	-	-	-	-	-	-	-	5,658		
Earmarked Reserves			1,019	-	-	-140	879	4,771	1,086	100	50	-	-	-	-	-	-	6,886		
Revenue Contribution			2,560	-	-	-1,690	870	2,690	-	-	-	-	-	-	-	-	-	3,560		
Sub-Total General Capital Funding			24,824	-30	-	-7,876	16,918	33,387	21,087	8,099	8,372	6,296	6,296	6,296	6,296	6,296	6,296	125,639		
External Funding Approvals																				
WG - Flying Start			281	-	-	-	281	-	-	-	-	-	-	-	-	-	-	281		
WG - Other			4,596	66	-	-200	4,462	861	2,176	60	-	-	-	-	-	-	-	7,559		
WG - 21st Century Schools			1,317	-	-	-454	863	4,350	7,674	-	-	-	-	-	-	-	-	12,887		
WG - Vibrant & Viable			3,650	-246	-	-	3,404	1,771	-	-	-	-	-	-	-	-	-	5,175		
S106			3,628	-	-	131	3,759	504	-	-	-	-	-	-	-	-	-	4,263		
Transport Grant			1,211	-	-	-	1,211	-	-	-	-	-	-	-	-	-	-	1,211		
Heritage Lottery Fund (HLF)			462	-	-	-	462	475	760	2,217	311	-	-	-	-	-	-	4,225		
Coastal Housing			150	-	-	-	150	2,205	-	-	-	-	-	-	-	-	-	2,355		
Sport Wales			-	75	-	-	75	-	-	-	-	-	-	-	-	-	-	75		
EU			104	-	-	-	104	-	-	-	-	-	-	-	-	-	-	104		
Sub-Total External Funding Approvals			15,399	-105	-	-523	14,771	10,166	10,610	2,277	311	-	-	-	-	-	-	38,135		
Total Funding Available			40,223	-135	-	-8,399	31,689	43,553	31,697	10,376	8,683	6,296	6,296	6,296	6,296	6,296	6,296	163,774		
Funding Shortfall/Surplus			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Glossary of terms

SBIG - School Building Improvement Grant

WG - Welsh Government

SEN - Special Educational Needs

TG - Transport Grant

SUSTRANS - Org. focused on making smarter travel choices

EU - European Union

WVSRA - Western Valleys Special Regeneration Area

HLPP - Healthy Living Partnership Programme

S106 - Section 106 of the Town and Country Planning

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

SMART SYSTEM AND HEAT PROGRAMME

1. Purpose of Report.

1.1 The purpose of the report is to update Cabinet about the progress that has been made regarding the Smart System of Heat Programme (SSH) and secure Cabinet support to continue to develop the programme going forward which will require BCBC to create a Special Purpose Vehicle, commission further works to advance the project, improve governance within the programme and identify and procure suitable private sector partners.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1 The Bridgend County Borough Council (BCBC) Corporate Plan covers a 5 year period from 2013 – 2017 and even though the SSH Programme will run beyond this timeframe it will nonetheless address several current Corporate Improvement Objectives namely:

- Supporting a successful economy
- Making better use of resources

2.2 The programme has the potential to have a significant economic development impact within the County Borough, attracting substantial inward investment, creating jobs both within the initial construction period and related to the ongoing supply chain and acting as a catalyst for other energy project investment, potentially through the City Deal and other external funding.

3. Background.

3.1 BCBC was selected as a demonstrator for the SSH Programme in October 2014. Cabinet previously received a report (3rd February 2015) regarding the programme and to authorise BCBC participation. The SSH Programme is an ambitious, highly prestigious project, which will catapult BCBC into the role of one of the leading low carbon local authorities in the UK. The programme offers significant benefits and opportunities to BCBC such as:

- Enhanced profile;
- Income generation and financial savings potential;
- Significant investment creating job and training opportunities,
- Address fuel poverty and health inequalities among residents;
- Enhanced energy security and resilience to residents and businesses;
- Supply chain development opportunities for local businesses.
- Link to energy prospectus opportunities within the proposed Cardiff City Deal

- 3.2 The programme within Bridgend will be divided into three phases (the phases follow calendar years not financial years). Project will be developed in three stages with Phase 2 comprised of two distinct stages, namely Phase 2 Development and Phase 2 Delivery. The key constituents of all three stages are:

Phase 1 2015 - 2016

- 3.3 This phase involves using the EnergyPath Network suite of tools to create a Low Carbon Transition Plan for Bridgend County Borough.

Phase 2 Development 2016 – 2018

- 3.4 This phase will involve the development of the funding package for the project, establish the scope of the demonstrator schemes, engage with residents and commercial stakeholders and create the delivery structure for the programme.

Phase 2 Delivery 2018 – 2020 and beyond

- 3.5 Phase 2 Delivery will be the construction and monitoring phase of the programme which will test the concept and methodology of the project, and most importantly that the approach can be adopted nationally and provide an evidence base for future UK and Welsh Government (WG) policy.
- 3.6 BCBC was requested by the Department of Energy and Climate Change (DECC) to propose two projects that could be used as demonstrators for the SSH Programme to which costs could be developed to form part of the submission into the UK Government Comprehensive Spending Review which took place during the summer and autumn of 2015. The two demonstrator schemes which were proposed were the Bridgend Town Heat Network and the Upper Llynfi Valley Heat Network projects.

Bridgend Town Heat Network Project

Table 1 Scheme Summary

What	TRANSITION FROM GAS BOILERS TO HEAT NETWORKS
Focus	Accelerating domestic & commercial uptake, investment and policy
Property	Scheme total approx. 10,000 , but this would be broken into phases of development (1,000 – 2,000 per phase)
Commercial Properties	Scheme would be a mix of public and private sector buildings.
Timing	First phase would be up to 2,000 domestic properties and associated commercial buildings
Indicative Cost	£47M
ICT Integration	Potential to integrate Home Energy Management Systems (HEMS) and demand management techniques
Smart Meters	Smart heat meters could be employed
Tenure	Private housing dominant 70:30 ratio
Property	Good property mix, terrace, semi-detached, detached and low rise

Type	flats
Fabric Retrofit	Where required (Wildmill Estate).
Value Proposition	Value proposition tested private housing take up for heat networks. Business Model would be the creation of a not for profit delivery vehicle
Storage	Storage options could be included as well as cooling
Policy and Regulation	Develop guidance and policy around delivery models and resident take up.

Upper Llynfi Valley Geo-thermal Heat Network Project

Table 2 Scheme Summary

What	Utilising heat from local resources (heat from mine water, heat storage)
Focus	Utilising a local resource to provide energy security, address fuel poverty, health inequalities and create employment/training opportunities in a deprived area
Property	Domestic properties with the potential to reach up to a 1,000.
Commercial Properties	Limited commercial properties
Timing	Small scale demo (up to 300 properties) to test technology and establish scheme
Indicative Cost	£29M
ICT Integration	HEMS and Demand Management systems
Smart Meters	Smart heat meters would need to be used.
Tenure	Private housing dominant 80:20 split
Property Type	Terrace dominant (semi-detached also present).
Fabric Retrofit	Solid wall terrace properties dominant in the area. So retrofit would be required to improve performance of the property.
Value Proposition	Testing of large scale viability of geothermal heat sources and development of a credible financial investment model for export to the rest of the UK
Storage	Employ heat storage techniques.
Policy and Regulation	Improve Regulations regarding mine water abstraction, stimulate policy to use local resources to provide energy

4. Current situation / proposal.

Bridgend Town Heat Network Project

- 4.1** BCBC commissioned the engineering consultancy AECOM (through grant support from DECC – see Table 3 in paragraph 7.1 of the report) in January 2015 to undertake a detailed feasibility study of the Bridgend Town Heat Network project. The study looked at a number of potential heat sources for the scheme as well as identifying the most technical and financially advantageous areas to establish a heat network.
- 4.2** The study was completed in January 2016 and considered that the northern part of the town offered the best opportunity for the establishment of a heat network. This was due to the proximity of the proposed Llynfi Valley Biomass Power Station which

could provide the heat for the network as well as the location of key anchor buildings such as Abertawe Bro Morgannwg University Health Board (ABMU) buildings and BCBC buildings as well as the housing within the communities of Brackla, Litchard and Wildmill, where there are considered to be pockets of fuel poverty.

- 4.3** The next phase of this project is to begin discussions with both ABMU and Valleys to Coast Housing Association to secure their involvement in the scheme as well as progress talks with the Llynfi Valley Power Station developers to utilise waste heat (in the form of steam) from the site to provide an energy source for the Bridgend Town Heat Network.

Upper Llynfi Valley Heat Network Project

- 4.4** WDS Green Energy Ltd and Cardiff University were commissioned to undertake a heat mapping and master planning exercise of the Upper Llynfi Valley area in July 2015 (utilising grant support from DECC – see Table 3). The report was completed in January 2016 which concluded that the most suitable area for the deployment of a heat network was Caerau. Caerau was chosen as the most suitable area due to a number of factors such as the energy efficiency measures that have been deployed to the fabrics of the properties in Caerau through previous Arbed and ECO schemes. Although a number of heat sources were considered (gas Combined Heat and Power (CHP), biomass etc.) geo-thermal was considered the most viable for the area due to the close proximity of the housing to the former mine workings.
- 4.5** The geo-thermal source would be mine water with the proposal being that water would be pumped from the historic mine workings (average temperature 10 - 14°C) and transported through a network of pipes to resident's properties where a heat pump would be utilised to boost the temperature of the water within the radiators of the property to the required level. The mine water would not, at any point, enter the properties of the residents.
- 4.6** A bid was submitted to DECC in October 2015 for funding to complete feasibility studies and this was approved in February 2016 and so a new procurement exercise will be carried out to undertake the detailed feasibility study which will include drilling boreholes as part of a geo-technical survey of ground conditions (the geo-technical survey will identify the availability of ground water, direction of flow, water temperature, water quality etc.), a full technical and economic analysis of the scheme as well as property surveys to identify suitability for connection to the heat network. It is envisaged that this work will begin in June 2016 with carry over of grant permitted into the 2017/18 financial year.

ABMU

- 4.7** ABMU play a pivotal role in the Bridgend Town Heat Network and discussions have been opened with their Technical Services/Estates function to explain the work that has been completed and the benefits to ABMU of connecting to the heat network. Initial discussions have been positive with ABMU expressing an interest in being a partner with BCBC in the project, with the idea of a public sector owned project being of particular interest. WG have also been involved in these discussions.

4.8 In order to progress discussions it has been agreed that a further meeting be arranged between BCBC, WG and ABMU at a senior level to discuss the project and to explore the strategic benefits to both parties and the broader County Borough as well as partnership opportunities.

Governance Structures

4.9 Current governance structures within the programme exist at three levels. At the national level DECC have created a National Delivery Board which provides the senior leadership and direction to the overall national programme and which is attended by:

- DECC
- Department of Business Innovation and Skills
- Department of Communities and Local Government
- Welsh Government
- Innovate UK
- Energy Systems Catapult
- BCBC
- Newcastle City Council
- Greater Manchester Combined Authority
- Hitachi
- EDF

4.10 At a local level BCBC has created a Local Delivery Board which is intended to facilitate the project and maintain dialogue between partners and which is comprised of:

- BCBC
- WG
- Cardiff University
- Swansea University
- Valleys to Coast Housing
- Wales and West Housing Association
- Western Power Distribution
- Wales and West Utilities

4.11 Internally a project board has been set up to work in a similar way to the Local Delivery Board to promote understanding and development of the project. The board is chaired by the Corporate Director Communities and is attended by representatives from:

- Finance
- Legal
- Procurement
- Regeneration
- Planning
- Housing

4.12 However, the project has now reached a stage where a gap exists with regards to governance. There is a need for a strategic decision making group composed of

BCBC and WG representatives initially, but which senior representatives of ABMU could also join if they become a partner in the programme. This is necessary specifically with regard to determining the role of the Welsh public sector in the project moving forward.

Delivery Structures

- 4.13** Part of the SSH Programme outputs will be to test different non-traditional business models that could be deployed to deliver de-centralised energy solutions across the UK. In order to test these various business models that are being formulated by the Energy Systems Catapult (ESC), local delivery structures will need to be created within the three demonstrator authorities of BCBC, City of Newcastle and Greater Manchester Combined Authority. The delivery structures are often referred to as Energy Service Companies (ESCO's). The ESC is a UK Government funded technology and innovation centre designed to exploit commercial opportunities for new products and services created by the transformation of energy networks.
- 4.14** In order to understand the options open to BCBC for the creation of the ESCO, a workshop attended by senior officers and some Cabinet Members was held in January 2016 which was facilitated by Local Partnerships (Local Partnerships are a public sector funded consultancy who have been contracted by WG to assist local authorities within Wales to develop energy projects as part of the Wales Green Growth Programme). The workshop considered 4 broad options for the ESCO which can be summarised as:
- Public sector owned and operated
 - Public sector owned but private sector operated
 - Public sector/private sector joint venture
 - Private sector owned and led.
- 4.15** The workshop concluded that the public sector owned and led approach was too high risk an option given BCBC's limited in house skills and resource base and that the private sector wholly owned option with little or no influence from the public sector was not suitable given the nature of the SSH Programme and the desire by our partners within the programme to develop unique local solutions to the provision of heat that offer long term options that meet BCBC primary objectives.
- 4.16** The Public sector owned but private sector led approach warrants further discussion because it houses a variety of approaches that could be adopted. It is important to recognise that given that BCBC has limited skills and experience of delivering and operating a heat network project it would be advisable to engage the private sector through a design, build and operate contract or contracts to manage and reduce the risks associated with this phase of the project.
- 4.17** The important decision that BCBC will need to make is the role that it plays within the delivery of the project and the degree of control and influence that it wishes to have in order to meet its strategic objectives both in the short, medium and long terms and the best method of providing the level of control and influence that BCBC wants.
- 4.18** It is proposed that BCBC work with the ESC to develop an evidence base that can be used to develop a business case for the project using the Five Case Model

which is familiar to both UK and Welsh Governments. The Five Case Model was designed by HM Treasury for the development of a methodology around the key components of a business case namely:

- The Strategic Case
- The Economic Case
- The Commercial Case
- The Financial Case
- The Management Case

4.19 The business case can inform a future Cabinet report with recommendations for the most suitable strategic, commercial, financial, economic and management outcomes that are most suitable to meet the aims and objectives of BCBC and the SSH Programme.

Private Sector Involvement

4.20 A strong relationship with the private sector will be vital to the success of the SSH Programme in the County Borough of Bridgend in terms of both their financial resource and technical expertise. The diverse nature of the programme may mean that a strategic relationship with more than one private sector entity is necessary for the success of the programme.

4.21 Following advice from the Council's Procurement section, it is proposed that BCBC undertake a soft marketing testing exercise to ascertain the interest from the private sector in the programme which would allow us to gain an understanding of what the various private sector organisations could offer and then utilise this intelligence to inform our procurement activities to formally identify a private sector partner/s in the SSH Programme with BCBC.

Special Purpose Vehicle (SPV)

4.22 BCBC submitted a "Request for Proposal" to the Energy Technologies Institute as part of the SSH Programme bidding process. As part of the bid, BCBC was asked to consider contractual structures for the delivery of the project and these were explored during the interview stage of the bid process. At that stage BCBC proposed creating a SPV which would house a joint venture between BCBC and WG and have a contractual relationship with the body managing the programme at a national level (this would be the ESC).

4.23 The establishment of a SPV has been discussed again recently with ESC as a vehicle through which finance for the project could flow from the national level to the local level, subject to approval from the various grant awarding bodies, without exposing BCBC to undue financial risk. A SPV will provide the additional benefits both of cost transparency as well as ringfencing expenditure and intellectual property, which may help the Council if it wishes to pursue a partnership or private sector delivery option in the future. There may be accounting implications in relation to the creation of a SPV, which will need to be agreed by the Section 151 officer.

Risk

- 4.24** The SSH Programme is an extremely ambitious project, which given its scale and costs has inherent risks attached. The Council will need to consider carefully which risks it has the capability to manage versus those which other organisations are better placed to do so and/or have the necessary skillset. These risks are financial, commercial, reputational and operational in nature and BCBC needs to carefully manage its exposure to these risks through avoidance, transfer or careful management. ESC is creating a risk register for the SSH Programme at the national level and a local risk register has been produced by BCBC. It is proposed that an externally facilitated workshop for senior officers, elected Members and external partners is setup to identify and examine project risks with a view of implementing management measures of avoid, transfer or manage.

City Deal

- 4.25** BCBC is a participant in the Cardiff Capital Region City Deal which has the potential to offer significant benefits to South East Wales. Energy will play an important role in the transformation of South East Wales through City Deal and Bridgend is advantageously placed to maximise this opportunity through its involvement in the SSH Programme. One of Bridgend's unique selling points within City Deal could be its profile and position as an energy leader within Wales.

Next Steps

- 4.26** The next steps within the SSH Programme can be summarised as:
1. Setup a risk workshop to identify and evaluate all financial, commercial and operational risks to BCBC through the SSH Programme to be attended by senior officers, Cabinet Members and external partners.
 2. Continue further discussions with ABMU and where appropriate, other public sector partners regarding a partnership approach to the development of the SSH Programme within Bridgend.
 3. Undertake a soft market testing exercise to identify opportunities that private sector involvement in the programme could offer BCBC.
 4. Agree that the Council produce a tender specification and advertise via Sell2Wales for a consultant to be appointed to carryout detailed feasibility studies for the Upper Llynfi Valley Heat Network project.
- 5. Effect upon Policy Framework & Procedure Rules.**
- 5.1** The SSH Programme will create a Low Carbon Transition Plan for Bridgend County Borough which BCBC could adopt as official policy if it chooses in due course.
- 6. Equality Impact Assessment**
- 6.1** The BCBC Equalities Impact Assessment Toolkit has been utilised, which indicates that the scheme will have no impact on specific equality groups and disability duties

through Phase 1 but will require further investigation through Phase 2 Development and Delivery.

The programme is a positive step in regard to the Council's role in complying with the Future Generations and Wellbeing Act.

7. Financial Implications.

7.1 As identified in Table 1 and Table 2, the estimated capital costs of the two schemes totals £76 million. These would represent two of the largest investments BCBC has ever made and consequently the Council is considering a number of different models. To date BCBC has received funding from a variety of sources for the SSH Programme. Table 3 gives a brief summary of the funding that BCBC has received that relates directly (or indirectly in the case of the ECO Capital works grant in Caerau) to the SSH Programme.

Table 3 Funding Received to Date

Fund	Managing Body	Type of Finance	Approved Funding £	Spend to Date £	Balance of Funding £	Comments
General SSH Programme						
SSH Programme Revenue Grant	DECC	Revenue	100,000	10,000	90,000	To assist with programme delivery until March 2017
ECO Revenue Grant (Staff Costs)	WG	Revenue	38,000	38,000	0	To increase capacity within BCBC regarding energy projects
General SSH Programme Total			138,000	48,000	90,000	
Bridgend Town Heat Network						
Heat Network Delivery Unit (HNDU) Funding for Bridgend Town Heat Network Study	DECC	Revenue	27,000	27,000	0	To complete feasibility studies for Bridgend Town scheme
Smart Living Grant (Bridgend Town Scheme)	WG	Revenue	20,000	20,000	0	To cover additional costs relating to the Bridgend Town Heat Network project.
Bridgend Town Heat Network Total			47,000	47,000	0	
Upper Llynfi Valley Heat Network						

HNDU Funding for Upper Llynfi Valley Heat Network Study	DECC	Revenue	27,000	0	27,000	To complete heat mapping and master planning for the Upper Llynfi scheme
HNDU Funding for Upper Llynfi Valley Heat Network Study	DECC	Revenue	67,000	0	67,000	To complete feasibility studies for the Upper Llynfi Valley scheme
Smart Living Grant (Upper Llynfi Valley Scheme)	WG	Revenue	30,000	30,000	0	To cover costs relating to the Upper Llynfi Valley scheme.
Match Funding (Upper Llynfi Valley Scheme)	Cardiff University	Revenue	13,000	13,000	0	To cover costs relating to the Heat Mapping and Master Planning study
ECO Capital Grant (Upper Llynfi Valley Scheme)	WG	Capital	1,400,000	1,400,000	0	To make energy efficiency improvements to 159 properties in Caerau
ECO (Upper Llynfi Valley Scheme)	Scottish Power	Capital	108,000	108,000	0	Energy Efficiency improvements to 159 properties in Caerau.
Upper Llynfi Valley Heat Network Total			1,645,000	1,551,000	94,000	
Total			1,830,000	1,646,000	184,000	

- 7.2** Phase 1 of the SSH Programme is fully funded through the Energy Systems Catapult, with work currently underway to build a funding package for Phase 2.
- 7.3** The ESC are currently working on a business case into DECC to release £60M of innovation grant into the SSH Programme to be spread across the three prioritised local authorities (£20M per Authority). In addition to this £20M of innovation grant BCBC has held discussions with the Heat Network Delivery Unit within DECC to access capital grant funding from their £320M Heat Network fund.
- 7.4** BCBC has submitted an Operation Logic Table to WEFO as the first stage in the process of accessing EU Structural funds for the project. There is a potential £5M available for the project from Structural Funds and BCBC hope to be invited into the business planning stage of the process in May 2016. Discussions have also been

held with Welsh Government to access financial support through their Green Growth Wales Programme.

7.5 The funding package for the SSH Programme is being developed by ESC who are having discussions with private investors such as the European Investment Bank and the Green Investment Bank as well as European funds such as Horizon 2020.

7.6 Initial proposals from the ESC are that a holding company would be created to handle the funds at the national level and this holding company would then have a relationship with an SPV created within each of the three demonstrator authorities. There is a need therefore for BCBC to create an SPV in order to access the finance for the project (see paragraphs 4.22 and 4.23 of the report).

7.7 BCBC has allocated £250,000 to the programme from the 2016/17 to 2019/20 capital programme to assist in the implementation of the programme. Although there are opportunities for BCBC to invest in the project, it is not anticipated that the Council would contribute significantly to the financing of the programmes overall costs within Bridgend.

8. Recommendations.

8.1 It is recommended that Cabinet:

1. Undertake a soft market testing exercise to identify opportunities that private sector involvement in the programme could offer BCBC.
2. Agree to BCBC working with Energy Systems Catapult to build the business case (using the Five Case Model) to identify the preferred option for the strategic, economic, commercial, financial and management structure for the project and the role that BCBC has within that structure.
3. Approve in principle the creation of a Special Purpose Vehicle to provide a contractual structure to deliver the SSH Programme, subject to completion of the Five Case Model and suitable funding available to provide the necessary specialist legal and financial advice to create the structure. Cabinet to receive a further report in due course for their consideration in order to progress the Special Purpose Vehicle.
4. Agree that the Council produce a tender specification and advertise via Sell2Wales for a consultant to be appointed to carryout detailed feasibility studies for the Upper Llynfi Valley Heat Network project.
5. Approve the creation of a strategic level board (comprised initially of BCBC and WG) to provide senior level governance and decision making capabilities for the programme. Cabinet to receive a further report, in due course, on the details of the proposed strategic level board for their approval once draft terms have been finalised.

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Corporate Director Communities
3 May 2016

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Background Documents:

1. Cabinet Report 3rd February 2015
2. Bridgend Town Heat Network Feasibility Report DRAFT
3. Upper Llynfi Valley Heat Network Master Planning Study
4. BCBC Request for Proposal Smart System and Heat Programme

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

REVIEW OF PUBLIC CONVENIENCES AND LEVELS OF SERVICE

1.0 Purpose of Report.

- 1.1 To set out for consideration by Cabinet the proposed procedures and charging structure to be adopted under the Council's Comfort Scheme.
- 1.2 To set out for Cabinet, revisions to the opening and closing times of public conveniences in the County Borough.

2.0 Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 This review links to the key outcomes and themes identified in the Corporate Plan: -

- **People in Bridgend County Borough are healthier.** This would mean our communities are stronger, cohesive, and sustainable, with appropriate access to services for all.
- **People in Bridgend County Borough benefit from a stronger and more prosperous economy.** This would mean our communities are sustainable with the appropriate infrastructure to support business growth and thriving town centres.
- **Bridgend County Borough is a great place to live, work and visit.** This would mean that people take pride in the county, their communities, the heritage and natural environment and our communities are clean and safe and have a good range of leisure, tourism, and cultural activities.

- 2.2 The proposals detailed in this report are consistent with the Communities Directorate response to reconciling the current financial settlement, with the levels of service provision in accordance with the improvement priorities detailed in the Corporate Plan under Priority 6 – (Working Together to Make Best Use of Our Resources)

3.0 Background.

- 3.1 To support the Review of Public Conveniences. Cabinet decided on the 16th June 2015 to reinstate grants to businesses under the Council's Comfort Scheme, who agree to make their toilets available for use by non-paying customers.
- 3.2 In the report to Cabinet by the Corporate Director Communities on the Review of Public Conveniences and Levels of Service dated 16th June 2015, Cabinet were minded to approve changes, subject to staff consultation, to the provision and

manning levels of the public conveniences across the Borough. Following this consultation exercise changes have now been introduced to the staffing arrangements and with the summer upon us it is now timely to consider the opening and closing times of the facilities and to align these with the results of the staff consultation.

4.0 Current situation

Comfort Scheme

- 4.1 Previously, under the Welsh Government funded ‘Comfort Scheme’ businesses were offered up to £500 for making their toilet facilities available for use by the public. The level of the grant was depending on opening times and standards of the facilities. Under the arrangements outlined below it is proposed that a similar arrangement is introduced to assess an applicant’s suitability for inclusion on the scheme.
- 4.2 The Council had previously adopted approximately 17 – 20 active outlets under the Comfort Scheme but it is anticipated that in the future the Scheme will more closely monitored and that numbers reflect the local need for the service, taking into account potential use.
- 4.3 This Scheme will be Borough wide and provide clean, safe and accessible public toilets, in convenient locations for residents and visitors to the Borough. Originally, the vast majority of outlets were public houses and hotels, because of their long hours of availability and existing range of facilities. The Scheme allows the public to use the toilet facilities within these businesses during their opening hours and without any need to make a purchase.
- 4.4 The proximity to existing public conveniences will determine the need for developing the Scheme in any particular area and the Council will invite applications and consider them against a list of specific criteria. Businesses are admitted to the Scheme following an initial inspection where they will have to demonstrate that their facilities are at a similar standard to the Council’s public conveniences, in terms of facilities, state of repair and cleanliness. Payment will be made in two stages, at the beginning of the agreement and following a re-inspection after 6 months. Participating premises will display a sticker in their window advertising the service and the Council will include details of them on its web site.
- 4.5 It is proposed that the level of grant and the provision of the service will be determined by the following criteria: -

Table 1 Scoring Criteria

Criteria	Points Score
The range, number and quality of publicly accessible toilet facilities in the local area	0 to 10
Provision of soap, mirrors and other necessities	0 to 10
The weekly hours of opening	0 to 10
Suitability for disabled users and baby changing	0 to 10
Maintenance of fabric and cleanliness	0 to 10
Location of the premises in relation to the main community	0 to 10

thoroughfares	
Total Score	

Up to 10 points will be allocated for each of the above criteria based on visual inspection of the premises, to give a maximum score of 60 points. The provision and the level of the grant will be determined by the number of points accrued as set out below.

Table 2 Value of Grant

No of Points	Award £
0 to 35	Premises unsuitable for grant
35 to 40	300
40 to 45	400
45 to 60	500

- 4.6 Cabinet is asked to consider the detail outlined above and to recommend the adoption of the procedure described for assessing a business's suitability to participate in the scheme as set out in **Table 1** and the level of grant to be awarded in accordance with the points score detailed in **Table 2**

Public Toilet Opening Times

- 4.7 In accordance with the advice to Cabinet in the report of the Corporate Director Communities on the Review of Public Conveniences and Levels of Service dated 16th June, a staffing consultation was completed in August 2015 where details of the manning levels and the hours of work were considered and agreed with the toilet attendant staff and Unions.
- 4.8 Following this review it is now appropriate for Cabinet to consider some minor revisions to the opening and closing times of the public toilets to bring these into line with the results of the staff consultation and the revised manning levels and working patterns that were agreed. The proposed times for opening and closing public conveniences are set out in the **Appendix** for consideration by Cabinet:

5.0 Effect upon Policy Framework & Procedure Rules.

- 5.1 This report has no effect on Policy Framework and Procedural Rules.

6.0 Equality Impact Assessment

- 6.1 Whilst an equality impact assessment has not been undertaken on this proposal, there are no specific issues relating to this application.

7.0 Financial Implications.

- 7.1 Savings to the service revenue budget were previously recognised in the original report and will be fully integrated into the budget for 2016/17.

8.0 Recommendations.

That Cabinet approve:

- 8.1 the revised Public Convenience opening hours as set out in the **Appendix**
- 8.2 the re-introduction of the local 'Comfort Scheme' on the basis set out in the report.
- 8.3 the provision of a grant up to maximum of £500 in any one year to a business making their toilets available for public use.
- 8.3 the value of the grant to be set in accordance with Section 4.5 of this report as detailed in Table 1 and Table 2.

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Background documents

Cabinet Report - Corporate Director Communities on the Review of Public Conveniences and Levels of Service dated 16th June 2015

Appendix - Summary of Proposed Opening and Closing Times

Location	Proposal Set Out in 15 th June Report	Future Proposed Opening / Closing Times
Maesteg Bus Station	Mon – Sat 09.00 – 18.00 Sun – Closed	Mon – Sat 09.00 – 18.00 Sun – Closed
Bus Station, Bridgend	Mon-Sat 08.30 – 19.00 Sun 14.30 – 17.30	Mon-Sat 08.30 – 19.00 Sun 08.30 – 17.30
Cheapside, Bridgend	Mon – Sun 08.00 – 18.00	Mon – Sat 09.00 – 18.30 Sun 08.30 – 17.00
John Street, Porthcawl	Winter: Mon - Sun 09.00 – 18.00 Summer: Mon – Sun 9.00 – 20.00	Winter: Mon – Sat 09.00 – 18.00 Sun 10.00 – 18.00 Summer: Mon – Fri 09.00 – 20.00 Sat – Sun 09.00 – 18.00
Griffin Park, Porthcawl	Winter: Mon – Sun 09.30 – 17.30 Summer: Mon – Fri 09.30 – 19.30	Winter: Mon – Sat 09.30 – 17.30 Sun 10.30 – 17.30 Summer: Mon – Fri 09.30 – 19.30 Sat – Sun 09.30 – 17.30
Rest Bay, Porthcawl	Winter: Mon – Sun 08.00 – 15.30 Summer: Mon – Sun 08.00 – 20.00	Winter: Mon – Sun 08.30 – 15.30 Summer: Mon – Sun 08.30 – 18.00

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

REPORT OF THE CHIEF EXECUTIVE AND THE CORPORATE DIRECTOR – COMMUNITIES

10 MAY 2016

THE PROPOSED BRIDGEND BUSINESS IMPROVEMENT DISTRICT

1. Purpose of Report

- 1) To seek Cabinet approval to support the progression of the Bridgend Business Improvement District (BID) to ballot and to decide in particular how the Council should vote in the proposed ballot.
- 2) To seek Cabinet approval to establish the legal requirements to enable the Council to deliver on its key roles and responsibilities in respect of the proposed BID.

2. Connection to Corporate Plan/Other Corporate Priority

2.1 The Corporate Plan 20016/20 contains the following key priority:

- This proposal will contribute to the Corporate Improvement Priority of Supporting a Successful Economy.

3. Background

- 3.1 The Bridgend Business Improvement District (BID) has been in development since 2014 following one-off funding of £25,000 from Welsh Government and the Council.
- 3.2 A BID is a mechanism that has been recognised as being successful in bringing local businesses and other stakeholders together with the aim of improving their trading environment and enhancing their profitability. The Welsh Government is supporting the development of BIDs in Wales, as a key component of its commitment to encourage economic development and to deliver its regeneration framework, Vibrant and Viable Places.
- 3.3 The aim of a BID is to deliver a sustainable financial model to a defined geographical area of a town or city, where businesses have voted through a ballot process to invest collectively in local improvements. BIDs are developed, managed and paid for by the commercial sector by means of a BID levy. They are often a partnership arrangement through which the local business community and the statutory authorities can take forward projects and activities which will benefit the local economy.
 - 3.3.1 The programme of projects and activities should clearly be in addition to those provided by the local authority and not be used to replace existing public sector services. Everything the BID delivers should be new or additional to the services currently provided by the Council.

- 3.3.2 These projects and activities will be set out in a BID proposal document, which includes the description of the BID programme and how it will be funded through the BID eligible businesses.
- 3.4 In order for businesses to establish a BID it is necessary to undertake a ballot and secure a positive vote. Each separate property occupied or owned by a business rate payer (referred to as a hereditament) attracts a vote. To be successful the vote must meet two tests: more than 50% of votes cast must be in favour of the BID and the 'yes' vote must represent more than 50% of the aggregate rateable value of votes cast. A vote in favour of the BID proposals on the basis of these two criteria being met means that all eligible businesses have to pay the levy, irrespective of whether they voted for it. If the ballot is successful a BID company limited by guarantee will be established.
- 3.4.1 The legislation in respect of the ballot approval is contained in Section 50 of the Local Government Act 2003. The second test in respect of rateable value is contained in Section 50 (3)-(5).

Section 50 Local Government Act 2003

- “(1) BID proposals are not to be regarded as approved by a ballot held for the purposes of section 49(1) unless two conditions are satisfied.
- (2) The first condition is that a majority of the persons voting in the ballot have voted in favour of the BID proposals.
- (3) The second condition is that A exceeds B.
- (4) A is the aggregate of the rateable values of each hereditament in respect of which a person voting in the ballot has voted in favour of the BID proposals.
- (5) B is the aggregate of the rateable values of each hereditament in respect of which a person voting in the ballot has voted against the BID proposals.
- (6) For the purposes of subsections (4) and (5), the rateable value of a hereditament is that shown on the day of the ballot under section 42(4) of the Local Government Finance Act 1988 (c 41).”

- 3.4.2 The levy will be collected separately from business rates by the Council and the collected funds will then be paid to the BID Company (which will be registered as 'CF31') in Bridgend who will be responsible for the implementation of the agreed proposal.
- 3.5 In Wales and England, BIDs were introduced through the Local Government Act 2003 and subsequent regulations which in respect of Wales are the Business Improvement Districts (Wales) Regulations 2015 (the Regulations). Welsh Government has supported the establishment of BIDS in a number of towns. Eight of these have been voted in and set up to date: Swansea, Merthyr Tydfil, Newport, Neath, Llanelli, Caernarfon & Bangor, Aberystwyth and Pontypridd. Bridgend is the last of the Welsh Government supported towns to go to ballot.

4. Current Situation

Bridgend BID Proposal

- 4.1 The Bridgend BID (CF31) has commenced its campaign period following 24 months of development by the BID Steering Group. The BID Steering Group consists of

representatives from the business community, a representative from Bridgend Town Council and the Cabinet Member for Regeneration & Economic Development. The Group is independently advised and steered through the BID process by specialist consultants 'The Means', appointed by the Council.

- 4.2 Following extensive consultations with businesses in the BID area, a draft BID proposal document is being prepared by the BID Steering Group which outlines the programme of services the BID will deliver over a 3 year term. The key areas will be described in more detail in the proposal including the proposed service delivery relating to these.
- 4.2.1 Businesses have identified their specific priorities for the town centre in the draft BID proposal: developing strategy and supporting business; better marketing; a safer and more welcoming town, and improving access and parking. Cabinet should note that an Access Study has been commissioned for Queen St, Dunraven Place and Market Street, in Bridgend Town Centre, which will help inform the BID priority of improving access and parking. This will be presented to Cabinet in June.
- 4.2.2 The BID proposal is both a manifesto and a legal document. The Regulations require that a BID proposal has to be submitted by a person or persons specified in the Regulations. The BID proposal has to be submitted to the Council by the BID proposer and must include:-
- a statement of the works or services to be provided and the name of who will provide them e.g. the BID Company;
 - a statement of the existing baseline services provided by relevant organisations, including the Council (see paragraph 4.7.1 of the report);
 - a description of the geographical area in which the proposed BID arrangements are to have affect;
 - a statement of whether all non-domestic ratepayers in the geographical area or a specified class of them are to be liable to pay the BID levy, and explanation of how the BID levy to be levied is calculated and an explanation of whether any of the costs incurred in developing the BID proposals, holding the ballot or implementing the BID are to be recovered through the BID levy;
 - a statement of the specified class of non-domestic ratepayer (if any) for which, and the level at which, any relief from the BID levy is to apply;
 - a statement of whether the BID arrangements may be altered without an alteration ballot and, if so, which aspects of the BID arrangements may be altered in this way;
 - a statement of the duration of the BID arrangements;
 - a statement of the commencement date of the BID arrangements.
- 4.2.3 It is also a requirement of the Regulations that as well as the BID proposal the BID proposer sends to the Council a summary of:
- the consultation process it has undertaken with those persons who are liable for the proposed BID levy;
 - the proposed business plan;

- the financial management arrangements for the BID body (in this case the BID Company referred to earlier in the report), and the arrangements for periodically providing the Council with information of the finances of the BID body (in this case the BID Company referred to earlier in the report).

4.2.4 The BID proposer also has to send to the Council a notice requiring the Council to instruct the relevant ballot holder (Returning Officer) to hold a BID ballot.

4.3 At the time of the preparation of this report the Council has only received a draft BID proposal but anticipate that the finalised BID proposal required to be submitted under the Regulations will have been submitted by the time that this report is considered by Cabinet. If a BID proposal that fully complies with the Regulations has not been submitted by the time the Cabinet consider this report then it will be necessary to delegate power to the Corporate Director – Communities to approve any BID proposal in order that the BID ballot can take place (see paragraphs 4.6 and 4.6.1 as to the holding of the BID ballot) within the timeframe envisaged for the holding of the ballot.

4.4 The following streets are included in the BID area in whole or in part:

Adare St, Angel St, Boulevard de Villenave d'Ornon, Brackla St, Brewery Lane, Caroline St, Cheapside, Court Rd, Cross St, Derwen Rd, Dunraven Place, Elder St, Langenau Strasse, Market St, Merthyr Mawr Rd North, Nolton St, Quarella Rd, Queen St, Station Hill, the Rhiw, Water St, Wyndham St.

4.4.1 The map of the geographical area covered by the BID area is shown edged red on the map in the Appendix to the report

4.5 The BID proposal is that a business will pay a levy of 1.25% of their rateable value resulting in an annual income of approx. £130,000. This BID levy will be fixed for a three year term, after which a renewal ballot will take place. The BID proposal provides in greater detail the proposed BID levy and the requirements of which non-domestic ratepayers will be required to pay the levy if the BID ballot is successful.

BID Ballot

4.6 As indicated in paragraph 4.2.4 of the report the BID proposer has to serve a notice on the Council to instruct the relevant Returning Officer to hold a BID ballot. The Council is not obliged to instruct the Returning Officer to hold a BID ballot until a BID proposal that complies with the requirements of the Regulations as briefly set out in this report at paragraphs 4.2.2 and 4.2.3 is complied with. However, it is clearly desirable for the BID proposer to have discussions with the Returning Officer as to the timetable of the ballot in advance of the instruction to hold the BID ballot. The relevant Returning Officer under these Regulations is in this case the Council's Chief Executive Officer.

4.6.1 The legal requirements for holding a BID ballot under the Regulations are shown in the below timetable.

Ballot timetable

Action	Regulation Requirement
Publication by BALLOT HOLDER (the Returning Officer) of Notice of Ballot and comply with the other arrangements that need to have been undertaken under Paragraph 3 of schedule 2 of the Regulations. Copy notice of ballot sent to the National Assembly	Latest day: 42 days before ballot day
Dispatch of ballot papers	Latest day: 28 days before ballot day
Ballot Day	Ballot day means end of ballot period - 30 th June (provisional)
Counting of votes	As soon as practicable after the ballot day
Publication of notice of result	As soon as is reasonably practicable after the result is certified
BID start date	To be agreed

- 4.6.2 The indicative ballot period is June 2nd – June 30th, with publication of the result targeted for July 1st. These dates will be subject to the actions in the above table being satisfied, and the other requirements of the Regulations detailed earlier in the report having been complied with.

Formal Agreements

- 4.7 In accordance with the BID Regulations, a series of agreements between the Council and the BID Company must be put in place following a successful BID ballot:
- 4.7.1 Baseline Service Agreement – this defines the level of service delivered by the Council to the BID area, which includes public conveniences, street cleansing, highway maintenance, town centre management, car parks, CCTV and licensing, which covers taxis, street trading and late night food. The Agreement obliges this Council to notify the BID Company of any changes to these services during the term of the BID. The purpose of the Agreement is to reassure businesses that they are not paying the BID levy for existing services. The baseline agreement also confirms that the Council will not reduce services as a consequence of investment in the BID. Whilst a draft Baseline Service Agreement will be available before the ballot, the finalised terms of Agreement will have to be negotiated with the BID Company, which will only be established following the result of a successful ballot. On the basis that the BID ballot is successful, the Baseline Services Agreement will need to be completed. Once the finalised terms of the Baseline Services Agreement has been finalised and agreed with the BID Company then the Agreement will need to be signed by the Council and the BID Company. The report recommends that Cabinet delegate to the Chief Executive Officer the power to approve and finalise

the terms of the Baseline Services Agreement and to arrange the execution of the Agreement by the Corporate Director – Operational and Partnership Services.

- 4.7.2 Operating Agreement – this document is an agreement between the BID Company and the Council in respect of the administration, collection and enforcement of the BID levy. The Council will be the local authority with legal responsibility to set up the BID financial account and provide the invoice, billing and collection of the Bridgend BID levy. The Council's costs and expenditure in carrying out this work are in accordance with the Regulations deductible from the collected BID levy. There is a requirement under the Regulation for the Council to keep a BID Revenue Account. The finalised terms of the Agreement will again have to be negotiated with the BID Company which will only be established following the result of a successful ballot. The Council must pass to CF31 the levy collected on its behalf. The financial risk associated with non-payment of the levy rests with CF31, not the Council.
- 4.7.3 It is recommended to Cabinet that they delegate to the Head of Finance the power to agree the final terms of this Agreement and to arrange for execution of the Agreement by the Corporate Director - Operational and Partnership Services.

Progress and next steps

- 4.8 The Bridgend BID Proposer (acting for the Steering Group) in accordance with the BID legislation asks the Council to instruct the ballot holder (Returning Officer) to hold a ballot. The Council serves notice on the ballot holder to hold a ballot. The ballot holder then has to publish notice of ballot at least 42 days before the date of the ballot. The Returning Officer is obliged under the BID regulations to manage the ballot and has instructed electoral reform services, UK Engage, to carry out the administration of the ballot.
- 4.8.1 Following publication of the BID result, in the event of that being in favour of the BID, the Baseline Service Agreement and Operating Agreement can be finalised and executed by the Council and the BID Company (see paragraphs 4.7.1 to 4.7.3 of the report).
- 4.8.2 The Council in its capacity as the Billing Authority in the Regulations is required to put in place arrangements for collection of the levy following publication of the result. This will entail the acquisition and testing of new software, and setting up of a billing system. This cannot be done until after the result, but will be arranged and put in to effect as soon as practicably possible.
- 4.8.3 Following publication of the result, in the event of a "yes" vote the BID proposer will be responsible for establishing a BID Company that will have responsibility for managing the BID for the 3 year term.

The Council's vote

- 4.9. The Council as a business rate payer within the defined BID area has a number of votes in the BID ballot.
- 4.9.2 The Council has five separate hereditaments with a total rateable value of £871,500 (see paragraph 6.2 of the report). The annual levy liability is £10,893.75 at 1.25%. This allows the Council to have five individual votes, increasing the importance of a

Council 'yes' vote to deliver an overall BID success, if Cabinet decide that the Council should cast a "yes" vote. As indicated previously in the report in order for the ballot to be successful the vote must meet two tests: more than 50% of votes cast must be in favour of the BID and the 'yes' vote must represent more than 50% of the aggregate rateable value of votes cast. It is only if the ballot is successful on both criteria will the ballot be successful. As previously indicated paragraph 3.4.1 of the report sets out in full the legislation as contained in Section 50 of the Local Government Act 2003. The second test in respect of rateable value is contained in Section 50 (3)-(5).

- 4.9.3 As indicated at paragraph 4.3 of the report at the time of the preparation of this report the Council has only received a draft BID proposal but anticipate that the finalised BID proposal required to be submitted under the Regulations will have been submitted by the time that this report is considered by Cabinet. If a BID proposal that fully complies with the Regulations has been submitted by the time Cabinet consider this report then the Corporate Director – Communities will provide Cabinet with the views of officers at the Cabinet meeting in order for Cabinet to determine how the Council shall vote in the BID ballot. However, if the BID proposal has not been submitted by the time Cabinet consider this report then it will be necessary for Cabinet to receive another report for its Cabinet Meeting in June in order for Cabinet to determine how it wishes to vote in the BID ballot.

Conclusion

- 4.10 A BID for Bridgend will be an important tool in stimulating economic development of the town centre. The investment made by the businesses through the levy will address key issues that currently affect the success of the town and play a role in transforming Bridgend into a better place to do business. A BID mechanism has proven to create a cohesive business community, encourage private sector creativity to tackle problems and improve communication between business and councils. It is the view of officers that a BID for Bridgend could prove central to improving the vitality and viability of the town centre and in general recommend that the Council support the principle of a BID, however, clearly at the time of writing of this report officers are unable to express any further views on this specific BID proposal until the finalised proposal is received and officers have had an opportunity of considering its contents in full.

5. Effect upon Policy Framework & Procedure Rules

- 5.1 None.

6. Financial Implications

- 6.1 As a business rate payer within the proposed BID area, there are financial implications for the Council in the event of a yes vote.
- 6.2 Within the proposed BID area there are five properties in the Council's ownership. The table below identifies the properties concerned, the rateable value and the levy. The levy payable would be fixed at the time of ballot for the duration of the BID. The levy would be paid annually for three years.

Hereditament	Rateable Value £	Levy payable £
Civic Offices, Angel St	490,000	6,125
Car Park No 1, Brackla St	11,000	137.50
Ground & First Floors Ravens Court	275,000	3,437.50*
Car Park West side, Brackla St	47,500	593.75
Bus Station, Market St	48,000	600
Total	871,500	10,893.75

- 6.3 The ballot cost, which the Regulations stipulate should be borne by the Council, is £2,629.37. This will be met by the Council's Town Centre Management budget. In the event of the yes vote being less than 20% of the number of persons entitled to vote in the ballot and the proposals were not approved, the Council is entitled to reclaim the cost of the ballot from the BID proposer and also the costs of arranging the ballot. However, it is proposed that this entitlement is waived. Establishing a BID is for the general good of the town centre, therefore taking on the responsibility and cost of carrying out the ballot, whether it succeeds or fails, would fall under the Council's general powers to promote wellbeing, and the Council would therefore not want to discourage a ballot from taking place.
- 6.4 A contribution of £5,000 towards the full cost of collecting and administering the BID levy will be charged to the BID Company annually, any administrative related costs in excess of this figure will be borne by the Taxation Section. Specialist software is required and the cost of purchasing and implementing the software will be charged to the Town Centre Management budget along with the annual licence fees for the duration of the BID. Recovery of the costs will be set out in the Operating Agreement between the BID Company and the Council
- 6.5 The ballot and other administrative costs are summarised in the following table. Items 1, 2 and 3, and the annual levy, will be paid for by BCBC from the Town Centre Management budget.

	Item	Yr 1	Yr 2	Yr 3
1	Ballot costs	2,629.37		
2	Purchase of BID collection software	15,000		
3	License agreement for BID software	2,000	2,000	2,000
4	Collection costs rechargeable to the BID	5,000	5,000	5,000
	Total	24,629.37	7,000	7,000
	Total cost to BCBC	19,629.37	2,000	2,000

7. Recommendations

Cabinet is **recommended** to:

- (i)(a) Note that the BID proposal and supplementary documentation have been submitted to and approved by the Council as complying with the requirements of the Regulations, or
- (b) If they have not been submitted to the Council by date of the Cabinet meeting, delegate to the Corporate Director – Communities the power to approve the BID

proposal and supplementary documentation required to be submitted to the Council for approval as duly complying with the Regulations, as so duly complying once the same has been submitted by the BID proposer.

- (ii) Upon receipt of a notice from the BID proposer that the Council should instruct the Returning Officer to hold a BID ballot the Cabinet delegate to the Corporate Director – Communities the requirement to serve the notice upon the Returning Officer to make the arrangements to hold a BID ballot, and also delegate to the Corporate Director – Communities the power to decide when to so serve the notice on the Returning Officer, if the BID proposal and supplementary documentation required to be submitted to and approved by the Council as complying with the Regulations, has not been submitted and approved by the Council at the time the notice is served by the BID proposer.
- (iii) Approve the financial arrangements detailed in paragraphs 6.3 to 6.5 of the report.
- (iv)(a) On the basis that the BID proposal and supplementary documentation have been submitted to and approved by the Council as complying with the requirements of the Regulations by the date of the Cabinet meeting, then Cabinet will need to decide how the Council should cast its votes in the subsequent BID ballot. Since at the time of preparation of this report the BID proposal and supplementary documentation have not been received the Corporate Director – Communities will provide the views of the Council’s officers at the meeting to inform Cabinet in determining how the Council should cast its votes, and the Cabinet shall after considering those views determine how to cast its votes in the BID ballot, or
 - (b) If the BID proposal and the supplementary documentation have not been submitted to and approved by the Council as complying with the requirements of the Regulations by the date of the Cabinet meeting then Cabinet shall receive a further report at its meeting in June in order that it can determine how the Council should vote in the BID ballot and upon such a report being necessary the Corporate Director – Communities is to take the opportunity of updating Cabinet on the BID for Bridgend.
 - (c) That the Council’s votes in the BID ballot be cast by the Leader on behalf of the Council.
- (v) Upon there being a successful BID ballot (and the relevant publication notice required by the Regulations having been undertaken), Cabinet authorise the Chief Executive Officer in consultation with the Corporate Director – Communities, Corporate Director – Operational and Partnership Services and the Section 151 Officer to approve and finalise the terms of the Baseline Services Agreement with the BID Company and to arrange for the Corporate Director – Operational and Partnership Services to execute the Baseline Service Agreement.
- (vi) Upon there being a successful BID ballot (and the relevant publication notice required by the Regulations having been undertaken), Cabinet authorise the Head of Finance in consultation with the Corporate Director – Communities and the Corporate Director – Operational and Partnership Services to approve and finalise the terms of the Operational Agreement with the BID Company and to arrange for the Corporate Director-Operational and Partnership Services to execute the Operational Agreement.

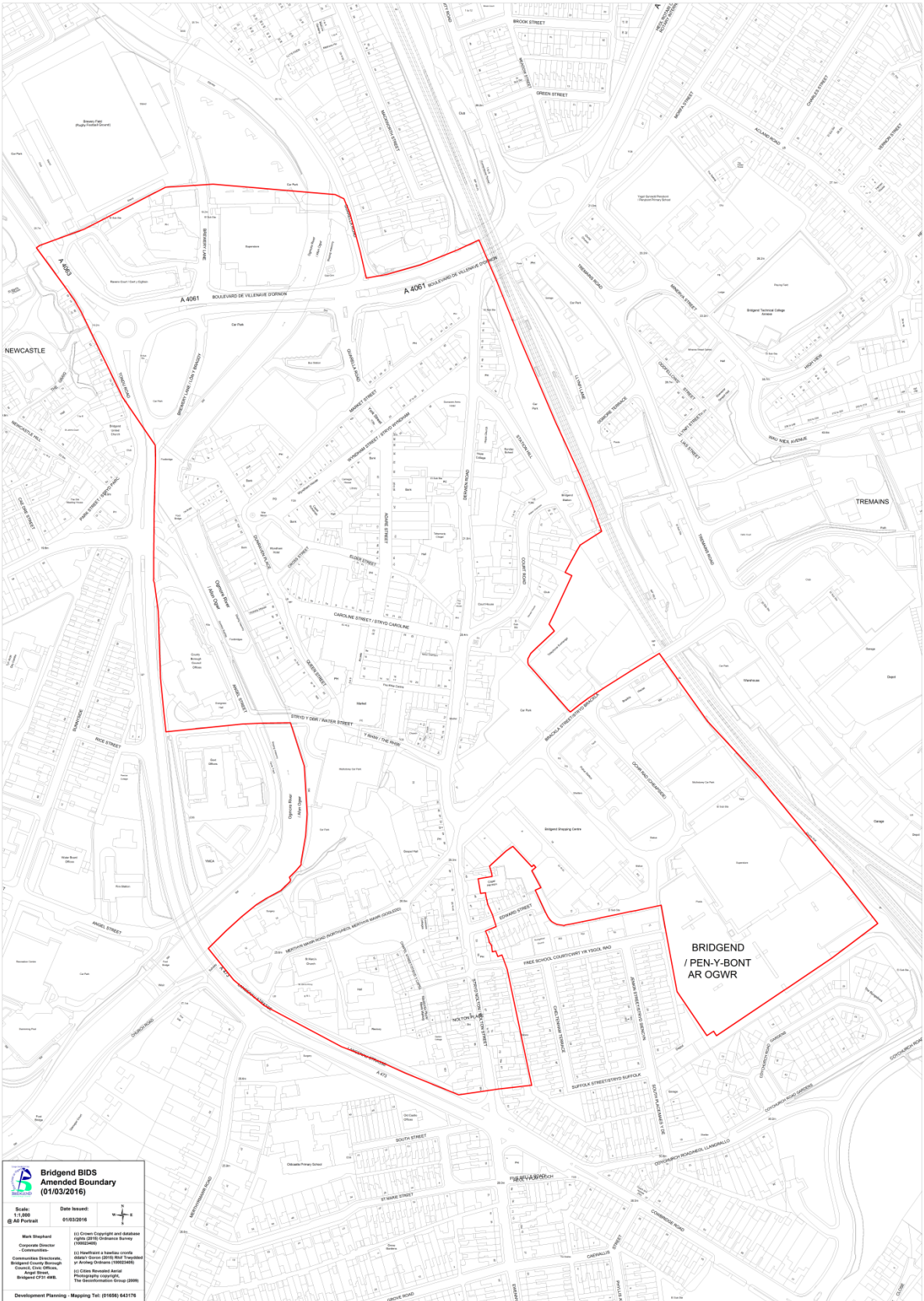
Mark Shephard
Corporate Director – Communities.

Darren Mepham
Chief Executive Officer

Contact Officers: Satwant Pryce
Telephone:
E-mail:

Background documents:
Non
Appendix

The map of the BID geographical area is shown delineated edged red in the below plan.



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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR OPERATIONAL & PARTNERSHIP SERVICES

CABINET, CORPORATE PARENTING CABINET COMMITTEE AND EQUALITIES CABINET COMMITTEE

1. Purpose of Report .

1.1 The purpose of this report is to:

- a. seek approval for the schedule of meetings of Cabinet, Corporate Parenting Cabinet Committee and the Equalities Cabinet Committee for the period June 2016 - May 2017.
- b. propose Children's and Equalities Champions who will chair the Corporate Parenting and Equalities Cabinet Committees
- c. confirm the process for nomination of Champions from each of the Overview and Scrutiny Committees to the Corporate Parenting Cabinet Committee.
- d. seek approval of the invitees to attend meetings of the Equalities Cabinet Committee as nominated by each of the political groups represented on Council.

2. Connection to Corporate Improvement Plan / Other Corporate Priority.

2.1 Effective arrangements for the Authority's decision making processes and the establishment of Committees and other bodies will fulfill the requirements of the Constitution and contribute to the achievement of the Corporate Themes and Priorities. The schedule of meetings will allow internal management planning for the production and presentation of reports and inform the general public of the future dates of meetings.

3. Background.

3.1 The proposed dates for Cabinet, Corporate Parenting Cabinet Committee, Equalities Cabinet Committee and Joint Committee meetings will be reported for noting in the proposed schedule of meetings to be reported to the Annual Meeting of Council on 18 May 2016. This prevents meetings dates of Cabinet, Council or their Committees conflicting with each other.

4. Current situation / proposal.

4.1 Cabinet

4.1.1 Meetings of Cabinet proposed below, are planned to continue on a four weekly cycle with meetings commencing at 2.30pm.

4.1.2 The proposed schedule of Cabinet meetings for the period June 2016 – May 2017 is as follows:

2016	2017
7 June	10 January
5 July	31 January
26 July	14 February (Special)
6 September	28 February
4 October	28 March
1 November	25 April
29 November	

4.2 Corporate Parenting – Cabinet Committee

4.2.1 The proposed Schedule of meeting dates for the Corporate Parenting Cabinet Committee is detailed below:

Corporate Parenting Cabinet Committee
20 July 2016
19 October 2016
18 January 2017
19 April 2017

4.2.2 The Deputy Leader was appointed by Cabinet at the meeting on 28 April 2015 as Lead Member for Children and Young People. As the Lead Member for Children and the Children's Champion, it is appropriate that the portfolio holder continue in this role and be appointed as the Chairperson for the Corporate Parenting - Cabinet Committee.

4.2.3 The Corporate Parenting - Cabinet Committee has previously established the principle of appointing one invitee from each of the five Overview and Scrutiny Committees as Corporate Parenting Champions. In addition, the Chairperson of the Children and Young People Overview and Scrutiny Committee is appointed as an invitee to the Corporate Parenting – Cabinet Committee. A report will be presented to the first meetings of each of the Overview and Scrutiny Committees seeking these appointments. A report will then be presented to a future meeting of Cabinet to advise of the Corporate Parenting Champions appointed by each of the Overview and Scrutiny Committees.

4.3 Equalities - Cabinet Committee

4.3.1 The proposed schedule of meeting dates for the Equalities Cabinet Committee is detailed below:-

Equalities Cabinet Committee
14 July 2016
10 November 2016
9 March 2017

4.3.2 The Cabinet Member Childrens Social Services and Equalities was appointed by Cabinet at the meeting on 28 April 2015 as Lead Member for Equalities and it is appropriate that the portfolio holder continues to be the Equalities Champion and be appointed as the Chairperson for the Cabinet Committee Equalities.

4.3.3 The Members listed in the table below serve as existing invitees on the Equalities Cabinet Committee:

Equalities Cabinet Committee - 10 Invited Members

	<u>Political Group</u>	<u>Councillors</u>
1	Labour	Councillor N Farr
2	Labour	Councillor R C Jones
3	Labour	Councillor A D Owen
4	Labour	Councillor C Reeves
5	Labour	Councillor M Reeves
6	Labour	Councillor D Sage
7	Labour	Councillor M Thomas
8	Independent / Alliance	Councillor C A Green
9	Independent / Alliance	Vacancy
10	Independent Annibynnwr	Councillor M Butcher

Nominations are sought from the political groups on the basis of 7 Labour Group Members, 2 Independent / Alliance Group Members and 1 Independent / Annibynnwr Group Member.

5. Effect upon Policy Framework & Procedure Rules.

5.1 There will be no direct effect on the Policy Framework & Procedure Rules but, if approved, the report will provide a sound structure for Executive decision making, improve corporate planning within the Authority and provide greater accessibility and understanding for the residents of the County Borough.

6. Equality Impact Assessment

6.1 There are no negative equality implications arising from this report.

7. Financial Implications.

7.1 There are no financial implications regarding this report.

8. Recommendations.

- 8.1 That Cabinet approves 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.
- 8.2 That the Deputy Leader be appointed as lead Member for Children and Young People, Children’s Champion and Chairperson of the Corporate Parenting Cabinet Committee.
- 8.3 That the process for determining the invitees for the Corporate Parenting Cabinet Committee as outlined in paragraph 4.2.3 be approved.
- 8.4 That the Cabinet Member Childrens Social Services and Equalities be appointed as the Equalities Champion and as Chairperson of the Equalities Cabinet Committee.
- 8.5 That Cabinet approve nominations of the invitees to the Equalities Cabinet Committee on the basis of 7 Labour Members, 2 Independent / Alliance Members and 1 Independent Annibynnr Member.

P A Jolley
Corporate Director Operational & Partnership Services
18 April 2016

Contact Officer: **Andrew Rees**
Senior Democratic Services Officer – Committees

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Background documents:
None

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR, SOCIAL SERVICES AND WELLBEING

STATUTORY DUTY TO SECURE SUFFICIENT PLAY OPPORTUNITIES FOR CHILDREN AND YOUNG PEOPLE IN BRIDGEND COUNTY BOROUGH

1. Purpose of report

- 1.1 To inform Cabinet of the requirements of the play sufficiency statutory duty in Wales and the approach that has been taken in Bridgend in response to the requirements;
- 1.2 To seek approval of the proposed action plan in response to the play sufficiency assessment.

2. Connection to Corporate Improvement Plan / Other Corporate Priority

- 2.1 This report links with the following priorities in the Corporate Plan:
 - Helping people to be more self-reliant;
 - Smarter use of resources;
 - Supporting a successful economy.
- 2.2 In addition, the play sufficiency statutory duty is expected to impact on all local authority policy agendas including education, planning, transportation, health and wellbeing, poverty, childcare, intergenerational, community development, community safety and health and safety.

3. Background

- 3.1 The play sufficiency duty comes as part of the Welsh Governments anti-poverty agenda and recognises that children and young people can have a poverty of experience, opportunity and aspiration and that this kind of poverty can affect children from all social, cultural and economic backgrounds.
- 3.2 Each local authority in Wales is required to assess for play sufficiency every three years and create an action plan under the Children and Families (Wales) Measure 2010. This has been identified through the Play Sufficiency Assessment (Wales) Regulations 2012 and the associated Statutory Guidance, 'Wales a Play Friendly Country'.
- 3.3 A second stage of the duty has been introduced in 2014 requiring local authorities to assess and secure sufficient play with a second full assessment being required to be submitted to Welsh Government by 31st March 2016. This report provides an update on the previous report provided to Cabinet on the 16th September 2014.

4. Current Situation/Proposal

The Assessment Process

- 4.1 Bridgend County Borough Council recognises that to achieve its aim of creating a play friendly county and to provide excellent opportunities for our children and young people, it will be necessary to work with partners and other stakeholders towards this purpose. The Welsh Government's core aims for children and young people recognises that this duty may mitigate the negative effects of poverty, build resilience, and support the development of physical, social, mental, emotional and creative skills. It recognises the benefits of experiential learning, physical activity and in some contexts therapy.
- 4.2 The regulations include a range of matters to be considered in any assessment, review and publication.
- 4.3 It is a requirement that the information gathered in relation to play sufficiency is published and kept up to date.
- 4.4 There is an emphasis on meeting the diverse needs of children including those who are disabled and children of differing ages up to and including 17 years. There is recognition of the impact of poverty and isolation on access to play and recreation.
- 4.5 The scope of activity is broad and includes any recreational activity including junior and youth clubs, leisure centre and sporting activities, cultural and arts activities, in addition to specific concepts of play and playwork. The scope includes both structured and unstructured activity in both indoor and outdoor locations, places and spaces.
- 4.6 The Play Sufficiency assessment (attached at **Appendix 1**) should contribute to the overall needs assessment being conducted by the Public Service Board and the action plan for securing sufficient play opportunities should be linked to the Single Integrated Plan.
- 4.7 Bridgend County Borough Council has been required to complete the second phase of assessment and a draft copy of the assessment has been provided to Welsh Government together with an action plan based on the resources available to the local authority.
- 4.8 'Sufficient' in relation to play opportunities means sufficient having regard to both quantity and quality. The objective should be such that any child should be able to play freely and take part in a range of recreational activities in their communities. This will include access to play spaces and activities that meet their needs.
- 4.9 The issues/matters to be taken into account in undertaking the Play Sufficiency Assessment are as follows:
 - Population – population data at ward and lower super output areas inclusive of age, disability, welsh language and other cultural factors;

- Providing for diverse needs – recognition of how opportunities support diversity particularly geographical, disability and language. There is a strong emphasis on disabled children;
- Space available for children to play – inclusive of open space, streets, school grounds, brownfield sites etc. The assessment includes a review of distance, accessibility and future potential. This section also includes playgrounds, fields, youth facilities and other locations under the heading of outdoor unstaffed maintained play spaces;
- Supervised provision – inclusive of supervised play provision such as holiday schemes, out of school childcare, peripatetic programmes, free programmes in leisure facilities, clubs and youth groups. The quality focus in this section includes national standards where they are applicable;
- Structured recreational activities – inclusive of youth support services and youth services. There is a focus on sport, leisure and cultural opportunities and cross-referencing to ‘Creating an Active Wales’ and Local Authority Partnership Agreements;
- Access to space/provision – inclusive of 20mph zones, traffic calming, safer streets, safe walking and cycling routes and planning of public transport;
- Securing and developing the play workforce – inclusive of management structures, structure and size of workforce, training and competence, voluntary sector development, volunteering and parental involvement;
- Play within all relevant policy and implementation agendas – inclusive of education and schools, planning, traffic and transport, health and wellbeing, child poverty, early years and family policy and initiatives, inter-generational policy, community development and community safety;
- Information – publicity and events that enhance public awareness via website and other publicity methodology and including events in public spaces supported by information that promotes a positive culture around play and opportunities for young people.

Partnership

- 4.10 Welsh Government identifies the importance of working with all partners in the community including Town and Community Councils, third sector, community groups, private sector, children and families. There are opportunities for cross-border collaboration and sharing of good practice.
- 4.11 The Statutory Guidance identifies that the Public Service Boards should ensure that Play Sufficiency assessment forms part of the local needs assessment and resultant action plans.
- 4.12 The collaboration of partners to provide and maximise resources including reprioritisation is a key theme.

- 4.13 Consultation with young people, families and stakeholders is imperative to inform future planning.
- 4.14 The Social Services and Wellbeing Directorate of the Council will take the lead for this piece of work but the scope will clearly involve a multi-directorate, multi-agency and partner based commitment.

Action Plan

- 4.15 The assessment has identified a number of issues to be addressed within the action plan (attached at **Appendix 2**):-
- Sharing available population data to support partners to plan and potentially secure investment for play whilst building on identified data gaps;
 - Recognising diversity of need and developing sustainable opportunities for targeted population groups (eg disability);
 - Supporting partners to deliver supervised play and be compliant with emerging standards;
 - Maintaining and enhancing sport, leisure, recreational and cultural opportunities for young people;
 - Working in partnership with the third sector to develop youth provision;
 - Recognising cost as a barrier to participation and developing with partners a range of low cost and no cost opportunities particularly in deprived areas;
 - Developing skills and confidence amongst volunteers to deliver activities and meet competency standards;
 - Continued engagement and consultation with children and young people, households and wider communities on play sufficiency;
 - Supporting schools to develop play rich environments and to sustain an extended range of extra-curricular programmes;
 - Increasing awareness of play sufficiency across all areas of policy and championing play during policy change considerations.

Conclusions

- 4.16 Bridgend County Borough Council has conducted the second phase of play sufficiency assessment as required by Welsh Government.
- 4.17 The themes that are related to the play sufficiency action plan have been identified and these will be linked to milestones and resources to support future reviews of progress.
- 4.18 The links to the Single Integrated Plan and actions relating to play sufficiency have been identified.

5. Effect on the Policy Framework and Procedure Rules

- 5.1 There is no impact on the Policy Framework and Procedure Rules.

6. Equality Impact Assessment

- 6.1 There is a positive impact on equalities groups based on the findings of the Equality Impact Assessment and a core objective of further reducing inequalities.

7. Financial Implications

- 7.1 There is no additional funding identified by Welsh Government to support play sufficiency and the Council will need to make smarter use of its existing resources by working together as one Council and with key external partners and funding providers to secure a sufficient quantity and quality of play opportunities.

8. Recommendation

It is recommended that Cabinet:

- Note the responsibilities of Bridgend County Borough Council to assess and secure a sufficient quantity and quality of play for children and young people;
- Approve the action plan attached as Appendix 2 in response to the play sufficiency assessment
- Note that progress of the action plan will be periodically reported to Cabinet during the three year cycle of the plan.

Susan Cooper

Corporate Director Social Services and Wellbeing

April 2016

9. **Contact Officer:** Andrew Thomas, Group Manager Sport, Play and Active Wellbeing
Telephone: 01656 642692
E-mail: andrew.thomas@bridgend.gov.uk

10. Background documents

None

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Play Sufficiency Assessment Form



Llywodraeth Cymru
Welsh Government

Name of Local Authority: Bridgend County Borough Council

Name of responsible officer: Andrew Thomas

Job title: Group Manager – Sport, Play and Active Wellbeing

Date of completion: 30 March 2016

Please note that the Play Sufficiency Assessment must be received by the Welsh Government by 31st March 2016



Conducting the Assessment – Play Sufficiency Assessment

As well as establishing a baseline of provision, the Play Sufficiency Assessment will enable the following:

- Identification of gaps in information, provision, service delivery and policy implementation
- Support the establishment of evidence to give an indication of distance travelled in relation to play sufficiency
- Highlight potential ways of addressing issues relating to partnership working
- The input and involvement of all partners increasing levels of knowledge and understanding
- A monitoring system which will involve and improve communication between professionals
- The identification of good practice examples
- Increased levels of partnerships in assessing sufficient play opportunities
- The identification of actions for the Securing Play Sufficiency Action Plan which accompanies the Play Sufficiency Assessment

A template has been produced to support a corporate appraisal of the matters that need to be taken into account as set out in the Statutory Guidance. The indicators listed within each matter are provided as sample indicators which should be amended to meet local issues as appropriate.

The Play Sufficiency Assessment must demonstrate that the Local Authority has taken into account and assessed the matters set out in The Play Sufficiency Assessment (Wales) Regulations 2012 and Statutory Guidance.

As well as providing baseline information, the Assessment can include examples of current practice that the Local Authority wishes to highlight.

Local Authorities might consider structuring the Play Sufficiency Assessment in the following way and as a minimum address all the identified sections.

Bridgend County Borough Council recognises the value and importance of play to children, young people, their families and the development of our communities. The importance of sufficient activities being available for children and young people, and in good quality locations, has been prioritised through the development of the Single Integrated Plan – Bridgend County Together.

Bridgend has a great and varied natural environment and we aspire to be a County where children and young people enjoy the benefits of play in an outdoor setting. We also have a range of facilities, spaces and services that could further enhance the development and enjoyment gained by children and young people. Bridgend County Borough Council aims to ensure that play opportunities are considered by a broad range of partners, and across sectors, with the aim of making Bridgend a great place to live for children, young people and families.

Context

Bridgend County Borough Council has pro-actively made use of the period between the initial play sufficiency assessment and subsequent process of re assessment to engage with local citizens, particularly children and young people. This has been in the format of annual surveys that have allowed trends to be analysed, targeted consultation with population groups (e.g. gender, disability) and through the Citizens Panel network on awareness of play sufficiency matters and its purpose.

The initial evaluation by Welsh Government recognized that engaging with the community and linking play policy to other policy areas was a work in progress.

The importance of using qualitative data collection was identified as a good research initiative to improve policies and connections to play sufficiency and this has been continued. The local authorities' action plan had been identified as consistent and with targets, milestones and financial needs being reported. Throughout this assessment it has been possible to review progress against the action plan targets and also to determine whether targets remain relevant. The availability of resources has consistently been identified as a potential barrier to progression but the additional investment provided by Welsh Government has supported the implementation of a number of initiatives. This however is set against ongoing budget reductions in service areas across the corporate body and this can reduce the pace of progress. Despite the economic position there has been a growth in identified support for play sufficiency from additional service areas within the local authority and a range of community partners

The methodology used to conduct the play sufficiency assessment has been as follows:-

The responsible Director for Bridgend County Borough is the Corporate Director for Social Services and Wellbeing although play sufficiency transcends directorate boundaries and there is a focus on this assessment via the Corporate Directors of Communities and also Education and Transformation Services.

The responsible officer for producing the assessment and action plan has been the Group Manager for Sport, Play and Active Wellbeing building on experience and knowledge gained via the initial assessment and supported by other team members to strengthen the internal resource to support play sufficiency.

A working group and task and finish approach has been applied allocating responsibility for specific areas of assessment and including play development, parks and playing fields, youth support services, highways and transportation, marketing and leisure services.

The local authority is conducting a review of its work with the third sector and facilitated by WCVA. The play sufficiency assessment and related opportunities have been explored within this setting in relation to youth activities.

The importance of the matters relating to the play sufficiency assessment have been identified within the Single Integrated Plan- Bridgend County Together 2013-2018

Changes to the governance structure within the Local Service Board have resulted in play sufficiency matters being reported to the Healthy Board structure. A process of annual review will support scrutiny of the play sufficiency action plans. Subsequently the forthcoming development of the Public Service Board will create changes to current practice.

The Cabinet member for Children’s services will remain as the champion for the Play Sufficiency Duty and support the consideration of play sufficiency matters when corporate policy and strategy are being developed.

It is intended that the working group will evolve into the steering group for this next phase of the play sufficiency duty including third sector representation. Since the conclusion of Big Lottery investment there is reduced working with the regional play provider and a number of third sector partners have been affected by reduced external funding from a range of sources.

In this sense, the assessment and action plan recognises the need to redevelop the governance of play sufficiency and engagement of a broad range of partners to continue the growth of understanding of the duty and the value of play.

Partnership working

Key partners involved in the consultation include:-

- Primary Schools
- Secondary Schools
- Special Schools
- BAVO
- Halo Leisure

- Barnardo's
- Y Bont
- Citizens Panel members
- Town and Community council
- Groundwork (Sustainable Play)
- Sports Clubs and Associations
- Communities First
- Sport Wales
- Awen Cultural Trust
- Clybiau Plant Cymru
- BCBC Departments
- Local Service Board

The following partnerships have been involved in supporting the development of the Play Sufficiency assessment and contributing to increasing the quantity and quality of play within Bridgend County Borough :-

-Town and community Councils – Funded a series of free open access play programmes that supported consultation with young people

-Barnardo's – Supported play opportunities for disabled young people and families and impact of play on Families First indicators

-BAVO promoted the consultation and opportunity to contribute to the assessment and action plan via third sector groups

-Primary schools – participated in year 6 strata consultation and also National School Sport Survey

-Secondary Schools – Participated in the year 9 strata consultation and also National School Sport Survey

-Citizens panel network – provided feedback on awareness of play sufficiency and the importance /value of play

-Special Schools- participated in consultation of disabled children and young people

-Bridgend Disabled Childrens team – a review conducted on after school play opportunities for disabled children and options appraisal

-Communities First Cluster supported play programmes supporting engagement with children and families from areas of deprivation

-Halo Leisure- Delivery of play opportunities and inclusion in forward planning for services

-Y Bont Childrens centre Review of plans and contribution at network meetings

- Clybiau Plant Cymru – Review of plans and contribution at network meetings
- BCBC highways and transportation - conducting the Active Travel consultation – including consulting with children and young people during summer play provision
- BCBC Childrens services – conducting the childcare assessment
- Sport Wales – review of plans and contribution at network meetings
- Community Clubs and associations – postal survey on participation, opportunities and barriers to development
- Groundwork – meetings with officers, sharing progress data on sustainable play and support for school programmes
- Awen cultural Trust Evolving discussions on expanding arts and cultural opportunities
- Local Service Board – Scrutiny of draft assessment and action plan

Partners have been provided with a range of opportunities for engaging and contributing to the play sufficiency assessment and action plan including face to face, via network meetings, through qualitative data surveys or via postal or electronic feedback. As indicated within the context section this has been both an ongoing process but also bespoke to the draft assessment and action plan. The work stream approach has allowed the lead officer to review the available evidence and consult with depth, if required, on specific matters.

Consultation and participation

This section should describe how the Local Authority has:

- Obtained the views of children with regards to the play opportunities they currently access, how they would like the community to better support them to play and what barriers stop them from playing
- Obtained the views on play provision from parents, families and other stakeholders
- Analysed the information and have used it to inform future plans

Consultation and participation

This is considered an area of strength for Bridgend that was identified by Welsh Government following the initial play sufficiency assessment and this approach has continued including the following

- Year 6 strata survey (2014) secured responses from 1176 primary school children
- Year 9 Strata survey (2015) secured responses from 1237 secondary school children
- Disabled children survey (2014) secured responses from 116 disabled young people at Heronsbridge school
- Communities First (2015) have secured parental/guardian feedback from 47 households in disadvantaged communities
- The Play your part (2015) survey secured 295 responses from participants at summer play programmes across the county borough
- The National School sport Survey of Sport Wales (2015) achieved a representative sample in Bridgend with 2135 primary

school respondents and 3036 secondary school respondents

The Families First consultation with the families of disabled young people secured 31 responses to date

The Citizens Panel consultation 2012 secured responses on public awareness and value placed on play sufficiency, additional questions have been included for forthcoming consultations during 2016

Active Travel (2015) this consultation has included work with 209 children and young people

Ageing Well 2015 This consultation of older people has identified the need for improved multi generational relationships securing 296 responses

The approach taken by Bridgend supports partners to plan and understand need at a locality level as opposed to a County Borough aggregate of data. It also allows for issues by population groups based on gender, disability, deprivation etc. to be understood. Bridgend is rich in data that can support play sufficiency assessment and this is applied to the matters of the play sufficiency duty. It has been possible to identify remaining data gaps.

Maximising resources

Within the current economic climate and reductions in resource in most areas of the public sector the need for innovative and collaborative approaches is increasing in importance. This is as applicable to play sufficiency as other areas of service. Within Bridgend the following developments have been progressing and can be seen as positive indicators of partner contribution to play sufficiency:-

There has been a commitment to invest in play opportunities by Communities First and a focus on the development of sustainable opportunities within disadvantaged communities,. this has commenced in 2015

The transportation and highways service of BCBC now commissions members of the Sport, Play and Active Wellbeing service to promote active travel and cycling to children and young people

The Children's Service department are supporting members of the play development team to deliver accredited play training to internal and external partners. BCBC has previously supported gaining play trainer status for internal staff for a sustainable approach to workforce development.

The Families First programme via Barnardo's has been supporting access to play for disabled young people but reduced funding will promote a review of options including integrated opportunities where appropriate.

Partnership working with Awen Cultural Trust has seen family based play activity and programmes of learning delivered including story walks and play2learn.

Town and Community Councils have maintained their contribution to the provision of free school holiday play programmes across the

County Borough

The progressive roll out of play and activity pods to primary schools has been supported via Welsh Government play funding and training of staff promotes ongoing sustainable play programmes.

The local authority has identified Community Asset Transfer as a possible action in appropriate cases and such consideration might include assets relating to play sufficiency and involve community and third sector engagement

School modernisation and 21st Century Schools planning continues to recognise the value of community use of assets created and the needs of communities being integrated in design and operational plans. The expanded use of school facilities will contribute to the Play Sufficiency Action Plan.

The local sport plan includes national school sport programmes of Sport Wales but also focuses on Fundamentals, Active Families, gender, disability and disadvantage in an attempt to redress imbalance in participation.

The Lottery funded community chest scheme supports community groups to develop engaging, lower level activities with an emphasis on fun and development of confidence.

Bridgend has developed a training and mentoring resource to operate its Family Active Zone programmes in early years settings. This has been deemed sector leading by Estyn and Public Health Wales has provided support to work with Flying Start Co Ordinators

The leisure management contract with Halo Leisure considers play sufficiency within annual service development planning and there is a contractual focus on children and young people and meeting their needs

The National Free Swimming initiative for under 16s is available at local swimming pools and includes a session at each site where whole families can swim free

The core staffing and revenue budget for play development within BCBC remains small but the afore mentioned initiatives are indicative of a growing commitment across the organisation to invest in the outcomes that play can deliver. The budgets are not pooled as a single cost centre but there is evidence of shared investment into programmes linked to agreed development plans

There is evidence of partners identifying how play sufficiency is something that contributes to and cross cuts broad areas of policy and

that collaborative approaches can be cost effective.

The Play Sufficiency Assessment and the Single Integrated Plan

This section should identify how the Play Sufficiency Assessments form part of the local needs assessment and to what extent the Play

Sufficiency Assessment and Action Plan are integrated into the planning, implementation and review of the Single Integrated Plan.

The Bridgend Play Sufficiency assessment and action plan have been identified within the single integrated plan of the local service board – Bridgend County Together 2013-2018

The initial assessment and action plan were reported to the local service board and also achieved approval by Cabinet

The second phase of the assessment and action planning provides the opportunity to provide an update on progress and receive challenge via the Healthy Board sub group

It provides the opportunity to highlight how play sufficiency can cross cut the issues being reviewed at local service board and ensure that duty is appropriately recognised at this level

The timing of the next phase of the single integrated plan ie 2017-18 will provide further opportunities to contribute to the local needs assessment and ensure the integration of play sufficiency within next phase plans

The progress of the play sufficiency action plans can be reported on an annual basis. The second assessment and action plan has been reported to the local service board (March 2016). Discussions have also taken place with partnership co ordinators on the need to include play sufficiency recognition within the developing public service board and the identified actions to contribute to local needs assessment and subsequent plans.

Monitoring Play Sufficiency

Lead Director Susan Cooper

Corporate Director –Social Services and Wellbeing

Lead Elected Member

Councillor Huw David

Cabinet member for Children’s services and deputy leader

The Play Steering and Monitoring group – a review of position

The growth in support for play sufficiency by some stakeholders and the subsequent challenges now being faced by others has required review and a new model of operating determined. The group had worked well during the first two years but developed a reduced level of attendance and commitment during year three. This may have related to declining levels of financial support and a reduced focus on play sufficiency. It is also representative of the broader pace of change being faced by organisations. The following challenges will be addressed within the next phase of implementation

Setting the annual schedule in advance

Developing a series of annual performance measures

Developing a more participative style for the group

Developing a focus on making the best use of resources

Identifying focus points for the group/themes of interest

Diversifying the group membership

For this second phase there is a need to transform this group from one that receives information to one that drives the play sufficiency agenda internally and externally. There is an identified need to quantify the progress that is being made and promote a genuine collaboration between partners and sectors

Play steering group and monitoring group representation

Corporate Director

Cabinet Member

BCBC Communities

BCBC Sport play and active wellbeing

BCBC Childrens services

Communities First

Clybiau plant Cymru

Ybont

BAVO

Groundwork

Halo Leisure
 Urdd
 DYS Bridgend
 This structure is indicative and partner commitment needs to be confirmed before finalisation

Criteria

This section contains the “matters that need to be taken into account” as set out under section 10 of the Statutory Guidance.

The Criteria column: sets out the data that needs to be available and the extent to which Local Authorities meet the stated criteria.

The RAG status column: provides a drop down box, whereby the Local Authority can show its assessment of whether that criterion is fully met; partially met; or not met. These have been given Red, Amber Green markers, which appear as words in the drop down boxes.

Red, Amber Green (RAG) status is a tool to communicate status quickly and effectively.

RAG status

Criteria fully met.	Fully met
Criteria partially met.	Partially met
Criteria not met.	Not met

The Evidence to support strengths column: should be used to provide the reason for the chosen criteria status and how the evidence is held.

The Shortfall column: should be used to explain the areas in which the Local Authority does not fully meet the criteria.

The Identified Action for Action Plan column: Should be used to show the Local Authority action planning priorities for that Matter.

The General Comments: for each matter should give a clear overview of how the Local Authority complies with the intention and implementation of this matter as set out fully in the Statutory Guidance.

The template should be monitored by the officer who is co-ordinating the Assessment and reviewed on a regular basis by the Play Sufficiency Working Group.

Matter A: Population

The Play Sufficiency Assessment should present data about the number of children living in the Local Authority to enable an assessment of their potential play requirements. The data should provide information about the numbers of children in different categories that may affect their play requirements. The data should also show if the area is classified as one of disadvantage/deprivation and whether a 5 year population projection is available.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is data broken down by Lower Super Output Areas (LSOAs)	green		PLASC data		Improve the data on disabled children and young people
There is up to date data for ages:					
0-3			PLASC Data		
4-7			PLASC Data		
8-12			PLASC Data		
13-15			PLASC Data		
16-17			PLASC Data		
There is an up to date recorded number of disabled children in each age group			PLASC Data		
There is up to date information regarding the			PLASC Data		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
number of children for whom Welsh is their first language or attend Welsh medium schools			PLASC Data		
There is up to date information regarding other recorded cultural factors, including other language, and gypsy traveller children			PLASC Data		




General Comments: Population Measures

The local authority is improving its use and sharing of relevant data that can support better planning and securing or targeting of resources. The need for centralisation of a range of data has emerged from the third sector review. There is emerging evidence of data being used to plan at a locality level (e.g. Llynfi 20 network) and also the use of larger data sets to support local planning (e.g. Wellbeing outcomes and schools) The local authority is improving its understanding of the diversity of needs by geographical area, setting and population groups by linking quantitative data to broader qualitative research. There is a need to provide this information in user friendly formats that support use of the data by partners. Bridgend is building a strong base of data that supports use of the data by partners. Bridgend is building a strong base of data on disability and has partnership working with Urdd and Menter Bro Ogwr to support Welsh medium activity planning.

Matter B: Providing for Diverse Needs

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

RAG Status:

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The play requirements of children living in isolated rural areas are understood and provided for			<ul style="list-style-type: none"> Sustainable play programmes being developed by Groundwork School holiday programmes supported by Town and Community Councils Early Years and family Opportunities being supported by Community First Data is collected by postcode in many research programmes or by locality (e.g. 	There is a need to build ownership of play in isolated areas and capability of local people and groups	Engage and support residents to develop a sustainable approach to play in rural areas

			<p>Strata Survey, play your part survey)</p> <ul style="list-style-type: none"> Funding allocations to community groups and projects monitored e.g. Community Chest <p>Play your Part Strata C 1st Audit data Summer Play report</p>		<p>Work with partners to build data to compare engagement</p> <p>Share available data with partners and use to support planning</p>
<p>The play requirements of Welsh language speaking children are understood and provided for</p>			<ul style="list-style-type: none"> Welsh Medium activities supported by Menter Bro Ogwr Development Programmes with Urdd Gobaith Cymru Development of Welsh language activity programmes Welsh medium activities in a community setting eg learn to swim Comparative data on Welsh medium pupils available in some instances Menter Reports Urdd Reports YGG Llangynwyd report 	<p>Improved data needed for comparison on Welsh Speaking children</p>	

			<ul style="list-style-type: none"> • BCBC Childcare Team offers support to all Welsh Early years childcare provision • TheCCT Development Officer in partnership with Mudiad Meithrin work towards the development of new Cylchoedd Meithrin as identified by MM, where play is a key component to the care provided. • Halo Welsh Medium 		
The play requirements of children from different cultural background are understood and provided for				Phased approach to data collection put in place during 2017	
The play requirements and support needs of disabled children are understood and provided for.			<ul style="list-style-type: none"> • KKP Survey of disabled young people • ‘The Box’ educational resource for schools • Play your part survey responses (disabled Young people) • Families First participation reports • Discovery Days report (Summer 2015) 	<p>Details on identified needs are improving but this is a challenge to provide for more complex needs</p> <p>Integrated opportunities will not meet the needs of certain disabilities</p>	Review the needs and opportunities of disabled children and young people needing additional support

			<ul style="list-style-type: none"> • Calls 4 action plan and update report • Survey responses – parents/Guardians on Discovery programmes • “In Sport” accreditations for clubs and BCBC • “Piece of the Action” web information diverse needs 		
<p>Play projects and providers have access to a range of resources which support inclusion</p>			<ul style="list-style-type: none"> • Storage container and resources supported by Welsh Government investment • Play pods with equipment and training for local schools • Family Active Zone training and resources being delivered to partners/targeted communities • Training programmes for play being supported by partners 	<p>There is a shortage of play projects and providers generally to drive play development</p> <p>Whilst new projects and providers are being developed, others are becoming less active or ceasing provision</p>	<p>Grow the number of projects and providers using play and increase knowledge of inclusion</p>

			<p>(e.g. childcare, communities first)</p> <ul style="list-style-type: none"> • Guidance packs for schools and Town and Community Councils via play Wales available • Resources to support Balanceability available 		
<p>There is a well known and agreed mechanism which is used to identify the need for separate provision for disabled children</p>			<ul style="list-style-type: none"> • Tiered programmes have developed via Families First and Disabled Childrens team based on 4 tiers of need and assessment • Some disabled provision is linked to short breaks and respite assessment processes • In Sport accredited Community groups supporting disability specific opportunities • Leisure facility based 	<p>Potential for certain children and their needs to be caught between categories of need</p> <p>Need to improve clarity of mechanisms used for parents and carers whilst promoting local opportunities more broadly</p>	<p>Determine the mechanism for assessing play need and relate to play opportunities for more complex needs</p>

			<p>disability specific opportunities</p> <ul style="list-style-type: none"> • Referral system in place for disability after school play opportunities and “all about me” review process • Referral system in place for discovery days programmes linked to disabled childrens team 		
Access audits for all play provision as described in the guidance are undertaken			<ul style="list-style-type: none"> • Property assessments of play space • Parc Derwen Spec developed in partnership • Welsh Government investment – accessible equipment • Bryngarw House and DDA investment • Play Value assessments by play trainer 	Access audits have been focused on infrastructure and facility design	Apply access audits to services, projects and programmes
Designated play space is provided and well maintained on gypsy traveller sites	Not applicable	Not Applicable	Bridgend doesn't have any gypsy traveller sites		

<p>The requirements of young carers are understood and provided for</p>			<ul style="list-style-type: none"> • Young carers consultation report • Families first and Action for Children Programmes • Community Chest investment into young carers • Sports Plan initiatives including young carers • Halo service development plan including young carers • Young Carers programme participation • Survey data identifying caring responsibilities of participants 	<p>Follow on research required to build on initial data gathered</p>	<p>Additional information to inform action plan for young carers</p>
<p>The requirements of lesbian, gay or bisexual (LGB) children are understood and provided for</p>				<p>This is an area where identified good practice may help progress</p>	<p>Review National LGB data and apply to local provision</p>
<p>The requirements of disabled children are understood and provided for within traffic and transport initiatives</p>			<ul style="list-style-type: none"> • Bridgend Community Transport has achieved licence (public service) required to secure investment • Volunteer driver 	<p>Most provision tends to be centralised There is an ability to connect those with lower needs to doorstep and integrated opportunities</p>	<p>Promote integrated opportunities to disabled young people with less</p>

			<p>scheme supports disabled children’s team to transport, children and young people to play programmes</p> <ul style="list-style-type: none"> • Transport provided for visits during holiday play schemes • After school programme scheduled to minimise transport requirements • Free parking for blue badge holders retained at leisure facilities <p>Active travel consultation</p>		<p>complex needs</p> <p>Increase the volume and range of locally available opportunities</p>
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General Comments: Providing for Diverse Needs

Through it’s collection of data and related evaluation, BCBC has identified the diversity of need in relation to play sufficiency based on geographical and population differences. The need to use this data to highlight need and the value of play sufficiency is identified within the action plan.

There has been a growth in play opportunities in rural and semi rural communities and stronger engagement with communities. This has been supported by Communities First investment. The roll out of initiatives such as mini play4life has achieved success and is included in future plans. There has been collaborative working with schools in these catchments supported by the Groundwork sustainable Play Programme. The focus will be on developing community ownership of play and building capacity

Through partnership working (Halo, Menter Bro Ogwr, Urdd) there is a growing and sustainable approach to Welsh Medium opportunities and a range of community based activities has developed. There will be a focus on developing activity leadership programmes and sustainable community based opportunities and groups also. Improved data on primary school children in Welsh Medium schools will be a target

Bridgend has not made progress on identifying the play requirements of children from different cultural backgrounds. The size of this population is potentially small but nonetheless important and a phased approach to data collection will be put in place during 2017

Despite changes in the resources available for disabled children (mainly via Families First) there is progress on embedding the play needs of disabled young people in short breaks and respite planning whilst also growing integrated opportunities in a community setting. An educational resource is being developed and training resources for parents and partner organisations being created. Bridgend has gathered a range of data on disabled young people that is supporting planning and improving management information also.

Supported by Welsh Government investment a range of resources are now in place to support inclusion. This has strengthened the partnership working with schools and community partners also
Resources of information have been purchased for issue to key partners. The Play pods development at schools have been successful and a planned area for growth. A new enabling approach is being developed whereby packages of training and resources are provided to partners (FAZ)

BCBC through its approach to the Families First programme has developed a mechanism that identifies four tiers of need and this is being applied to the need for integrated or segregated opportunities. There are some issues with this approach in aligning the universal need for accessible play with other dimensions of personal need. Referral mechanisms are in place where segregated opportunities are available (e.g. after school club, holiday schemes) although demand usually outweighs supply. Initiatives to support parents and guardians to develop and maintain opportunities are in progress

A range of quantitative and qualitative audits are in place. The assessments by the property department have been supplemented by qualitative play value assessments by play specialists. There is evidence of this combined approach being taken forward when new facilities are being planned and developed. In addition to infrastructure, frameworks such as In Sport have been used to assess the inclusivity of community groups for disability

Bridgend does not have any gypsy traveller sites

Bridgend has consulted with a number of young carers and commenced activity programmes in partnership with local agencies. The focus on young carers has been integrated progressively within a number of internal and external plans and there is evidence of securing investment in leisure access. The surveys conducted by Bridgend have started to monitor those expressing their caring responsibilities

There has been no progress in relation to LGB children and the understanding of play needs although some examples of planning for gender identity in service provision have been recorded




Whilst there may be room for improvement in regard to traffic, transport, and disabled children. Bridgend has an established volunteer driver programme and an emerging community transport programme. An area of focus will be the development of opportunities at locality level that reduce transport needs particularly for those with less complex needs.

Further research will be conducted on the impact of transport and other related barriers

Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			natural green space) for all new housing developments.		
The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing			My Greenspace project Community nature reserves Play value assessments KKP accessible natural greenspace study 2012	A programme of periodic updating to be identified Schedule of review of assessment and collation of data	Review benefits of new approaches to hazard removal in public spaces
The Local Authority undertakes access audits at all open spaces and implements proposals to improve access and safety			Property service records Specific project based information e.g. Parc Derwen and Bryngarw House DDA Standards have been adopted from Fields in Trust for those open space typologies that are covered by these standards. Elsewhere appropriate standards have been utilised. The Local Development Plan (policy COM11)	Evidence of method being developed but more applied to formal play spaces currently Property documents have assessed technical standards and provided ratings To be progressed on conclusion of Play Value assessments 2017/19 Standards adopted from the Fields in Trust are not specific to the County Borough of Bridgend and have not been based on a full	Develop partnership to assist hazard identification Identify and promote potential play assets that might be appropriate for CAT Continue to use the FIT standard as a basis for assessment.

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			produced by the Local Authority sets out the Council's adopted open space standards:	open space assessment as detailed in TAN 16.	
The Local Authority has developed its own Open Space Standards in accordance with the advice and requirements of Planning Policy Wales			UDP and links	Integrate play value into considerations of supplementary planning guidance relating to open space. Continue with review process and recognition of play in supplementary planning guidance	
The Local Authority undertakes and actions Play Space assessments which include actions to make public space clear from hazards			New parks inspection and responsive work regime established supporting a more proactive approach. Parks inspection records and works reports. Council reporting on use of parks/open spaces	Partnerships with organisations and general public to support monitoring and review Develop more collaborative working with users of open space and link to asset management	Regular cascading of the positive outcomes from the planning process in terms of funding for play provision, new equipment and open space.

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Brownfield sites owned by the Local Authority are assessed for the potential for the site to be reclaimed to provide for children's play			Community asset transfer framework created by local authority CAT officer appointed to support community groups Space Saviours programme supported with Groundwork Third Sector review programme established My Greenspaces In instances where sites are declared surplus, the possible end uses are assessed prior to disposal.	The potential of such assets to play sufficiency can be more broadly understood The focus of partners on play assets as part of CAT needs to be increased Continue co-ordinated approach between relevant Council departments.	

Outdoor Unstaffed Designated Play Spaces					
Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of all designated play space as described in the Statutory Guidance			UDP updated baseline of assets in progress Parks asset list of directly controlled facilities Open space audits		Continue to update the open space audits.
The Local Authority assesses play spaces for play value and potential to increase in play use as set out in the Statutory Guidance			70% of sites assessed to date	Completion of play value assessments during 2016/17	Remaining play value assessment to be completed
The Local Authority undertakes access audits at all designated play spaces and implements proposals to improve access and safety			Property assessment records Where new developments and improvements take place access audits are an integral part of the process	Need to engage with planning and developers on potential design considerations	Case study produced of Parc Derwen and checklist for new project considerations
The Local Authority has developed and agreed a new fixed play provision standard			Under development – review of supplementary planning guidance	In considering the future provision of all types of play areas within the County Borough of Bridgend the FIT standards detailed in LDP Policy COM11 will continue to form the basis of the Council's determinations.	Continue to use the FIT standard as a basis for assessment

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority undertakes and actions play space assessments in designated play spaces			Integrated play value assessment documentation		Work with partners to action play priority areas and install signage
The Local Authority has introduced smoke-free playgrounds			BCBC cabinet report		
The Local Authority has removed 'no ball games' signs to encourage more children playing in the community			Signs are no longer erected but no removals actioned Limited number of signs identified		
The Local Authority has erected signs, such as Play Priority Signs to encourage more children playing in the community			Signs have been purchased in preparation for next phase of installation	Venues and criteria to be developed at a locality level	
The Local Authority includes a recognition of the importance of playing fields to children's play when any disposal decisions are made			UDP Open space protected in the LDP. Outputs from the Open Space Assessment inform decisions on land disposals (i.e. in considering Planning Applications and the	Open space assessment / audits to be regularly updated.	
					Continue to identify actual and future land use provision within the Local Development Plan.

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			production of site specific Development Briefs).		
The Local Authority includes children and their families in any consultations regarding decisions to dispose of playing fields			UDP statutory consultation is conducted via the Planning Application process.	Local Development Plan preparation incorporated public consultation exercises at key stages of the process (i.e. the identification of land for development or safeguarding its existing use.	

Other Comments on Outdoor unstaffed designated play spaces

- The parks and playing field service maintains records of outdoor unstaffed designated play space in relation to directly controlled facilities
- The baseline of related assets is being reviewed as part of the update of the UDP which is in progress
- Supported by Welsh Government the local authority had deployed a play trainer to conduct play value assessments at approximately 70% of locations. There will be a need to share such assessments with partners and increase understanding of play value
- The physical accessibility of play space has been assessed within property audits although there is evidence of more scrutiny in relation to development of new facilities or enhancement of existing
- The local authority has invested in inclusive equipment via Welsh Government (Bryngarw) and also supported design of new developments (Parc Dderwen) supported by Play Wales
- In terms of fixed play provision standards are emerging
- A new inspection and repair regime introduced by the parks and playing fields service has improved levels of responsiveness to

issues identified

- The introduction of smoke free playgrounds has been approved by Cabinet during the previous phase of the action plan
- Play priority signs have been purchased and will be allocated to strategic partners for installation during 2016/17
- The UDP has appropriate provision for the protection of playing fields during land disposal consideration

Matter D: Supervised provision

The Local Authority should aim to offer a range of supervised play provision.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Play work provision

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance			Holiday Play4life Mini play4life Family Active Zones Community Schemes Discovery days	Unknown scope in wider community	Progressively increase data on externally provided play provision
The Local Authority offers play provision which offers a rich play environment as described in the Statutory Guidance			The local authority provides limited play provision directly BCBC childcare team supported activity through out of school childcare grants	Play does not have a third sector network to support play opportunities in comparison to other youth activities	Maintain existing play provision within available resources and support programme development by community partners

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority ensures that partners are supported to offer rich play environments as described in the Statutory Guidance			Guidance is provided where appropriate to partners	The approach is ad hoc and requires partners to be proactive and request support	Formalise the range of support available and promote to partners
Staffed play provision that the Local Authority provides meets the regulatory requirements and National Minimum Standards			Direct provision is limited to Breakfast and after school clubs, Play4life and discovery days	These are mainly sessional/short term seasonal activities Maintaining standards can be resource intensive Additional supported placements for children funded by WG or LA Grant support is only available to settings who are CSSIW registered	Review options for commissioning and partnering delivery of staffed play provision Review the implication of new competency and registration standards as to what BCBC can support
Staffed play provision that the Local Authority funds meets the regulatory requirements and National Minimum Standards			Menter Bro Ogwr Families First Halo Contract Play4life schemes Discovery schemes	New regulatory criteria will influence the ability to maintain previous levels of provision	Develop a voluntary code of good practice and promote to the limited provider network
Staffed play provision that the Local Authority's partners provide meets the regulatory requirements and National Minimum Standards			Groundwork wales Programme Halo contract Awen trust	New regulatory criteria may influence the ability to support partners or develop a focus on broader recreation, arts etc	BCBC Childcare Officers have undergone training in the implementation of

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Staffed play provision across the Local Authority works to a recognised quality assurance programme				There is no identified quality assurance programme across the local authority	ITERS/ECERS assessment tool that will be offered to partners the financial position suggests this position may remain but not be expanded
The Local Authority priorities quality issues when engaging with/ commissioning the private sector to deliver recreational activities for children.			Halo Leisure contract LAPA plan Awen Cultural trust Community Chest awards Club Accreditations Service Level agreements		
The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children			Halo Play4life facilities Family Active Zones Awen childrens programmes Parks facilities for summer schemes	These are generally internal arrangements and not applicable to external providers or programmes	

Structured recreational activities for children

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority is delivering on its responsibility to secure the			National school sport survey indicated growth in young	Identified population groups with lower participation	-Monitor potential impact of Sport Wales community

<p>services set out under Core Aim 4 for sport, leisure and culture</p>			<p>people “hooked on sport” Sport Plan recognised as contributor to active wellbeing National school sport programme participation exceeding targets Play and fundamental programmes integrated into sport plan Improved attainment in swimming ability Halo service development plan identifies play sufficiency and support for increasing opportunities Leadership pathway recognised by Estyn</p>	<p>Local authority youth services significantly reduced Sport Plan is reliant on Sport Wales investment in many areas Cultural Trust establishes opportunities to engage with play sufficiency but new entity Greater expectations of third sector for services and assets</p>	<p>Sport review at local level -Develop an action plan with the new Awen cultural trust -Include universal youth opportunities within third sector review programme with WCVA -Maintain synergy between Halo service development plan and Play Sufficiency Identify opportunities for collaborative working including cross boundary Continue focus on population groups with lower participation rates eg disability disadvantaged girls Further develop whole household approaches to play and activity Increasing pressure on community groups requires support</p>
<p>The local “Creating an Active Wales” plan is increasing play and recreational activities for children</p>			<p>Sport Wales review documents Sport Plan</p>	<p>The Sport Wales review of community sport may influence the availability of focus of resources going forward</p>	
<p>Local Authority Partnership Agreements</p>			<p>Sport Plan inc LAPA Annual performance</p>	<p>Junior free swim rates are lower overall but</p>	

(LAPAs) are contributing to increasing free play and recreational activities			reports Scrutiny reports	positive in relation to structured support	
The sports agenda contributes to the provision of sufficient recreational activities for children			Sport Plan Halo Service Plan Performance reports	The need to tackle inequalities in participation is identified	
The cultural and arts agenda, is contributing to the provision of sufficient recreational activities for children			New cultural trust established 2015	Need to engage with cultural trust and promote play sufficiency	Develop cultural and arts response to play sufficiency
The Local Authority Youth Service provides for children’s opportunities for leisure and association			Estyn inspection evidence file 446 / Youth Review identifies areas most in need of provision Commissioning arrangements with Third Sector to provide universal services Mapping exercise to identify Third Sector open access provisions	Reductions in budgets have influenced levels of service and focus on early help Reduction in universal services to identify vulnerable young people	Support third sector development to provide youth activities Individual plans for “most disengaged wards”

General Comments:

Supervised play provision

- BCBC retains a record of supervised provision that it delivers or co ordinates. There is growth in information relating to partner programmes and activities developing as awareness and partnerships grow
- Through partnership with BAVO there is access to a third sector network of organisations who can engage with play development initiatives
- There is evidence of integrating play sufficiency planning against assessed need at a locality level and involving partners (e.g. BCBC Childcare Officers have undergone training in the implementation of ITERS/ECERS assessment tool that will be offered through Llynfi 20)
- The provision of activities for children and young people in leisure facilities is monitored and reported on a quarterly basis
- There is evidence of reports being received via partners on their activities and participation eg Menter Bro Ogwr, Groundwork but more that could be done against this theme
- Childcare provision is recorded on the FIS database and partnership approaches to understanding and assessing play value are beginning
- Evaluation reports are produced on key programmes (e.g school holiday play) with some participation data linked to council performance and scrutiny reporting
- The local authority supports a play development post and also a play trainer resource who support the design of rich play activities including for disabled children and young people and holiday schemes
- Core staff have attended the pilot training programmes for competence to deliver holiday schemes and will develop an internal capacity to deliver training to community groups and partners
- The registration of premises to support temporary/seasonal play programmes is potentially problematic and may result in curtailment of programmes or reducing levels of play provision to fall within the standards
- The issues of regulation and compliance will potentially result in the local authority reducing its support for previous play programmes that do not meet standards or reducing the volume of provision to meet quality requirements.
- Should a reduction in regulated play take place there will be a review of other compensatory activities that can support local communities e.g. recreation, structured sport, leisure opportunities, cultural
- The local authority will be developing a system of assurance that can evidence its compliance with national standards. It will also be a target to promote standards to the community and partner organisations
- There are a range of mechanisms in place to ensure that partners recognise the need for compliance with standards and a focus on quality e.g. Healthy Living partnership contract, Awen cultural Trust contract, Families First agreements, service level agreements with schools

- There are similar partnership agreements between community clubs and the Active Young Peoples service and also a bi-annual survey and database
- The Community Chest programme invests circa £100k into recreational activity annually and monitors quality and standards
- There is a specific focus on water safety and supporting the “every child a swimmer” aspiration linking with the national teaching plan
- There is evidence of some facilities being available at “no cost” to support play activities but it is unlikely that this will be sustainable for the public sector
- As part of the third sector review and the community asset transfers work stream this may become more pertinent for third sector groups and community management arrangements
- The local authority has employed a Third Sector partnerships officer to identify current youth support service provision, and to build capacity within the Third Sector to ensure young people’s needs are met in areas where there is little to no current universal provision.
- BCBC Childcare Officers have undergone training in the implementation of Childcare Team currently developing ITERS/ECERSa cross-cutting QA scheme assessment tool that will be offered to include all childcare provision, including supervised play provision, i.e. Out of School Childcare Clubs
- Childcare Team aware of all childcare provision in county borough. the BCBC Childcare Team, ensures information about all current after school clubs is up to date and available via the Family Information Service.

Matter E: Charges for play provision

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps records of the number of children living in low income families			Benefits records Free school meals entitlement		
The Local Authority keeps records of the number of children living in areas of deprivation			Communities First records Benefits records		
The Local Authority keeps records of the number of children living in rural areas			Reach records Ward data		
The Local Authority keeps records of the number of disabled children and those with particular needs.			DCT caseloads Discovery referrals and records School club records	Existing data is incomplete But improvements are being made in identifying diversity of needs	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			All about me records		level
The Local Authority records the availability of no cost provision			Summer play records Web information Marketing resources Free swimming data Communities first data	Records apply to directly provided opportunities and are limited to broader community opportunities	
The Local Authority records the provision of no cost / low cost premises used for play provision			Summer play report Web information Marketing resources Free swimming data	Broader data needed on opportunities for third sector support	
The Local Authority records the provisions where grants or subsidies are available for play providers			WG investment records Community Chest Community First SLAs Menter Bro Ogwr reports Families first data	BCBC has no direct grant funding to support play providers BAVO identify and promote funding opportunities for the third sector	Encourage play providers to be part of BAVO third sector network
The Local Authority provides subsidised transport for children travelling to play opportunities			Some provision is provided for disabled children BCBC targets a reduced transport need by Borough wide provision	No formal provision and no resource likely to emerge to fund initiative	




General Comments: Charge for play provision






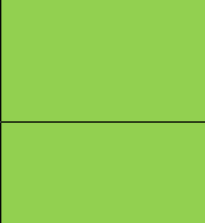
- The working relationship between the disabled children’s team (DCT), play development and active young people department is positive and assists awareness of the caseloads relating to higher tier needs and families needing support through play
- This has traditionally provided free holiday play opportunities for disabled children and young people with less complex needs being supported by Families First investment. This may not be the case going forward and more sustainable approaches will be required
- There is evidence of partnership working with Ysgol Bryn Castell and Heronsbridge school and an after school play programme regularly operates at Heronsbridge
- There is also partnership working with “Y Bont” disabled children’s centre to support earlier years and funding submissions being developed to support future opportunities
- There is a range of no cost provision that is recorded and developed in partnership with Town and Community Councils. These include play schemes, Play4life activities, Mini Play4life activities, family active zone, Communities First schemes, Groundwork sustainable Play, discovery days and teens and disability after school club. Looked after children are supported with free access to leisure facilities. The Access to Leisure scheme also provides low cost access to a broad range of activities for societies most needy
- In most instances there has been no facility costs applied by BCBC to the school holiday programmes. There are questions over the sustainability of this approach based on declining public sector resources
- Where additional Welsh Government investment has been available this has been made available to partner organisations to develop play in a community setting, evidenced via proposed funding use schedules
- The local authority has provided annual funding to Menter Bro Ogwr for holiday play programmes, Barnardo’s via Families First investment and Y bont for Saturday morning club activities
- There is evidence of service level agreements for play development between Communities First and local authority with a focus on disadvantaged communities
- The local authority has used its community chest investment via Sport Wales to invest in recreation and play with a focus on tackling inequalities
- In terms of transport and play, support is available for disabled children and young people via volunteer driver schemes
- To minimise transport need a borough wide approach to play provision has been taken based on centralised locations
- A provisional allocation of £101,563 is available to the BCBC Childcare Team for 2016-17

Matter F: Access to space/provision

The Local Authority should consider all the factors that contribute to children’s access to play or moving around their community.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of the number of 20 mph zones/school safety zones in residential areas			Bridgend doesn’t currently have any enforceable 20mph zones Green cones scheme records		Road Traffic order records are maintained by Transportation section
The Local Authority has an identified mechanism for assessing the impact of speed reduction and other road safety measures on the opportunity for children to play outside in their communities			Traffic Surveys conducted Evidence of speed checks Transport department records		
The Local Authority has a plan(s) to reduce the negative effect of busy roads and junctions through the introduction of			Road Safety delivery plan Active travel Plans		

speed reduction measures and provision of safe crossing points/routes for pedestrians and cyclists			Walking and cycling strategy Safe routes to school LDP Sewta priorities for road safety grants		
The Local Authority has a plan(s) to improve walking and cycle access to parks, outdoor play facilities and local leisure centres from residential areas			Bridgend walking and cycling strategy LDP Kerbcraft training evidence Year 6 & 9 Strata data		
There is potential for the Local Authority to take further action to reduce traffic speed and improve road safety to promote play opportunities			Road safety Delivery plan		
The Local Authority uses road safety grants and/or other funding to support delivery of cycling training for children to national			A structured programme of Cycle training to Level 1 and Level 2 National standards is provided from WG		

standards			Road Safety Grant funding Records are available Bike Bridgend records Balanceability programme supported by Sport Wales		
The Local Authority uses road safety grants and/or other funding to provide pedestrian safety training for children			Kerbcraft training records Agreements between Communities and Wellbeing Services School agreements		
The Local Authority has an accessible and well-known way of arranging temporary road closures, to support more children to play outside their homes			There has been no progress in formalising advice or mechanism to temporarily close roads	To date there has been no demand for this The starting point will be to identify a small number of case studies with partners	Identify partners interested in developing play friendly streets programmes
The Local Authority refers to <i>Manual for Streets</i> when considering new developments and changes to the highway network/urban realm			Manual for streets is available to engineers and relevant officers		

<p>The Local Authority works to nationally recognised good practice guidelines when developing walking and cycling facilities</p>			<p>Relevant documents referred to in design brief for cycle route schemes Standard of the cycle routes in the Borough including parts of the National Network are on the BCBC website</p>		
<p>The Local Authority uses child pedestrian road accident casualty data to inform the location and design of interventions which help children get around independently in their communities</p>			<p>Road Safety delivery plan</p>		
<p>The Local Authority considers children’s needs to access play opportunities when making decisions about public transport planning and expenditure</p>			<p>Identified users needs are sought and public consultation carried out prior to investment Active Travel consultation</p>	<p>Existing data on childrens play needs can be shared more effectively with transport colleagues</p>	<p>Review sharing of data on play needs with partners</p>

Information, publicity and events:

For children and families to take part in play opportunities, recreational activities and events it is necessary for them to know what is available in their area.

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority has a clearly identified section on its website which gives information about play opportunities as described in the Statutory Guidance (play areas, play provision, clubs and their accessibility)			BCBC updated Web pages And use of link sites Lets go Bridgend link web pages Piece of the action website for targeted groups	Finalise and launch website	<ul style="list-style-type: none"> Engage partners in contributing to web based information Add detail on specific local facilities/organisations
The Local Authority provides information on access to play opportunities and contact for support if required			BCBC media releases Social media messaging BCBC Web Screen Shots Partner publications	The LA would benefit from stronger coordination with the Third Sector in terms of linking in with social media campaigns to reach a bigger audience.	

<p>The Local Authority supports and publicises events which encourage play opportunities and events for children and families</p>			<p>Town Centre event programmes National play day linked to holiday schemes Mini Play4life programmes Families First Activity day supported Library service e.g play2learn Bounce and Rhyme</p>	<p>Limited support available for promoting other organisations activities with focus being internal</p>	<p>Increase support for promotion of partner activities</p>
<p>The Local Authority publicises information which contributes to positive community attitudes to play</p>			<p>Web pages Town council reports Media releases Social media messaging Schools out information Play4life marketing Bridgend Youth council The Flying Start Facebook page</p>	<p>Information changes often</p>	<p>Identify resource to maintain web information</p> <p>Recognise the need for information for households with disabled children and young people</p>
<p>The Local Authority publicises helpful hints and support for parents to help them encourage their children to play</p>			<p>Lets go Bridgend Family Active Zone Web information Media releases The Flying Start Facebook page</p>	<p>Resource needs to be identified to maintain Lets go website</p>	

The Local Authority widely uses on-site signposting to safeguard and promote play			Web and link pages	Need to increase partner and community access and use of signposting information	
The Local Authority engages with the media to encourage the positive portrayal of children playing in the local area			Media releases Media coverage Advertisements Play reports		

General Comments: Access to space/provision

- BCBC has identified Play Sufficiency within it’s web pages and supported by Welsh Government funding has developed a bespoke web resource “Lets go Bridgend” This contains a range of information and will be added to progressively
- The local authority can evidence a range of marketing information including postcards, that signpost to web information, media releases, posters and flyers etc. There is evidence of joint promotional activity (e.g. Communities First, Halo Leisure, Bridgend Library Service
- The range of media used to promote play is communicated to partners within programme reports
- The Family Active Zone programme has been positively reviewed by Estyn and adapted to support early years/families supported by Public Health Wales
- There has been strong support for the improved publicity for play by BCBC marketing, communication and engagement team
- BCBC is pro-actively developing an improved stock of imagery that can be used to promote play
- The Lets Go Bridgend web resource creates the opportunity to centralise information as a one stop shop approach to play information but will need to be adequately resourced and regularly updated

- BCBC has traditionally supported a range of town centre and community events. Whilst financial pressures may impact on the scale of what can be sustained there are opportunities for increased partnership working and also promotion of partner events and activities
 - Where partnerships are established and investment secured, there is a need to appropriately recognise the support of partner organisations e.g. Town and community councils
 - There is a need identified to promote inclusive and integrated play opportunities for households with disabled children and young people
 - There is also an opportunity through collaborative working to achieve greater value for money through information and publicity
 - Supported by Welsh Government the local authority has secured resources e.g. shelters and banners that can help promote the value of play
 - Bridgend County Borough Council ensures that the design of all walking and cycling schemes takes account of current relevant guidance where appropriate including, but not limited to LTN 2/08 Cycle infrastructure design (DfT 2008) Manual for Streets (DfT/CLG/WG, 2007) LTN 1/12 Shared use for Pedestrians and Cyclists (2012) Cardiff cycle design guide (Cardiff CC, 2011) Active Travel Wales Act 2013 design guidance and NCN Guidelines and Practical details (Sustrans 1997)
-
- The transport service identifies no enforceable 20mph zones but conduct traffic surveys where required to recommend speed reduction reviews. They identify a difficulty in enforcing such measures where established
 - Bridgend statistics for road accidents involving children and young people are relatively low although there is ongoing scrutiny and monitoring. The consultations with young people indicate however there may be a perception that streets are less safe than the evidence would suggest and this is a factor to overcome
 - There is strong evidence of a planned approach including the Road Safety Delivery Plan, the Walking and Cycling Plan and the local Development Plan also
 - Bridgend competes for resources for road safety grants and shows success but, greater available investment would allow more to be done
 - There is a commitment to walking and cycling initiatives such are Kerbcraft and Likeability and partnership with Sustrans in operation to support Bikeability. The strata surveys however indicate cycle to school rates are low and broader understanding of cycle use by children and young people would be beneficial
 - Safe routes to schools funding applications are joined up with route plans for wider Active Transport Network
 - Highways services have processes in place supporting road closures but this has not been properly considered in relation to play and safer streets
 - Public transport and its impact on removing barriers for children and young people to engage in activities or use spaces requires further consideration. There is significant pressure already on transport budgets including school based attendance

- Internal links have been developed to support school cycling, active travel and road safety awareness initiatives between directorates
- Family Initiatives such as Balanceability are being expanded and integrated into school programmes via the evolving network of play pods
- Cycling and scooter programmes are integrated within planning of holiday activity schemes
- National walk to school and cycle to school week are promoted and Story Walks with library service to encourage active navigation of communities

General Comments




Information, publicity, events

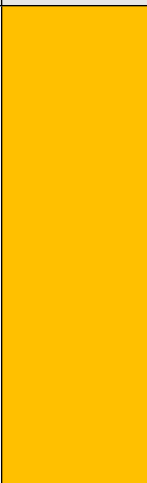

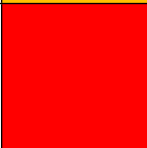

- BCBC has identified Play Sufficiency within its web pages and supported by Welsh Government funding has developed a bespoke web resource “Lets go Bridgend”. This contains a range of information and will be added to progressively
- The local authority can evidence a range of marketing information including postcards that signpost to web information, media releases, posters and flyers etc. There is evidence of joint promotional activity e.g. Communities First, Halo Leisure, Awen Bridgend Library service
- The range of media used to promote play is communicated to partners within programme reports
- The Family Active Zone programme has been positively reviewed by Estyn and is being adapted to support early years/families supported by Public Health Wales
- There has been strong support for the improved publicity for play by BCBC marketing, communication and engagement team
- BCBC is pro-actively developing an improved stock of imagery that can be used to promote play
- The Lets Go Bridgend web resource creates the opportunity to centralise information but will need to be adequately resourced and regularly updated
- BCBC has traditionally supported a range of town centre and community events. Whilst financial pressures may impact on the scale of what can be sustained there are opportunities for increased partnership working and also promotion of partner events and activities
- Where partnerships are established and investment secured, there is a need to appropriately recognise the support of partner organisations e.g. Town and Community Councils
- There is a need identified to promote inclusive and integrated play opportunities for households with disabled children and young people
- There is an opportunity through collaborative working to achieve greater value for money through information and publicity
- Supported by Welsh Government the local authority has secured resources (e.g. shelters, banners) that can help to promote the value of play.

Matter G: Securing and developing the play workforce

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps up to date information regarding the workforce across the Local Authority (this should include the number of playworkers, play management structure, qualification levels, training opportunities and volunteers)			Sport Play and active wellbeing structure Job Descriptions Recruitment records seasonal and sessional Staff training records Leadership pathway Halo leisure contract Management structure in place SLA with YMCA College Wales offers Play specific training opportunities	The focus is on internal resources and formal partnership arrangements Low levels of uptake on specific and tailored courses, these need to be promoted more among the Third Sector	Review current models of programme delivery and review alternative options
The Local Authority supports all of the workforce to achieve the qualification level required by the Welsh			Core staff have been supported to gain accreditation Training records and	Difficult to achieve for short term seasonal recruitment	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Government's National minimum Standards			qualifications		Explore partnering and commissioning approach for play delivery Develop skills in workforce to secure and negotiate play sufficiency Formalise the levels of training support available to partners and promote
The Local Authority supports the workforce to achieve the accepted qualification levels set out by SkillsActive			Support is available for core staff (Play) Good evidence for recreation training records The BCBC Childcare Team working in partnership with the YMCA college and the BCBC Play Team to offer a fully funded playwork qualification at level 3 award	No resource for seasonal and sessional staff development	
The Local Authority includes playwork within its Workforce Development strategies			Workforce development is under review due to reducing resources in the public sector generally	Review workforce development needs for alternative approaches to securing play sufficiency beyond delivery or programme coordination	
The Local Authority supports partners to deliver appropriate training to community groups, parents and volunteers			WG investment records Family Active Zone Leadership pathway/schools Play trainer support for partners WG Strategy Grant Commissioning arrangements to the Third Sector	The approach is not formalised, not resourced in some instances and not connected	
The Local Authority has undertaken a comprehensive training			Training records of core staff Attendance at pilot training for competency – holiday	The play workforce is 1.5 staff other than for seasonal/sessional	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan	
needs analysis for the play workforce as defined in the toolkit glossary	Yellow	Red	schemes	deliverers There are questions over the ability to directly deliver activity	Identify the demand for playwork training and review how it can be resourced	
The Local Authority has a staff development budget ring fenced for play, including playwork	Red	Green	Budget reserved for the Sport Play and active wellbeing service Broader external investment secured also	Budget is relatively small and may reduce over time		
The Local Authority takes action to expand the variety of learning and development opportunities that are offered to staff	Yellow	Yellow	Staff training (core) records Discovery records Summer play report Leadership pathway Sport plan investment	There is a shortfall in relation to playwork but no scale of core staffing		
There is a comprehensive range of Continuing Professional Development (CPD) opportunities available for playworkers in the area	Yellow	Red	Training records (core staff)	There are limited numbers of playworkers in the area No core budget and no firm external budget		Develop steering group and network knowledge and awareness
There is a comprehensive range of CPD opportunities for a range of professionals who work with children	Yellow	Yellow	AYP training programmes Leadership pathway School support programmes Coach education Family Active Zone Third Sector Youth Support Services Network	There is a gap in playwork CPD and resource to deliver related programmes		
Training is available for volunteers and parents to develop their knowledge on	Yellow	Yellow	Schools play training Play trainer resource within service	Investment is limited and reliant on securing external resources		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
skills in play work			C1st programme records Groundwork sustainable play	Very little uptake on Play courses from Third Sector	
Training awareness sessions are available for professionals and decision makers whose work impacts on children’s opportunities to play			LSB reports Scrutiny reports Working group Schools workshops Central South consortium training records	Whilst partners are engaged there is a need to develop a more meaningful play network and integrate training	

General Comments Securing and developing the play workforce

How has the Local Authority met the requirement to undertake or secure the managerial and delivery functions necessary to achieve sufficient play opportunities?

How has the Local Authority ensured it understands and provides for the workforce development needs of the play workforce (as defined in *Wales: A Play Friendly Country*)?

How has the Local Authority ensured it understands and provides the playwork workforce (as defined in *Wales: A Play Friendly Country*)?

- BCBC maintains records of its direct employees and provides the playwork workforce (as defined in *Wales: A Play Friendly Country*)
- The scale of the workforce is small and reducing in line with available resources and there is a reliance on supporting sustainable partner led opportunities in a community setting
- BCBC has supported an in house play trainer to develop staff knowledge and capacity although most staff are sessional or seasonal
- BCBC retains a play and early years development officer and staff have participated in pilot training programmes to develop competency for play scheme management and delivery
- The requirements of this framework may put at risk the continued direct operation of holiday play schemes due to the seasonal




approach taken and lack of an in house play team

- The future of such programmes and activities may require increased partner investment, delivery by partners or a focus on activities that are exempt (e.g. sports coaching, arts and crafts)
- During the past three years the Local Authority has used Welsh Government investment to support partners (e.g. Clybiau) to deliver workshops to community groups
- It has been identified that there can be a disconnect between the content of workshops and the level of need of community groups. It is important that these issues are aligned in any future development
- There is a strong leadership pathway supporting young people to lead activities and peer mentor other children and young people
- There is some potential for recreational programmes to be expanded to play activities supported by young leaders
- The sustainable play programme led by Groundwork will be beneficial to the development of sustainable community play opportunities led by communities
- Since the conclusion of the Big Lottery Fund Programme there has been no engagement with the regional play association and no evidence of lasting benefit from this investment. This highlights the need for community led approaches
- Capacity building programmes for third sector groups and the emerging play network will be of paramount importance
- The local authority can evidence the training of its seasonal employees and those working with special population groups e.g. disability
- There is a small training resource budget within the sport play and active wellbeing service but emerging partnerships to support accredited training (e.g. Communities First, Childcare Team, schools)
- The local authority can evidence the requirements to meet competency standard in recruitment exercises
- The local authority is in a position to promote and coordinate training for partners but is reliant on external investment being secured or made available
- There is evidence of some innovative partnership working with schools and community groups (e.g. play pods and FAZ, Mini Play4life)
- Whilst there are opportunities for CPD they are not centrally resourced or coordinated and are spread across the local authority
- The youth service has seen a considerable reduction in resource and CPD with new focus on early help and family interventions
- Much of the work previously undertaken via the Youth Service is now commissioned to the Third Sector, and with a formal agreement between the LA and the YMCA College Wales, a training needs analysis between the two sectors will identify training needs of frontline staff, play features within the YMCA College course options, therefore, the opportunity for CPD is available.

Matter H: Community engagement and participation.

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also promote wide community engagement in providing play friendly communities.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority promotes initiatives to engage youth groups, school councils, school governing bodies, community groups and other relevant groups in enhancing play opportunities for children in its area.			Leadership case study Schools agreements Community chest applications Community Council Support Strata surveys Play consultation data Play4life reports Community 1 st Data Girls Network case study Bridgend Youth Council aimed at promoting the needs of young people	More information needed on 15-17 years Bridgend Youth Council need guidance on promoting specific matters among young people including Play	Data to be integrated into planning and shared with partners Review 4-5-6 research information Consultation to be carried out among older children and young people around Play
The Local Authority promotes community engagement in: - making space available and			Groundwork report Space Saviours Promotion Parc Dderwen data	The promotion of the benefits and importance of play	Formalise the resource to support and advise communities and partners on play provision

suitable for play - organising play events - positive attitudes towards children and play - training on the importance of play.			School Play Pod allocation Summer play report Llynfi 20 action plan Community play schemes and links to clubs/groups Open access Youth Clubs provide an alternative curriculum for young people	to children and young people	Promote increased community support for play programmes and events Promotional plan on play value and benefits to young people, households and communities The importance of play and the delivery of Play activity mechanisms need to become embedded within alternative curriculum delivery in universal provisions
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General Comments Community engagement and participation.




- Bridgend has continued to engage with large numbers of primary and secondary school children via bi annual strata surveys.
- The leadership pathway engages 120 young people across every secondary school in training and mentoring programmes to support extracurricular and community activity
- There are a range of youth network groups in place including a girls network group that has developed social enterprise status
- There are partnership arrangements in place, based on a 3 tier system at 95% of primary schools with support in the form of equipment and training
- Every secondary school has developed a partnership agreement with the local authority
- The views of the general public have been assessed in relation to play sufficiency via Citizens Panel consultation
- Over 100 disabled children and young people have been engaged resulting in “Calls for Action” investment via Sport Wales
- Communities First have used play to engage with families in disadvantaged communities and to create regular opportunities
- The local authority has ensured that participants in community play programmes have contributed to consultation programmes across the County Borough
- The Family Active Zone programme has supported families to integrate play into their lifestyles
- The Groundwork sustainable play programme is supporting engagement with targeted communities
- Training programmes have been developed with local primary schools to integrate play into school programmes



- The Families First programme has secured responses from parents of disabled children on the value gained from play programmes
- Town and community councils continue to support play development programmes and receive progress reports on play value
- The Space Saviours programme has been promoted in partnership with Valleys to Coast housing and Play Wales
- There is evidence of support being provided to residents associations eg Parc Dderwen to plan appropriate play space and installations. This approach could benefit from expansion
- The summer Play4life programmes have borough wide coverage and involve a range of facilities e.g. leisure centres, schools, pavilions
- Regardless of a significant reduction in open access Youth Clubs for young people in Bridgend, activities are still promoted to young people through an alternative curriculum. Although the curriculum is needs based and non-formal in its approach, play work and the importance of play needs to be considered.

Matter I: Play within all relevant policy and implementation agendas

The Local Authority should examine all its policy agendas for their potential impact on children’s opportunities to play and embed targets and action to enhance children’s play opportunities within all such policies and strategies.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is a named person on the Local Service Board who champions children’s play and ensures that the Play Sufficiency Assessment and Action Plan contribute to and are incorporated within the Single Integrated Plan			<p>Bridgend County together Single Integrated Plan</p> <p>Play sufficiency identified in single integrated plan</p> <p>Report to healthy board (2016) on assessment and action plan</p>	<p>Need to progressively improve understanding of the play sufficiency matters and related actions</p> <p>Need to develop the champion role at LSB level</p>	Develop regular reporting and information sharing with local service board

Education and schools					
Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Schools ensure that children are provided with a rich play environment for breaks during the school day			SLA agreements with schools School training records Guidance packs for schools FAZ case studies Play Pod investment	Progressively expand to all schools and resources become available	Identify resources to expand support for all schools to support play sufficiency
Schools provide play opportunities during out of teaching hours			SLA agreements Extra curricular activity After school club details Strata reports		
Schools provide access to school grounds for playing out of school times			Dual and community use agreements Big lottery fund contracts Mini play4life records and play4life		
Schools encourage children to walk and cycle to school			Programme participation in Kerbcraft, Bike it, Balanceability, walk to school week	only a limited number of primary schools are registered with Bike It (Sustrans programme)	
The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed			Integrated into SLA's Training and support programmes commenced Play trainer support resource	Progressively expand to all schools as resources become available	

Town and Country Planning

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Development Plan recognises and addresses the outdoor play needs of children of various age groups and abilities			Unitary Development Plan	Need to ensure play sufficiency is recognised within any supplementary guidance or development	Play to be integrated in working group reviews

Traffic and Transport

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The local Transport Plan recognises the importance of local streets, roads and walking and cycling route in offering play opportunities for children of different ages and abilities			Active travel plans, evidence consultation with all age groups Bridgend walking and cycling strategy	Available funding influences the priorities of improvement programmes	Completion of Active Travel plan consultation and mapping
The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.			Active Travel plans Local transport plan Citizens Panel reports	Difficulties engaging with hard to reach groups	

Health and Wellbeing

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority plans and agenda to promote health and well-being recognise the importance of play for children’s and families’ physical health and well-being			Families First Programmes Healthy Living partnership project National survey schools Wellbeing network Bridgend sport Plan FAZ programme records Early help resources		

Child Poverty

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority's tackling poverty agenda and plans recognise the importance of ensuring that play opportunities are available to all families regardless of their income.			Community First Cluster plans and investment Families First programme data Leisure access for looked after children Sport Plan (disadvantaged communities) Street Games plans Mini Play4life and play4life schedules Access to leisure scheme Groundwork sustainable play		

Early Years/Childcare

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Early Years, and Flying Start plans and services recognise the importance of play and contribute to the provision of rich play opportunities for younger			Childcare Strategy Flying start Health Challenge Wales agreement		Early Years and flying Start settings continue to deliver provision that is based on the foundation Phase

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
children					Curriculum Framework where through play children practise and consolidate their learning
The Childcare Strategy offers guidance to ensure local childcare providers understand the importance of and provide a rich play environment as a routine part of the care they provide			<p>Bridgend CBCs Childcare Team supports all childcare settings as outlined in the Childcare development plan. The importance of play is integral</p> <p>Development of Family Active Zone</p> <p>Childcare team records and evidence</p>	The Childcare Team's training budget is limited and priority must be given to the provision of mandatory training for CSSIW registration.	<p>Where training budget allows, provide CPD training on the importance of play, in response to identified need.</p> <p>Playwork training arrange and delivered in partnership with the BCBC Play Team and YMCA College</p>

Family policy and initiatives

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Family support initiatives provide up to date information and support for			Families First programme Early help services		

parents to enable them to support their children to play			Family Active Zone DCT discovery and Y Bont programmes Communities Frist records Mini Play4life Community based preventative workers for the valleys areas		
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Inter-generational policy and initiatives

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There are a range of play based approaches to inter-generational activity			Ageing well survey highlights an interest from older people	Need to develop greater links with Ageing Well programmes	Integrate play into leadership and volunteer development
There is a creative approach to inter-generational activity which encourages better interaction between children of different ages			Holiday schemes run for 8-13 year olds across key stages Leadership pathway supports peer led activities Volunteering opportunities established in community settings	Most positives relate to recreation as opposed to play work	

Community Development

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Community Strategy makes a clear statement regarding the rights of children to play within their communities			No Community Strategy but play is included in the Single Plan		
The Community Strategy supports communities to provide play opportunities for their children			N/A		
The Community Strategy makes a clear statement regarding how providing play opportunities contributes to community cohesion			N/A		

Community Safety

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Community Safety Strategy makes a clear statement which recognises the rights of children to play in their communities			N/a		

The Community Safety Strategy includes actions which provide a safe environment for children to play in their communities			N/A		
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Health and Safety

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Health and Safety policies explicitly recognise the value of children being able to experience risk and challenge			BCBC Health and Safety Policy Service Risk assessments	Need to understand the implications of competency standards for play scheme operation being developed and implications for corporate risk management	Develop an updated position with Health and Safety unit
The Health and Safety policies and procedures incorporate the risk-benefit approach to health and safety assessments as recommended by the Health and Safety Executive (HSE)			Play department risk assessments and activity plans	More work required with Corporate health and Safety team on aligning approach to HSE recommendations	
The Local Authority offers the provision			Cost effective insurance offered to organisations	Insurance not in place generically for third party play	Explore insurance for

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
of insurance through the Local Authority scheme to all third sector play providers and community councils			managing Council assets e.g. community centres Insurance in place for council assets used by play providers	providers Resource unlikely to be forthcoming	play providers and promote via web pages

General Comments: Play within relevant policy and implementation agendas

Education and schools

- The Active Young People department have developed service level agreements with schools that have integrated play, recreation and structured activity
- Play pods and related equipment have been allocated to schools in disadvantaged areas
- Play related training and also support for motivating young people to be more active has been provided to 18 schools
- Advice packs for play in schools have been purchased via Play Wales and supported by Welsh Government
- There are examples of primary schools making facilities available for play activity and some good practice but the approach is generally sporadic
- There is good use of secondary school facilities by the community to support holiday activities and regular community recreational programmes
- The Balanceability programme is integrated in primary school partnership agreements to support family cycling approaches. There is evidence of school fundraising to retain resources on site
- There are other cycling programmes such as Bike It and Kerbcraft that are now directly delivered by the local authority having trained staff
- The play development staff have provided some support to primary schools to better understand play and this could be mainstreamed as an offer
- Regular after school play programmes for disabled children and young people are in place at Heronsbridge school
- There are partnership agreements in place with every secondary school to operate extra curricular programmes designed and led by young people

LSB

- Play Sufficiency is recognised within the single plan
- There is a mechanism to report on play sufficiency to LSB that is periodically used
- During the development phase of future plans there is a need to ensure visibility of play sufficiency is maintained
- The need to champion play across policy areas will be strengthened during the next phase of the duty

Town and Country Planning

- The current Unitary development plan is strong on recognising the importance of play space and playing fields
- A working group approach to reviewing supplementary planning guidance will commence
- It will be important to maintain the current recognition of play sufficiency related issues

Health and Wellbeing

- The introduction of Health and Wellbeing legislation is focusing plans and partnership with schools relating to sport, play and active wellbeing
- Childrens services have developed a strong focus on early help and family support
- The local leisure contract utilises annual service development planning and an outcome framework based on healthy living, children and young people and strong communities
- The Bridgend Sport plan has a focus on wellbeing and whole household approaches to engagement

Child Poverty

- Play development and family engagement have been built into Communities First agreements and supported via cluster plans
- Play and recreational opportunities have been supported by Families First plans and programmes (eg programme 6)
- Targeted support for looked after children and young carers can be evidenced and this focus is increasing
- There are sport and recreation plans for disadvantaged communities on emerging partnerships network and evidence of focused investment into tackling inequalities
- Seasonal play programmes are supported by Town and community councils and distributed across areas of disadvantage
- The low cost, whole household Access to Leisure scheme has been maintained in the leisure contract and indicates growth in participation

Family Policy and Initiatives

- Connecting families and young people to local play and community approaches is part of the Families First programme
- The Family Active Zone programme has been recognised as excellent by Estyn

- Public Health Wales have invested in expanding FAZ to early years settings including Flying Start
- Households with disabled children and young people are supported with after school club and holiday programmes linked to short break and respite provision
- The mini play4life programme supports family play for early years groups
- The Lets Go web resource will attempt to create a one stop shop for information for parents and carers on play and recreation

Intergenerational policy and initiatives

- There is good progress in relation to secondary school pupils and primary school pupils participating together
- The disability programmes also support children of all ages in after school and holiday programmes
- The leadership pathway builds the skills and confidence of young people to lead activities with younger children
- The potential to apply this successful approach to play work needs to be evaluated
- Bridgend has conducted an extensive survey on Ageing Well that highlights the desire for multi generational engagement by the over 50's
- There are some programmes and projects emerging (e.g. try it do it) and these can be further developed during the next phase

Health and Safety

- The local authority has corporate policies on managing health and safety and the assessment of risk
- There is a need to formally review the position on risk and challenge and what that might mean for programme design
- This will be pertinent in terms of new standards of play co ordination of schemes and these will need to align to the policies of the organisation
- BCBC is insured for it's own delivery and for partner use of assets
- As provider networks grow in relation to a reduced delivery approach by BCBC there will need to be a growth in review of partner competence and capability

Conclusion

This section should identify the key priorities for the Local Authorities in accordance with the regulations and described in the Statutory Guidance.

The play sufficiency assessment has assisted in identifying actions for most of the matters relating to the duty and has identified areas where progress has been made, where good practice is emerging but also where things have not gone forwards and may even have deteriorated. It should be noted that in some instances an identified reduction in performance may relate to an improving understanding of play sufficiency matters and awareness of what can potentially be aspired to be achieved

A refreshed approach to the leadership and governance of play sufficiency is required and a need to capture and communicate the outcomes and impact of good quality play. There is also a need to establish meaningful measures relating to play sufficiency and to integrate these into corporate business planning and performance management processes. There is an opportunity for play to contribute to the new values of Bridgend Council by evidencing good use of limited resources through collaborative approaches, recognising unmet needs and supporting vulnerable groups and developing play across the public, Private and third sectors to support a sustainable economy.

The assessment identifies the potential for a mixed economy of play provision and an evolving role to support the ownership of play by communities whilst developing their capability. The need for inclusion to be integrated into such an approach is recognised whilst, through the third sector review, the infrastructure that supports play and the development of play value can be reviewed as part of community asset transfer or partnership

The assessment identifies a number of examples of good practice including the following

- The use of play in the planning network group to improve levels of activity, health and nutrition in the Llynfi 20 programme
- the development of inclusive and accessible play infrastructure with the community, planners and developers as part of the Parc Dderwen estate
- The focus on play and support for families in areas of disadvantage through “mini play4life” and Communities First investment
- The development of Family Active Zone resources (supported by Public Health Wales) to engage early years groups in partnership with Flying Start
- The development of partnership agreements with schools, installation of play pods and supporting schools with play training that meets their needs and adds value to school objectives also
- The development of the family friendly “Lets Go Bridgend” website to be signposted via the BCBC landing pages
- The continued partnership working with Town and community councils
- The use of Families First investment to support disabled children and young people to meet play needs

The assessment has also served to identify a number of area that are struggling to progress and highlights further risks for achieving play sufficiency in Bridgend County Borough

-There have been structural changes and movements of key personnel that have previously contributed to play sufficiency and this can be anticipated going forward also

The need for succession planning within organisations is recognised

-There is a variance in the levels of understanding of play sufficiency across the local authority and a corresponding variance in commitment to the action plans. As such it will be important to increase the breadth and depth of understanding and commitment

-Bridgend has started from a small base with a small capacity in house play team and focus on sessional and seasonal programmes. There will be a challenge to influence the development of third sector and community led play as part of a sustainable approach to play sufficiency

- Although Bridgend has shown commitment to gathering population data, the assessment identifies the gaps or those areas where insufficient data is in place to support planning (e.g. cultural backgrounds, LGB, Welsh Language, Young carers)
- Whilst the formalised standards for holiday scheme registration and staff accreditation are recognised these are identified as creating logistical and cost based challenges to maintain current provision and rationalisation may emerge

In summary the assessment reveals a mixed picture. The local authority can evidence where it has used its own resources and collaborated across service areas to improve the quantity and quality of play. There is also evidence that where resource has been forthcoming via Welsh Government or other external sources there has been an innovative response and an improved play offer. There is also evidence of phased progress against some larger tasks (eg play value assessments) but some areas where it has not been possible to make progress.

With limited resources the need to pragmatically focus on tangible targets within an annual action plan is an appropriate way forward and with a focus on engaging and influencing a broad range of partners to improve and understand play sufficiency.

Way forward

This section should briefly introduce the Action Plan which sets out what steps need to be taken to improve the opportunities for children to play within the Local Authority area, including what mechanism and criteria were used to agree and prioritise actions. It should also describe the actions the Local Authority will take with regards to change in infrastructure, partnership working or mechanisms to ensure that it is well placed to deliver on the duty to secure sufficient play opportunities.

The need to improve the visibility of play sufficiency and the engagement and understanding of partners is recognised by Bridgend Council Play Sufficiency has featured within the Single Integrated Plan but there is an identified opportunity to strengthen communication and dialogue with the Local Service Board and subsequent public service board.

The assessment and action plan has been reported to the local service board in March 2016 with a recommendation to report annually on progress made.

The benefits of including play sufficiency in the needs assessment for the next single integrated plan has been communicated to the partnership and transformation service

Play sufficiency has been integrated within the role of the Corporate Director –Social Services and Wellbeing. This role represents children and young people with diverse needs and can also champion play sufficiency within the local service board structure
The Group Manager with responsibility for play sufficiency assessment is a direct report to the Corporate Director

The need to broaden responsibilities for play sufficiency across the organisation has been identified and the approach taken during the assessment has encouraged key people across the organisation to contribute to identifying priorities for the action plan

This exercise has been used to identify the targets for the three year programme prior to a group meeting to identify those aspects that can be progressed during year 1

There are a number of variables that have needed to be considered ranging from the importance of local play sufficiency needs , financial resource availability, complexity of task, people resource for leadership and delivery, external factors and timing in relation to other programmes and initiatives

The assessment has identified that Bridgend is limited in its capacity to directly deliver but has good connections to its communities and organisations. The third sector review that the local authority will progress during 2016-17 wil identify a new relationship with the third sector and play sufficiency can be considered within this context. The local authority will identify how it can support the third sector by building

capacity, brokering collaborative working, sharing resources and more. As such the focus will be on securing play sufficiency through partnership approaches whilst focusing direct delivery on meeting diverse needs

The need for a refreshed play network group has been identified but with an emphasis on driving play sufficiency forward as opposed to monitoring progress. This network will require broader representation for sections of the local authority relevant to the matter and also representatives of the third sector. A key focus of the play network group will be to scrutinise play across all areas of policy and to identify good practice that can be applied at a local level

Signed:

Date:

Play Sufficiency Action Plan



Llywodraeth Cymru
Welsh Government

Name of local authority:

Name of person responsible officer:

Job title:

Date of completion:



Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment

Proposed actions for the period of 1st April 2016 – 31st March 2017

(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework					
Matter A: Population					
Matter B: Providing for diverse needs					
Matter C: Space available for children to play					
Matter D: Supervised provision					
Matter E: Charges for play provision					

Matter F: Access to space/provision					
Matter G: Securing and developing the workforce					
Matter H: Community engagement and participation					
Matter I: Play within all relevant policy and implementation agendas					

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Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment

Proposed actions for the period of 1st April 2016 – 31st March 2017

(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework					
Matter A: Population	Improve data available on disabled children and young people	Work with key partners (schools, clubs and disabled childrens team) to recognise registered and non registered disability	Updated data report by march 2017	Staff time estimated at £1000	Existing
Matter B: Providing for diverse needs	Develop an approach to address data gaps that would	Create an action plan for 2017/18 that focuses on Welsh Language,	Staff time estimate formulated by October 2016 Data collection plan	Staff time estimated at £500	

	improve understanding of diverse needs	Rural areas , cultural backgrounds and young carers	formalised by Jan 2017		
	Review the needs and opportunities of disabled children and young people needing additional support	Full consultation on opportunities and needs Promotion of integrated and disability specific opportunities	Evaluation report by Dec 2016 Information and communication plan by March 2017	Staff time estimated at £3000 Resources for communication £2-3000	Existing New/external
	Grow the number of projects and providers using play and increase knowledge of inclusion	3-4 new inclusive opportunities supported to develop	Implementation Plan by June 2016 Participation review October 2016	Project expenses including training, facility costs and equipment £4-5000	New/external
	Apply access audits to services, projects and programmes	100% of core internal services reviewed	Review complete by Feb 2017	Staff time estimated £500	Existing

Matter C: Space available for children to play	Consistent approach to play space to be introduced	Review current property and play value assessment	Single approach developed by September 2016	Staff time estimated £300	Existing
	Promote play priority areas and install signage	Develop 8-10 play priority area	Areas in place by October 2016	Installation costs estimated £600	Existing
Outdoor designated play spaces	Remaining play value assessments to be completed	Utilise integrated assessment format	10 additional spaces assessed Nov 16- March 17	Staff time estimate £600	Existing
Matter D: Supervised provision	Progressively increase data on externally provided play provision	Database on external partners established and details of activities in place	Partner provider information in place by March 2017. Data on play provision and quality established	Staff time and database production Estimated £800	Existing
	Review delivery options for	Position statement following review of	Options appraisal established by	Staff time Estimated £1000	Existing

	staffed provision	criteria on ability to maintain direct delivery of play or adopt an alternative approach	January 2017 (related to seasonal and sessional opportunities)		
	Promote good practice to play providers	Develop and distribute information on play quality and requirements to identified partners	Resources distributed Sept 2016 – March 2017	Resource production including translation £300	Existing
Structured Recreational activities	Evaluate the risks of community sport review in Bridgend	Develop a C-span (Community Sport and Physical Activity Network) plan to respond to regional approaches	Draft plan in place by January 2017 Formal partnership to support network arrangements	Staff time estimated £3000	Existing New
	Review youth opportunities with partners	Integrate youth services as a focus within third sector review and action plans	Youth services action plan by March 2017	Third sector investment secured Links to BCBC and a commissioning or partnership approach	Existing and new (external)

	Work with contracted partners to ensure recognition and support of play sufficiency	Integrate play sufficiency in service plans of leisure and cultural social enterprises	Halo leisure in place by May 2016 Awen cultural trust by March 2017 Periodic review and reporting	BCBC management fees to partner organisations	Existing
Matter E: Charges for play provision	Improve data on Low and no cost activities at play provider level	Collate partner provider information on no cost opportunities Promote access to leisure programme and increase participation	Develop web section on no cost and low cost play opportunities by October 2016	Staff time Estimate £400 Translation costs and upload £300	Existing
Matter F: Access to space/provision	Identifying providers interested in developing play friendly streets programmes	2-3 partners to develop pilot programme Share existing good practice Develop a case study and promote to partners	One scheme progressed by October 2016 Second by March 2017	Staff time, marketing costs and potentially equipment £500-£600	New (explore key partnerships and related funds, LSB, Communities First, Families First)
	Review sharing of data on play needs with	Develop play value workshops with key partners	3-4 locality based workshops to be held by Feb 2017	Facility Hire and staffing costs £400	Existing

	partners				
Matter G: Securing and developing the workforce	Develop skills in the workforce to secure and negotiate play sufficiency matters	Develop 3-4 play champions to promote play sufficiency to partners and communities	Champions developed and in place by October 2016 Delivery with partners commenced December 2016	Staffing costs £500 Training costs £300	Existing
	Formalise the levels of training support available and promote to partners	Work with key anti poverty funds and identify any opportunities for play work training support	Annual training opportunities identified by June 2016. Promotion to partners July-Aug 16 Delivery of training Sept 16- March 17	TBC Families First Childcare Communities First (Building on current partnership working)	Existing
	Develop knowledge on workforce development in the steering group and evolving play network	Training sessions for steering group Standardised agenda item on workforce development	3 meetings per annum of steering group 4-6 network partners engaged by Sept 2016	Training costs £600	Existing

Matter H: Community engagement and participation	Formalise the resource to support and advise communities and partners on play sufficiency	Review and document the in house support available to partners Develop additional skills and knowledge to provide gaps where resource permits	Information complete by Jan 2017 Communications to partners by March 2017	Staff time Estimated costs £500 Training and development costs £1000	existing
	Promotion of play value and benefits to young people and communities	Development of fact sheets, case studies and web information to engage with the public	Produced and distributed by October 2016	Staffing estimated Cost £600 Resources/information including translation £400	Existing New
Matter I: Play within all relevant policy and implementation agendas	Maintain the recognition of play sufficiency at Local Service Board Level	Annual report to LSB Support the needs assessment for the emerging PSB	Annual sharing of action plan with LSB/PSB March 2017	Staff resources £200	Existing
	Identify	2-3 additional	To be established	£8000-£9000	New fund raising

	resources to expand support for all schools to support Play Sufficiency	schools supported with play pods and SLA	by March 2017		and partner support
	Play to be integrated in Town and County Planning reviews	Play sufficiency matters considered in supplementary reviews of UDP	Review process to include play sufficiency officer and be conducted by March 2017	Staffing costs (TBC)	Existing
	Develop play in early years settings	Promote family Active Zone in Flying Start programmes	3-4 programmes operation by September 2016	Resources, training and equipment £2-3000	New/external
	Develop on updated position on play with corporate health and safety	Policy reviewed and agreed on risk benefit approaches	Completed by June 2016	Staffing costs	Existing

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR, SOCIAL SERVICES AND WELLBEING

VALUING CARERS COMPACT

1. Purpose

1.1 The purpose of this report is to:

- Outline the joint working arrangements currently in place between the statutory and third sector organisations who participate in the ABMU wide Carers Partnership Board;
- Describe the rationale behind the production of the Valuing Carers Transition Plan;
- Approve the Valuing Carers Compact and participation in the delivery of the Valuing Carers Transition Plan.

2. Connection to Corporate Improvement Plan / Other Corporate Priority

2.1 This report links with the following priority in the Corporate Plan:

- Helping people to be more self-reliant.

2.2 Supporting Carers is a statutory requirement in the new Social Services and Wellbeing (Wales) Act 2014. One of the key features of the Act is that it aims to provide equal rights for carers, putting them on a similar legal footing as those they care for.

3. Background

3.1 The Welsh Government Carers Strategy defines a carer as *'anyone, of any age, who provides unpaid care and support to a relative, friend or neighbour who is disabled, physically or mentally ill, or affected by substance misuse. Unpaid carers are the single largest provider of care to people with support needs in our communities, and they save the NHS and social services millions of pounds a year... There is a greater recognition of the need to support these Carers and the advantages of doing so. With increasing numbers of older people, and increasing pressure upon public services, there are clear social and economic benefits to enabling carers to continue in their caring role'*.

3.2 According to the 2011 Census, there are 17,919 Carers in Bridgend, 20,365 Carers in Neath Port Talbot and 30,349 Carers in the Swansea. In total 68,633 or 13% of the ABMU population are Carers.

4.0 Current Situation/Proposal

Valuing Carers Compact (Draft) – Formalising Joint Working

- 4.1 ABMU Carers Partnership Board was established in 2012 in response to the Carers Strategies (Wales) Measure 2010 which required NHS and Local Authorities in Wales to work in partnership to prepare an Information and Consultation Strategy for Carers. Although this Measure will be repealed in 2016, the Social Services and Well-being (Wales) Act 2014 requires Local Authorities and Local Health Boards to co-operate and work in partnership.
- 4.2 The Valuing Carers Compact (**Appendix A**) has been drafted to formalise joint working and provide a framework for collaborative working between all the organisations which make up ABMU Carers Partnership Board. Currently the following organisations participate:
- ABMU Health Board
 - Bridgend County Borough Council
 - City and County of Swansea Council
 - Neath Port Talbot County Borough Council
 - Bridgend Carers Centre
 - Swansea Carers Centre
 - Neath Port Talbot Carers Service
 - Local Council for Voluntary Services (CVS')
- 4.3 The Valuing Carers Compact is a practical response to the requirement outlined in the Social Services and Well-Being (Wales) Act 2014 for partnership working across local authority, health and third sector organisations.

Transitional Funding - from Carers Measure to Social Services and Well-Being (Wales) Act 2014

- 4.4 In February 2016, the Minister for Health and Social Services agreed an allocation of transitional funding to protect and build on progress to date and to prepare for the expansion of carers rights on the implementation of the Social Services and Well-Being (Wales) Act 2014. The funding is provided on the understanding that proposals are developed setting out how health, local authorities and third sector will work in partnership to implement the new Act by:-
- Strengthening the partnership approach at a local level;
 - Creating opportunities to enable third sector to fully participate in the delivery;
 - Setting out the intention to plan and deliver the increased responsibilities for health and the new responsibilities for local authorities;
 - Ensuring this transitional funding is used as the means to embed the practice of mainstreaming carers' needs, so it is common practice.

Valuing Carers Transition Plan

- 4.5 The Valuing Carers Transition plan (**Appendix B**) has been produced by ABMU Carers Partnership Board with the aim of improving the lives of Carers in the ABMU area by:

- Building on the progress achieved as a result of the Valuing Carers Strategy
- Maintaining the momentum of Carers awareness
- Providing a framework for partner organisations to respond to Carers within the remit of the Social Services and Well-Being (Wales) Act 2014

4.6 The Valuing Carers Transition plan provides a means to action the new duties in relation to Carers outlined in the Social Services and Well-Being (Wales) Act 2014 and has been produced with input from partner organisations and local Carers.

5. Effect on the Policy Framework and Procedure Rules

5.1 There is no impact on the Policy Framework and Procedure Rules.

6. Equality Impact Assessment

6.1 Carers are a diverse group of people and underpinning the transition plan is the commitment to recognise diversity, promote equality and to take into account the needs of carers irrespective of their age, gender, race, ethnicity, sexual orientation, religion or belief. Equality, diversity and human rights are at the centre of our policies and practices.

6.2 There will be an impact on all protected characteristics and, therefore, a full Equality Impact Assessment will be carried out in line with the implementation of the Social Services and Wellbeing (Wales) Act 2014.

7. Financial Implications

7.1 The Minister for Health and Social Services has made a commitment to provide transition funding to move forward from the Carers Measure to the Social Services and Wellbeing (Wales) Act across Wales. Confirmation of the exact amount is awaited from Welsh Government.

7.2 Decisions about how the grant will be used will be made by the Carers Partnership who will prioritise the delivery of the transition plan. Any additional costs relating to new responsibilities will be met from within the Social Services and Wellbeing budgets.

8. Recommendation

8.1 It is recommended that Cabinet:

- note the content of this report;
- approve sign up to the Valuing Carers Compact;
- approve participation in the delivery of the Valuing Carers Transition Plan.

Susan Cooper
Corporate Director Social Services and Wellbeing
April 2016

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10. Background documents
None

'VALUING CARERS' COMPACT



VALUING CARERS - ABMU Carers Partnership
Carers Information and Consultation Strategy

OUR VISION

Our vision is that all Carers, irrespective of age and situation, should be supported throughout their time as a Carer, given information when they need it and in a way which meets their needs and be full partners in the planning and provision of care and support for those they care for...

INTRODUCTION

ABMU Carers Partnership Board was established in 2012 in response to the Carers Strategies (Wales) Measure 2010 which required NHS and Local Authorities in Wales to work in partnership to prepare an Information and Consultation Strategy for Carers. The group produced *Valuing Carers - ABMU Carers Partnership Carers Information and Consultation Strategy 2013 – 2016*. The purpose of this strategy is to ensure ABMU Health Board and its Local Authority and 3rd Sector partners working together to inform and consult with Carers when they access health and Local Authority services. The Health Board has the responsibility for publishing the strategy and both the Health Board and Local Authorities have the responsibility for putting it into action; additionally, they recognised that they could not achieve the outcomes set out in the strategy without the input and support from the Carers Services established in Bridgend, Neath Port Talbot and Swansea. The role Carers Services and Carer representative organisations play in supporting Carers is valued and is captured in the strategy.

The *Valuing Carers* strategy and action plan covers a three year period and runs from 1st April 2013 to 31st March 2016. The Carers Strategies (Wales) Measure 2010 will be repealed in 2016 when the new law is enacted. A *Valuing Carers* Transition Plan for the period of April 2016 to March 2017 is currently in development to build on the achievements of the strategy and move on to the enactment of the Social Services and Well-Being Act. Carers have greater prominence within the new Act for example, there is a wider definition of a Carer; they will no longer have to provide ‘regular and substantial’ care to be able to have an assessment and Local Authorities will have a duty to meet Carers eligible needs. The new Act also requires that Local Authorities and Local Health Boards co-operate and work in partnership.

Carers

For the purpose of the Social Services and Well-being (Wales) Act 2014 a “Carer” means a person who provides or intends to provide care for an adult or disabled child; A person is not a carer for the purposes of this Act if the person provides or intends to provide care— (a) under or by virtue of a contract, or (b) as voluntary work. But a local authority may treat a person as a carer for the purposes of any of its functions under this Act if the authority considers that the relationship between the person providing or intending to provide care and the person for whom that care is, or is to

be, provided is such that it would be appropriate for the former to be treated as a carer for the purposes of that function or those functions.

SOURCE: Key Terms - Section 3.4, 3.7 and 3.8, page 6, Social Services and Well-being (Wales) Act 2014

http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf

A Carer can be someone who has the responsibility for providing or arranging care for someone else who, because of long term condition, mental illness, disability, old age or substance misuse is not able to care for themselves.

THE 'VALUING CARERS' COMPACT

A Compact is an agreement between individuals, groups or organisations. The 'Valuing Carers' Compact provides a framework for collaborative working between all the organisations which make up the ABMU Carers Partnership Board. The purpose of the Compact is to formalise the excellent joint working which has resulted from the establishment of the Carers Partnership Board.

COMPACT PARTNERS

The ABMU Carers Partnership Board is chaired by the Primary and Community Service Director ABMU and the Group Manager Mental Health Wellbeing Bridgend County Borough Council and comprises, the Local Authority Officers /Carers Lead, Locality Planning and Partnership Managers, and Locality Planning and Partnership Support Managers, ABMU Programme Manager Mental Health, ABMU Carers Champion, Managers of Swansea, Bridgend and Neath Port Talbot Carers Services, CVS Health and Well-being Facilitator.

- Abertawe Bro Morgannwg University Health Board
- Bridgend Carers Centre
- Bridgend County Borough Council
- City and County of Swansea Council
- Neath Port Talbot County Borough Council
- Neath Port Talbot Carers Service
- Neath Port Talbot Council for Voluntary Services (NPT CVS)
- Swansea Carers Centre
- Swansea Council for Voluntary Services (SCVS)

There will be opportunities for other organisations to sign up to the Compact should they wish to do so in the future.

COMPACT PARTNERS COMMITMENT

All partners agree to adhere to the values and principles of the 'Valuing Carers' Compact and to proactively work together for the benefit of Carers living in the ABMU area.

SHARED VALUES AND PRINCIPLES

All partner organisations aim to engage with and listen to Carers of all ages, in addition, to provide quality services including information and support. Partner organisations acknowledge that a multi-disciplinary, multi-agency approach is needed to successfully address the broad range of issues faced by Carers in the area.

The following principles are at the core of this partnership:-

Working together

- We will work together to identify and support Carers
- We will work together across sectors and geographical boundaries
- We will agree to work on strategic priorities (Carers) which are common to all partners
- We will agree the prioritisation of actions and activities (Carers) e.g. Valuing Carers Transition Plan
- We will disseminate information about the work of the Carers Partnership Board within our own organisations and other networks
- We will seek the views of and listen to each other - each viewpoint will be given equal consideration
- We will share best practice
- Communication will be open and truthful
- We respect partner organisations differences and accept that each sector will have its own priorities, responsibilities and constraints
- We see the diversity of partnership organisations in terms of complementary roles

Supporting Carers

- We acknowledge the invaluable contribution Carers make
- We recognise that Carers can be any age and that children and young adults as well as older people may have a caring role
- We recognise that each Carer is an individual and that carrying out a caring role may have positive and/ or negative effects on that individuals' quality of life
- We actively engage with Carers; this can be on an individual basis, for example, when planning or delivering services to the person being supported or the Carer. We also create or maintain opportunities for Carers to be involved at a strategic level for example, planning or evaluating services
- Where opportunities arise we will work together to expand the range of services and activities available to Carers
- ABMU Carers Partnership Board members will proactively raise awareness of Carers and the 'Valuing Carers' Compact within their organisations.

COMPACT OUTCOMES

ABMU Carers Partnership Board believes that by working together the following outcomes will be achieved:-

- Continue to keep Carers and the issues they face high on the agenda in all partner organisations
- Maximise opportunities to work together to deliver services, response to strategic and legislative requirements and share best practice
- Demonstrate a commitment into the future to improve the lives of Carers of all ages living in the ABMU area.

MANAGING THE COMPACT

ABMU Carers Partnership Group meets quarterly to oversee the Implementation of the *Valuing Carers* Information and Consultation Strategy.

The Compact will be reviewed on an annual basis and a report will be produced to outline achievements.

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Valuing Carers - Transition Plan

OUR VISION - VALUING CARERS STRATEGY

Our vision is that all Carers, irrespective of age and situation, should be supported throughout their time as a Carer, given information when they need it and in a way which meets their needs and be full partners in the planning and provision of care and support for those they care for...

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1. INTRODUCTION

ABMU Carers Partnership Board was established in 2012 in response to the Carers Strategies (Wales) Measure 2010 which required NHS and Local Authorities in Wales to work in partnership to prepare an Information and Consultation Strategy for Carers. The group produced *Valuing Carers - ABMU Carers Partnership Carers Information and Consultation Strategy 2013 – 2016*. The purpose of this strategy was to ensure ABMU Health Board and its Local Authority partners work together to inform and consult with Carers when they access health and Local Authority services.

The Health Board had the responsibility for publishing the strategy and both the Health Board and Local Authorities had the responsibility for putting it into action; additionally, they recognise that they could not achieve the outcomes set out in the strategy without the input and support from the Carers Services established in Bridgend, Neath Port Talbot and Swansea. The role Carers Services and Carer representative organisations play in supporting Carers is valued and was captured in the strategy.

The *Valuing Carers* strategy and action plan covered a three year period and ran from 1st April 2013 to 31st March 2016.

2. EQUALITY STATEMENT

Carers are a diverse group of people and underpinning this Transition plan is the commitment to recognise diversity, promote equality and always to take into account the needs of Carers and the person they care for irrespective of their age, gender or gender re-assignment, race or ethnicity, sexual orientation, religion or belief. We will make sure that equality, diversity and human rights are at the centre of our policies and practices.

3. TRANSITION PLAN

3.1 PURPOSE

The one year *Valuing Carers* Transition plan has been produced by ABMU Carers Partnership Board with the aim of improving the lives of Carers in the ABMU area by:

- Building on the progress achieved as a result of the *Valuing Carers* Strategy
- Maintaining the momentum of Carers awareness
- Providing a framework for partner organisations to respond to Carers within the remit of the Social Services and Well-Being Act 2014 (Wales) which from April 2016 supersedes previous Carers Acts and the Carers Strategies (Wales) Measure.

The Transition Plan has been produced with input from partner organisations and local Carers.

3.2 FORMAT

The format of the Transition Plan has been amended to ensure that actions are clear and achievements can be evidenced. This document outlines ***Expected Outcomes*** for Carers and Young Carers in the ABMU area. It states ***Actions***, ***Timeframes***, ***Resources*** required and ***Outcome***. Achievements will be recorded in the ***Progress*** column.

All areas and organisations within the ABMU Carers Partnership will work towards the same *Expected Outcomes* and *Goals* however, it is likely that each area will 'localise' the actions to ensure they reflect the situation in their locality.

3.3 MONITORING

ABMU Carers Partnership Board will be responsible for overseeing the delivery of the *Valuing Carers* Transition Plan. Progress will be reported on a quarterly basis. Evidence will contain qualitative and quantitative information. There will be opportunities for Carers to provide feedback throughout the period of the Transition Plan. A report highlighting activities and achievements resulting from the Plan will be produced after March 2017.

3.4 EXPLANATION OF TERMS

Carers

Carers and former Carers are people of **ANY AGE** including Children and Young Adults of **ANY GENDER** and from **ANY BACKGROUND OR CULTURE** who assist a person who has care and support needs as a result of

- A physical disability
- A learning disability
- Mental illness or distress
- Frailty as a result of old age
- A dependency on drugs or alcohol
- Vulnerability

Staff

Many people do not recognise themselves as Carers, it is therefore vital that workers who come across Carers are able to recognise them, directly provide information or signpost them to appropriate sources of information, advice or support. When reference is made to 'Staff' within this plan the term relates to:

- All medical, nursing and ancillary staff who work for ABMU in hospital or community settings including General Practice

- All Social care staff in adult and children's social services departments.
- Staff in local Third sector organisations

Key Locations

It is vital that information for Carers is freely available at venues Carers frequent. 'Key Locations' within this plan include but are not limited to:

- Civic Centres
- Hospital wards
- Third Sector venues
- Schools
- Libraries
- Colleges
- Primary Care & Health Centres
- Hospital Outpatient Depts.
- Community Centres
- Pharmacies
- Social Services Centres/ bases
- Carers Centres

Information

The information needs of Carers are broad and change over time. The following outlines a range of topics which may be relevant to Carers in the ABMU area. In this Plan the term 'Information' relates but is not limited to:

- Accessing training e.g. manual handling
- Carers Centre/ services
- Carers Rights
- Carers Assessments
- Confidentiality and information sharing
- Counselling
- Court of Protection
- Crisis support
- Employment

- Volunteering Opportunities
- Financial advice
- Guardianship
- Hospital admission and discharge
- How to make a complaint
- Independent Advocacy
- Medical condition and treatments
- Medication and side effects
- Mental well-being e.g. stress management
- Physical aids and adaptations
- Physical health
- Regulation and inspection of health and social care in Wales
- Services including respite, direct payments etc
- Support Groups
- Transport
- Leisure opportunities

4. CARERS IN THE NEW ACT

For the purpose of the Social Services and Well-being (Wales) Act 2014 a “Carer” means a person who provides or intends to provide care for an adult or disabled child; A person is not a carer for the purposes of this Act if the person provides or intends to provide care— (a) under or by virtue of a contract, or (b) as voluntary work. But a local authority may treat a person as a carer for the purposes of any of its functions under this Act if the authority considers that the relationship between the person providing or intending to provide care and the person for whom that care is, or is to be, provided is such that it would be appropriate for the former to be treated as a carer for the purposes of that function or those functions.

SOURCE: Key Terms - Section 3.4, 3.7 and 3.8, page 6, Social Services and Well-being (Wales) Act 2014

http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf

In addition to the legal definition outlined above ABMU Carers Partnership Board understand a *Carer to be someone who has the*

responsibility for providing or arranging care for someone else who, because of long term conditions, mental illness, disability, old age or substance misuse is not able to care for themselves.

SOURCE: ABMU (Abertawe Bro Morgannwg University Health Board) Carers Partnership Carers Information and Consultation Strategy 2013 – 2016

Under the Act, Carers will no longer need to be providing ‘a substantial amount of care on a regular basis’ to be able to have an assessment.

The local authority will have a duty under the Act to undertake a Carer’s assessment where it appears they have needs for support.

The Act provides:

- A wider definition of Carers than that which exists in current legislation to include those who provide, or intend to provide, care.
- Consultation with, and the involvement of, Carers will be required as an integral part of the assessment process for the person cared for subject to the views of the individual.
- That the person conducting the assessment must have regard to the individual carer’s views, wishes and feelings. This assessment must take into account the ability and willingness of the Carer to continue caring as well as their employment, education, training or leisure needs (for adults) and development needs (for children).
- A duty on local authorities to meet the needs of Carers who themselves have eligible needs. Where the Carer has eligible needs they will be entitled to have a statutory support plan which the local authority must regularly review.
- A new duty on local authorities and Health Boards to secure the provision of an Information, Advice and Assistance service, to

provide people with information and advice relating to care and support, and with assistance in accessing it.

Source: <http://gov.wales/newsroom/healthandsocialcare/2014/140609carers-rights/?lang=en>

Abbreviations used within the plan

ABMU – Abertawe Bro Morgannwg University Health Board

BCBC – Bridgend County Borough Council

CCS – City and County of Swansea Council

IAA – Information, Advice and Assistance

NPT CBC – Neath Port Talbot County Borough Council

SLA – Service Level Agreement

SSWB Act – Social Services and Well being Act 2014

5. PLAN**EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA**

A) Carers can access up to date information at the right time and from the right place

Page 178

GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
<p>A.1 <i>Information - Quality</i> Specific information for Carers will be available alongside generic information</p>	<p>Ensure Carer information is part of the local implementation of the IAA requirements of the SSWB Act.</p>	<p>By June 2016</p>	<p>Check what information available from Partner Organisations</p> <p>Note updates biannually</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority - Lead Officer Carers</u> <u>NPT CBC Local Authority Communications & Engagement Officer and Commissioning Officer 3rd Sector</u></p> <p>IN PARTNERSHIP WITH: <u>ABMU - Planning & Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u></p>	<p>Current Information leaflets and websites</p>	
<p>A.2 <i>Information-Quality</i> Information for Carers is relevant and up to date</p>	<p>Ask Carers about their information needs</p> <p>Feedback to inform providers e.g. LA's, 3rd Sector and ABMU</p>	<p>By March 2017</p> <p><i>Consult with Carers at least once a year about their information needs</i></p>	<p>Report outlining feedback from Carers</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority - Lead Officer Carers</u> <u>NPT CBC Local Authority Communications & Engagement Officer and Commissioning Officer 3rd Sector</u></p> <p>IN PARTNERSHIP WITH: <u>ABMU- Planning and Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service – Manager</u></p>	<p>Utilise planned consultation events or activities with Carers</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

A) Carers can access up to date information at the right time and from the right place

Page 179	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
A.3	<p><i>Information - source</i> Carers Service/ Carers Centre are 'one stop shop' for local Carers support information and advice</p>	<p>Raise staff awareness of the remit of local Carers Service/ Centres</p> <p>Staff inform Carers about their local Carers Service/ Centre</p>	<p>Start April 2016</p> <p>Start April 2016</p>	<p>Carers Service/ Centres record number of Carers seeking information / support/ advice</p> <p>Carers Service/ Centres record source of referral</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority Lead Officer Carers</u> <u>NPT CBC Local Authority Commissioning Officer - 3rd Sector</u> <u>ABMU - Planning & Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u> Local Health and Social Care 3rd Sector Organisations</p>	<p>Carers Service/ Centre Service Level Agreements (SLA)</p>	
A.4	<p><i>Information - source</i> Carers can access the information they need at key locations in the ABMU area</p>	<p>List key locations in each area</p> <p>Agree who will be responsible for supplying/ maintaining Carers info at each location</p>	<p>By June 2016</p> <p>By June 2016</p>	<p>List of venues where information is distributed and who responsible</p> <p>Number of packs distributed</p> <p>Feedback from Carers</p>	<p>LEAD: <u>ABMU - Planning & Partnership Managers</u></p> <p>IN PARTNERSHIP WITH: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u></p>	<p>ABMU Carers Information Pack</p> <p>Local Carers Service/ Centre information</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

A) Carers can access up to date information at the right time and from the right place

Page 180	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
A.5	<p><i>Information - source</i> Carers can access local information on-line</p>	<p>Place Carers information on ABMU, Local Authorities and Carers Service/Centre websites</p>	<p>By June 2016 <i>Review pages at least twice a year</i></p>	<p>Review Carers pages on websites</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority Lead Officer Carers</u> <u>NPT CBC Local Authority Communications & Engagement Officer</u> <u>ABMU - Planning & Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager,</u> Local Health and Social Care 3rd Sector Organisations</p>	<p>Organisation websites</p>	
A.6	<p><i>Information - source</i> Carers can access information and support about welfare benefits</p>	<p>Carers Service/ Centres either directly provide or signpost Carers to information and support about welfare benefits</p>	<p>By April 2016 <i>monitor on quarterly basis</i></p>	<p>Number of Carers who have received/ been signposted to Welfare Benefits information and support.</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer,</u> <u>CCS Local Authority Lead Officer Carers</u> <u>NPT CBC Local Authority Commissioning Officer – 3rd Sector</u> IN PARTNERSHIP WITH: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service – Manager</u></p>	<p>NPT Carers Service – Joint Health and Local Authority SLA Bridgend Carers Centre - Joint Health and Local Authority SLA Swansea Carers Service –SLA</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

A) Carers can access up to date information at the right time and from the right place

Page 181	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
A.7	<p><i>Information - source</i> Carers can access training which supports them with their caring role or own well-being</p>	<p>Carers Service/ Centres either directly provide or signpost Carers to training</p>	<p>By April 2016 <i>monitor on quarterly basis</i></p>	<p>Number of Carers who have received/ signposted to training</p> <p>Report - Carers feedback about training</p>	<p>LEADS: <u>BCBC, CCS and NPT CBC Local Authorities</u> <i>Learning Training & development Managers</i> Community Occupational Therapists</p> <p>IN PARTNERSHIP WITH: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u></p>	<p>SCWDP training plan</p> <p>OT Training room at Cimla</p>	
A.8	<p><i>Provide info & Support</i> Carers can access local information sessions, mutual support groups or well-being activities</p>	<p>Carers Service/ Centres either directly provide or signpost Carers to sources of mutual support or activities</p>	<p>By April 2016 <i>Monitor on quarterly basis</i></p>	<p>Number of Carers who have received/ be signposted to groups or activities.</p> <p>Number and type of activity facilitated by Carers Service/ Centre</p>	<p>LEADS: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u></p>	<p>NPT Carers Service – Lottery funded project</p> <p>Swansea and Bridgend Carers Service part funded by SLA and part external funding</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

B) : Carers are identified by staff who recognise their needs, provide them with appropriate information and signpost them to relevant services

Page 182	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
B.1	<p><i>Identify Carers</i> Each partner organisation has a named strategic lead for Carers</p>	<p>Identify a senior officer from partner organisations to take on 'Carers Lead' role</p>	<p>By End June 2016</p>	<p>List of Carers Leads</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Group Manager & Carers Development Officer</i> <u>CCS Local Authority</u> <i>Lead Officer Carers</i> <u>NPT CBC Local Authority</u> <i>Head of Integrated Community Services</i> <u>ABMU - Planning & Partnership Managers</u> IN PARTNERSHIP WITH: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager,</u> Local Health and Social Care 3rd Sector Organisations</p>	<p>None required</p>	
B.2	<p><i>Identify Carers</i> 'Carers Champions' raise team awareness and disseminate information. Increase the number of 'Carers Champions' in ABMU hospital and primary care settings and in Local Authority Social Work Teams</p>	<p>Recruit 'Carers Champions'</p> <p>Role description, training and arrange regular peer support</p> <p>Review impact of 'Carers Champion' post with teams</p>	<p>By March 2017 <i>review numbers quarterly</i></p> <p>First session by June 2016 then quarterly</p> <p>By March 2017</p>	<p>List of Carers Champions</p> <p>Number of sessions and attendees</p> <p>Report – feedback from Carers Champions, staff and Carers</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Group Manager & Carers Development Officer</i> <u>CCS Local Authority</u> <i>Lead Officer Carers</i> <u>NPT CBC Local Authority</u> <i>Head of Service, Commissioning Officer, Learning Training & development Manager</i> <i>Communications & Engagement Officer</i> <u>ABMU - Planning & Partnership Managers</u></p>	<p>Staff time</p> <p>Carers Champion role description</p> <p>Training materials (e-learning)</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

B): Carers are identified by staff who recognise their needs, provide them with appropriate information and signpost them to relevant services

Page 183	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
B.3	<p><i>Identify Carers</i> There will be an increase in the number of ABMU and Local Authority staff who have undertaken Carers / Young Carers Awareness training</p>	<p>LA and ABMU include Carer Aware in training plans</p> <p>Promote uptake through regular intranet bulletins</p>	<p>By end June 2016</p> <p>By end June 2016</p> <p><i>Monitor on quarterly basis</i></p>	<p>Outlined in Organisations training programme for 16/17</p> <p>Number of staff starting and completing each course</p>	<p>LEADS: <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> <u>ABMU - Training department</u></p>	<p>Carers Aware and Young Carers Aware e-learning available ~ will be amended in due course to reflect SSWB Act</p>	
B.4	<p><i>Identify Carers</i> Carers Aware e-learning will be available to local 3rd sector staff</p>	<p>ABMU training dept make Young/ Carers Aware e-learning available to 3rd sector organisations via learning@nhs.wales</p>	<p>By end June 2016</p> <p><i>Monitor on quarterly basis</i></p>	<p>Number of staff starting and completing each course</p>	<p>LEADS: <u>ABMU - Training department</u> <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u></p>	<p>Carers Aware and Young Carers Aware e-learning package available – to be updated for SSWB Act in due course</p>	
B.5	<p><i>Identify Carers</i> The experiences of local Carers is reflected in Carers 'issues' training</p>	<p>Create opportunities for Carers to participate in the delivery of training in person or via digital stories</p>	<p>By end June 2016</p> <p><i>Monitor on quarterly basis</i></p>	<p>Number of training sessions/ events where Carers or Carers Digital stories DVD used</p>	<p>LEADS: <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> <u>Communications & Engagement Officer</u> <u>ABMU - Training dept</u></p> <p>IN PARTNERSHIP WITH: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u></p>	<p>Digital Stories DVDs available</p> <p>Carers who have experience in participating in awareness raising/ training</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

B): Carers are identified by staff who recognise their needs, provide them with appropriate information and signpost them to relevant services

Page 184	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
B.6	<p><i>Identify Carers</i> In depth training is available (building on e-learning) to staff on specific Carers issues</p>	<p>Local Authority and ABMU training dept incorporate specialist Carer issues training into training plans</p>	<p>By end June 2016 Monitor on annual basis</p>	<p>Number of training sessions/ events Number of staff starting and completing each course</p>	<p>LEADS: <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> <u>ABMU</u> <i>Training department</i></p>	<p>SCWDP training plan</p>	
B.7	<p><i>Provide info & Support</i> Staff provide Carers with /or signpost them to appropriate information</p>	<p>Through induction, training and intranet bulletins Staff are made aware of their responsibility to provide information</p>	<p>By end June 2016 <i>Monitor on annual basis</i></p>	<p>Number staff - induction Number of staff undertaking training on Carers issues Number of internet 'articles' Carers Feedback</p>	<p>LEADS: <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> <i>Communications & Engagement Officer</i> <u>ABMU</u> <i>Training department</i> <i>Planning & Partnership Managers</i> IN PARTNERSHIP WITH: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service – Manager</u></p>	<p>Carers Information induction sheet available – to be updated in line with SSWB Act Information resources developed as part of the <i>Valuing Carers</i> strategy.</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

B): Carers are identified by staff who recognise their needs, provide them with appropriate information and signpost them to relevant services

Page 185	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
	<p><i>Provide info & Support</i> As they can be a first point of contact Staff in Primary Care identify and signpost Carers to information and support</p>	<p>Continue awareness raising programme/ RCGP toolkit</p> <p>Carers Service/ Centres continue to engage with Primary Care</p>	<p>By end June 2016</p> <p>Monitor on quarterly basis</p>	<p>Number of GP practices contacted</p> <p>Number of Carers signposted/ referred to Carers Service by GP Practices</p> <p>Feedback from GP practices</p> <p>Feedback from Carers</p>	<p>LEAD: <i>ABMU - Planning & Partnership Managers</i></p> <p>IN PARTNERSHIP WITH: <i>Bridgend Carers Centre - Manager</i> <i>Swansea Carers Centre - Manager</i> <i>NPT Carers Service - Manager</i></p>	<p>NPT Carers Service – Service Level Agreement</p> <p>Bridgend Carers Centre – Service Level Agreement</p> <p>Swansea Carers Centre – Grant funded but need to identify resources to continue in 16/17.</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

C) Carers are engaged and consulted regarding any decisions made during their journey through health and social care services that affect them or the person they care for

Page 186	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
c.1	<p><i>Identify Carers</i> Carers input and needs are formally recognised.</p>	<p>The support provided by Carers is recorded in the Service Users Assessment</p> <p>Carers needs are identified and recorded in Service Users Assessment or in a Carers Assessment</p>	<p>By end March 2017</p> <p><i>Monitor on annual basis</i></p>	<p>Feedback from Carers</p> <p>Number of Carers identified in SU assessment</p> <p>Number of Completed Carers Assessments</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Group Manager & Carers Development Officer</i> <u>CCS Local Authority</u> <i>Lead Officer Carers</i> <u>NPT CBC Local Authority</u> <i>Safeguarding & Quality Manager</i></p>	<p>Part of the implementation of the SSWB Act</p> <p>‘Business as usual’</p>	
c.2	<p><i>Engage & Consult</i> Carers are routinely considered as partners in care by all staff</p>	<p>Through induction, training and intranet bulletins Staff are made aware of their responsibility to engage with Carers as ‘partners in care’</p>	<p>By end June 2016</p> <p><i>Monitor on annual basis</i></p>	<p>Feedback from Carers</p> <p>Number of new staff undertaking induction</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Group Manager & Carers Development Officer</i> <u>CCS Local Authority</u> <i>Lead Officer Carers</i> <u>NPT CBC Local Authority</u> <i>Communications & Engagement Officer</i> <u>ABMU - Planning & Partnership Managers</u></p>	<p>implementation of the SSWB Act</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

C) Carers are engaged and consulted regarding any decisions made during their journey through health and social care services that affect them or the person they care for

Page 197	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
c.3	<p><i>Engage & Consult</i> Staff address issues of confidentiality and share information with Carers</p>	<p>Staff are made aware of and use the Information Sharing and Confidentiality guide and attend related training</p>	<p>By end March 2017 <i>Monitor on annual basis</i></p>	<p>Feedback from Carers</p>	<p>LEADS: <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> <u>ABMU Training department</u> IN PARTNERSHIP WITH <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u> <u>Local Health and Social Care 3rd Sector Organisations</u></p>	<p>Information Sharing and confidentiality leaflet is available Training programme in development</p>	
c.4	<p><i>Provide info & Support</i> Carers have a point of contact when in a crisis</p>	<p>Staff inform Carers of actions/ contacts for dealing with a crisis</p>	<p>By end June 2016 <i>Monitor on annual basis</i></p>	<p>Feedback from Carers</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority Lead Officer Carers</u> <u>NPT CBC Local Authority Commissioning Officer – 3rd Sector</u> <u>ABMU - Planning & Partnership Managers</u> IN PARTNERSHIP WITH <u>Bridgend Carers Centre – Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service – Manager</u></p>	<p>Carers Emergency Card scheme Current information Social Services Contact Centres</p>	

EXPECTED OUTCOME FOR CARERS IN THE ABMU AREA

C) Carers are engaged and consulted regarding any decisions made during their journey through health and social care services that affect them or the person they care for

Page 188	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
c	<p><i>Engage & Consult</i> Carers can engage formally or informally on service development, planning or review on areas which affect them or the person they support</p>	<p>Create or maintain opportunities within each partner organisations to involve Carers in strategic service developments and in reviewing services</p>	<p>By end March 2017 <i>Monitor on annual basis</i></p>	<p>List meetings where Carers representatives are invited to attend List other opportunities of Carers to provide opinion/ feedback Feedback from Carers</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Group Manager & Carers Development Officer</i> <u>CCS Local Authority</u> <i>Lead Officer Carers</i> <u>NPT CBC Local Authority</u> <i>Commissioning Officer – 3rd Sector Communications & Engagement Officer</i> <u>ABMU - Planning & Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service – Manager</u> Local Health and Social Care 3rd Sector Organisations</p>	<p>As 15/16</p>	

EXPECTED OUTCOME FOR CARERS IN ABMU AREA

D) All Carers are offered a Carers Assessment ensuring their needs are identified and addressed

GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
<p>Page 189</p> <p><i>Provide info & Support</i> Staff are aware of and promote Carers rights to their own assessment</p>	<p>Training or staff information on the implementation of the new Act will include information about the changes to Carers rights to assessment</p>	<p>By end March 2017</p> <p><i>Monitor on quarterly basis</i></p>	<p>Number of training sessions/ events</p> <p>Number of staff starting and completing each course</p> <p>Report – Course evaluation</p> <p>Feedback from Carers</p>	<p>LEADS: <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> <u>ABMU</u> <i>Training department</i></p>	<p>Regional training plan</p>	
<p>D.2 <i>Assessment</i> There is an increase in the number of Carers Assessment reviews</p>	<p>A system is in place to routinely offer a Carers Assessment review on an annual basis unless Carer declines</p>	<p>By end March 2017</p> <p><i>Monitor on quarterly basis</i></p>	<p>Number of Carers Assessments reviewed</p> <p>Feedback from Carers</p>	<p>LEADS <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority Lead Officer Carers</u> <u>NPT CBC Local Authority Safeguarding & Quality Manager</u></p>	<p>System to automatically flag up review date</p>	

EXPECTED OUTCOME FOR CARERS IN ABMU AREA

D) All Carers are offered a Carers Assessment ensuring their needs are identified and addressed

Page 190	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
	<p><i>Assessment</i></p> <p>There is an increase in the take up of Carers Assessment</p>	<p>Carers are provided with information which enables them to make an informed choice about accepting the offer of a Carers Assessment</p> <p>Carers Service/ Centres work in partnership with Social Services in ensuring Carers have a Carers Assessments</p>	<p>By end March 2017</p> <p><i>Monitor on quarterly basis</i></p>	<p>Number of Carers Assessments offered</p> <p>Number of Carers Assessments completed</p> <p>Feedback from Carers</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority Lead Officer Carers</u> <u>NPT CBC Local Authority Commissioning Officer –3rd Sector, Safeguarding & Quality Manager</u> IN PARTNERSHIP WITH: <u>ABMU - Planning & Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u></p>	<p>Offer of Carers Assessment is a statutory duty</p> <p>Carers Assessment information leaflets - to be updated in line with SSWB Act</p>	
D.4	<p><i>Provide info & Support</i></p> <p>Carers are aware that they have a right to have identified needs meet (SSWB Act 2014)</p>	<p>Training or staff information on the implementation of the new Act will include information about the changes to Carers rights.</p> <p>Carers Assessment information is updated to reflect new Act.</p>	<p>By end March 2017</p> <p>Monitor on quarterly basis</p> <p>By end June 2016</p>	<p>As D.1</p> <p>Leaflets/ internet pages updated</p>	<p>LEADS <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> <u>Communications & Engagement Officer</u> <u>ABMU Training department</u> IN PARTNERSHIP WITH: <u>ABMU - Planning & Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u></p>	<p>implementation of the SSWB Act</p>	

EXPECTED OUTCOME FOR CARERS IN ABMU AREA

E): Carers views shape the work of ABMU Carers Partnership Board resulting in Carers benefiting from a joint up approach and the sharing of best practice

Page 191	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
E.1	<p><i>Partnership</i> Statutory and 3rd Sector organisations in the ABMU area work collaboratively on the Carers 'Agenda' (As in the Regional Partnership Board and Operation Jasmine Report Recommendations)</p>	<p>Representatives from partner organisations meet as a min. 4 times a year. Each area within ABMU footprint will devise and action local plan to implement Transition Plan</p>	<p>By June 2016 <i>Meet Quarterly review annually</i> By June 2016 <i>Monitor quarterly</i></p>	<p>Minutes of Carers Partnership Board meeting Attendance list Local Plans</p>	<p>LEADS: <u>BCBC Local Authority Group Manager & Carers Development Officer</u> <u>CCS Local Authority Lead Officer Carers</u> <u>NPT CBC Local Authority Commissioning Officer – 3rd Sector ABMU - Planning & Partnership Managers</u> <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager</u> Local Health and Social Care 3rd Sector Organisations</p>	<p>Valuing Carers Compact (draft)</p>	
E.2	<p><i>Provide info & Support</i> All partner organisations are aware and work to Carers 'new' rights (SSWB Act)</p>	<p>Staff are aware of and take up training opportunities on the new SSWB Act</p>	<p>By end March 2017 <i>Monitor on quarterly basis</i></p>	<p>Number of training sessions/ events Number of staff starting and completing each course Report – Course evaluation Feedback from Carers</p>	<p>LEADS: <u>BCBC Local Authority - Learning Training & development Manager</u> <u>CCS Local Authority - Learning Training & development Manager</u> <u>NPT CBC Local Authority- Learning Training & development Manager</u> IN PARTNERSHIP WITH: <u>Bridgend Carers Centre - Manager</u> <u>Swansea Carers Centre - Manager</u> <u>NPT Carers Service - Manager,</u> local Health and Social Care 3rd Sector Organisations</p>	<p>Regional Training Plan Awareness raising resources available on CCIW and SSIA website Face to Face training</p>	

EXPECTED OUTCOME FOR CARERS IN ABMU AREA

E): Carers views shape the work of ABMU Carers Partnership Board resulting in Carers benefiting from a joint up approach and the sharing of best practice

Page 192	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
E.3	<p><i>Engage & Consult</i> The views and opinions of Carers are at the core of the Carers Partnership Board's work</p>	<p>Gather the views of Carers from each area and feedback to the Carers Partnership Board</p>	<p>By March 2017</p> <p><i>Carers feedback as and when available but at least annually</i></p>	<p>Report – Carers Feedback</p> <p>Carers Partnership Board Work plan</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Group Manager & Carers Development Officer</i> <u>CCS Local Authority</u> <i>Lead Officer Carers</i> <u>NPT CBC Local Authority</u> <u>ABMU - Planning & Partnership Managers</u> <i>Bridgend Carers Centre - Manager</i> <i>Swansea Carers Centre - Manager</i> <u>NPT Carers Service - Manager</u> Local Health and Social Care 3rd Sector Organisations</p>	<p>As 15/16</p>	
E.4	<p><i>Provide info & Support</i> Partnership organisations recognise and provide information and support to staff who are Carers</p>	<p>Provide information to staff who are Carers via organisations intranet, bulletin boards etc.</p> <p>Provide information to organisations Human Resources Dept about Carers</p>	<p>By June 2016 Monitor quarterly</p> <p>By June 2016</p>	<p>Number of information sessions/ articles</p> <p>Feedback from staff who are Carers</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Human Resources department</i> <u>CCS Local Authority</u> <i>Human Resources department</i> <u>NPT CBC Local Authority</u> <i>Human Resources department</i> <u>ABMU</u> <i>Human Resources department</i></p>	<p>Flexible working policy</p> <p>Awareness raising for Managers – <i>dependent on identifying resources</i></p> <p>Time to Change Pledge</p>	

EXPECTED OUTCOME FOR YOUNG CARERS LIVING IN THE ABMU AREA

F) Young Carers are identified and provided with appropriate information, assessment and support *This in addition to A1,A2,A4,A5 &A6*

Page 193	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
F.1	<p><i>Identify Carers</i></p> <p>There are clear arrangements/ plans or strategy documentation in place to identify and support Young Carers across service areas</p>	<p>Produce or update local Plans or strategy documentation to identify and support Young Carers</p>	<p>By Sept 2016</p>	<p>Plans or strategy documentation</p> <p>Distribution list of Plans or strategy documentation</p> <p>Feedback from Young Carers</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Lead Officer Young Carers</i> <u>CCS Local Authority</u> <i>Lead Officer Young Carers</i> <u>NPTCBC Local Authority</u> <i>Principal Officer CYP & Commissioning Officer CYP</i></p> <p>IN PARTNERSHIP WITH: <u>BCBC Local Authority</u> <i>Education Dept</i> <u>CCS Local Authority</u> <i>Education Dept</i> <u>NPTCBC Local Authority</u> <i>Education Dept</i> ABMU and 3rd Sector organisations</p>		
F.2	<p><i>Assessment</i></p> <p>Young Carers are provided with age appropriate assessments Which are regularly reviewed.</p>	<p>In line with the Social Services and Well-Being Act, Young Carers are provided with an assessment of their needs.</p>	<p>By June 2016</p> <p><i>Monitor quarterly</i></p>	<p>Number of Young Carers who have been assessed or reviewed</p> <p>Number of Young Carers who have had a service as a result of being assessed</p> <p>Feedback from Young Carers</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Lead Officer Young Carers</i> <u>CCS Local Authority</u> <i>Lead Officer Young Carers</i> <u>NPTCBC Local Authority</u> <i>Principal Officer CYP & Commissioning Officer CYP</i></p> <p>IN PARTNERSHIP WITH: Bridgend Young Carers Project Swansea Young Carer Project NPT Young Carers Project</p>	<p>Age appropriate Carers Assessment tool</p>	

EXPECTED OUTCOME FOR YOUNG CARERS LIVING IN THE ABMU AREA

F) Young Carers are identified and provided with appropriate information, assessment and support *This in addition to A1,A2,A4,A5 &A6*

	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
Page 194 F.3	<i>Provide info & Support</i> Young Carers can access advocacy services	Provide / signpost to Advocacy Services which Young Carers can access	By March 2017	Number of Young Carers accessing Advocacy Services	LEADS: <u>BCBC Local Authority</u> <u>Lead Officer Young Carers</u> <u>CCS Local Authority</u> <u>Lead Officer Young Carers</u> <u>NPTCBC Local Authority</u> <u>Principal Officer CYP &</u> <u>Commissioning Officer CYP</u>	Advocacy Service funding will need to be secured	
F.4	<i>Provide info & Support</i> There is specific age appropriate information available for Young Carers	Make age appropriate information available to Young Carers	By March 2017 <i>Consult with Young Carers about their information needs</i>	Feedback from Young Carers.	LEADS: <u>BCBC Local Authority</u> <u>Lead Officer Young Carers</u> <u>CCS Local Authority</u> <u>Lead Officer Young Carers</u> <u>NPTCBC Local Authority</u> <u>Principal Officer CYP &</u> <u>Commissioning Officer CYP</u> <u>ABMU</u> <u>Bridgend Young Carers Project</u> <u>Swansea Young Carer Project</u> <u>NPT Young Carers Project</u> Health & Social Care 3 rd Sector Orgs	Young Carers information booklet and posters available need to be updated in line with SSWB Act Further funding will need to be identified to produce further copies of these materials	
F.5	<i>Provide info & Support</i> There is specific age appropriate support available including groups	Directly provide or signpost Young Carers to sources of support	By April 2016 <i>Monitor on quarterly basis</i>	Number of Young Carers who have received/ be signposted to groups or activities. Number and type of activity facilitated by Young Carers Projects Feedback from Young Carers	LEADS <u>BCBC Local Authority</u> <u>Lead Officer Young Carers</u> <u>CCS Local Authority</u> <u>Lead Officer Young Carers</u> <u>NPTCBC Local Authority</u> <u>Principal Officer CYP &</u> <u>Commissioning Officer CYP</u> IN PARTNERSHIP WITH <u>Bridgend Young Carers Project</u> <u>Swansea Young Carer Project</u> <u>NPT Young Carers Project</u>	Service level Agreements with Young Carers Projects	

EXPECTED OUTCOME FOR YOUNG CARERS LIVING IN THE ABMU AREA

F) Young Carers are identified and provided with appropriate information, assessment and support *This in addition to A1,A2,A4,A5 &A6*

Page 195	GOALS	ACTION	TIMESCALE	MONITORING	RESPONSIBILITY	RESOURCES	PROGRESS
	<p><i>Engage & Consult</i> The views and opinions of Young Carers are at the core of the Carers Partnership Board</p>	<p>Create opportunities for Young Carers to get their voices heard. feedback to Carers Partnership Board</p>	<p>By March 2017 <i>Young Carers feedback as and when available but at least annually</i></p>	<p>Report – Young Carers Feedback Carers Partnership Board Work plan</p>	<p>LEADS <u>BCBC Local Authority</u> <i>Lead Officer Young Carers</i> <u>CCS Local Authority</u> <i>Lead Officer Young Carers</i> <u>NPTCBC Local Authority</u> <i>Principal Officer CYP & Commissioning Officer CYP</i> ABMU, Bridgend Young Carers Project Swansea Young Carer Project NPT Young Carers Project, local Health and Social Care 3rd Sector Organisations</p>	<p>As 15/16</p>	
F.7	<p><i>Provide info & Support</i> There is specific age appropriate training which supports Young Carers well-being or in their caring role</p>	<p>Directly provide or signpost Young Carers to training</p>	<p>By April 2016 <i>Monitor on quarterly basis</i></p>	<p>Number of Young Carers who have received/ be signposted to training Number and type of training activity facilitated by Young Carers Projects Feedback from Young Carers</p>	<p>LEADS: <u>BCBC Local Authority</u> <i>Lead Officer Young Carers</i> <u>CCS Local Authority</u> <i>Lead Officer Young Carers</i> <u>NPTCBC Local Authority</u> <i>Principall Officer CYP & Commissioning Officer CYP</i> IN PARTNERSHIP WITH Bridgend Young Carers Project Swansea Young Carer Project NPT Young Carers Project</p>	<p>Service level Agreements with Young Carers Projects</p>	

APPENDIX 1. SUMMARY DOCUMENT

1. Background

In 2013 the ABMU wide *Valuing Carers - Carers Information and Consultation Strategy* was launched. This document was produced in response to the Carers Strategies (Wales) Measure 2010. The purpose of this strategy was to ensure ABMU Health Board and its Local Authority partners working together to inform and consult with Carers when they access health and Local Authority services. The three year long Valuing Carers Strategy comes to an end in March 2016.

2. What is the purpose of the Valuing Carers Transition Plan?

The one year *Valuing Carers* Transition plan has been produced with the aim of improving the lives of Carers in the ABMU area by:

- ✓ Building on the progress achieved as a result of the *Valuing Carers* Strategy
- ✓ Maintain the momentum of Carers awareness
- ✓ Providing a framework for partner organisations to respond to Carers within the remit of the Social Services and Well-Being Act 2014 (Wales) which from April 2016 replaces previous Carers Acts and the Carers Strategies (Wales) Measure.

3. Who produced the Valuing Carers Transition Plan?

The Valuing Carers Transition Plan was drafted by ABMU Carers Partnership Board which comprises representatives of Abertawe Bro Morgannwg NHS Trust, Bridgend County Borough Council, City and County of Swansea Council and Neath Port Talbot County Borough Council, ABMU Programme Manager Mental Health, ABMU Carers Champion, Managers of Swansea, Bridgend and Neath Port Talbot Carers Services, NPT CVS Health and Well-being Facilitator. The Transition Plan has been produced with input from partner organisations and local Carers.

4. Who is the Valuing Carers Transition Plan for?

This Plan is for Carers for all ages and backgrounds living in the Abertawe Bro Morgannwg Area. A Carer is anyone, of any age, who provides unpaid care and support to a relative; friend or neighbour. Carers support individuals who are not fully able to care for themselves as a result of a long term conditions, mental illness, disability, old age or substance misuse. Carers' circumstances vary enormously, as can the type of support they provide, which might be practical, emotional or financial in nature.

How will the Valuing Carers Transition Plan be monitored?

ABMU Carers Partnership Board will be responsible for overseeing the delivery of the *Valuing Carers* Transition Plan. Progress will be reported on a quarterly basis. A report highlighting activities and achievements will be produced after March 2017.

5. What are the aims of the Valuing Carers Transition Plan?

The Transition Plan has been designed to ensure that actions are clear and achievements can be evidenced. This document outlines **Expected Outcomes** for Carers and Young Carers in the ABMU area which are:

- A. Carers can access up to date information at the right time and from the right place
- B. Carers are identified by staff who recognise their needs, provide them with appropriate information and signpost them to relevant services

- C. Carers are engaged and consulted regarding any decisions made during their journey through health and social care services that affect them or the person they care for
- D. All Carers are offered a Carers Assessment ensuring their needs are identified and addressed
- E. Carers views shape the work of ABMU Carers Partnership Board resulting in Carers benefiting from a joint up approach and the sharing of best practice
- F. Young Carers are identified and provided with appropriate information, assessment and support. This in addition to the other Expected Outcomes

6. How are Carers involved?

Carers have been involved from the early days of the Valuing Carers Strategy and their views and opinions have been sought and provided over the last three years. This information alongside recent feedback from Carers has shaped the Transition Plan. There will be further opportunities for Carers to provide feedback throughout the period of the Plan. This information will be a specific part of the monitoring process.

7. Where can I get more information?

For a full copy of the **Valuing Carers Transition Plan** contact your local Carers Centre or Service. Information about the **Valuing Carer Strategy** can be found at

<http://www.wales.nhs.uk/sitesplus/documents/863/Carers%20Strategy%20-%20ENGLISH.pdf>

.Information about the **Social Services and Well-Being Act 2014** can be found at

<http://gov.wales/topics/health/socialcare/act/?lang=en>

APPENDIX 2. EXAMPLE CARERS QUESTIONNAIRE

Evaluation 2016 - 2017 Valuing Carers Transition Plan Questionnaire

The purpose of the Valuing Carers Transition plan is to improving the lives of Carers by ensuring that ABMU Health Board, Bridgend County Borough Council, City and County of Swansea Council, Neath Port Talbot Council, the Carers Centre/ Services and third sector organisations in each area working together to inform and consult with Carers when they access health and local authority services. Feedback from Carers plays a vital part in monitoring the progress of the plan so we want to know your views.

ABOUT YOU (please circle your answer, if 'other' please provide some details)

I am ... A Carer Former Carer Paid worker Other

I am ... Female Male Age...

I live in... Bridgend Neath Port Talbot Swansea I live with the person I care for... Yes No

Each week I provide care for approximately ... 1 to 19 hours 20 to 34 hours 35 to 49 hours 50 or more hours

I have been providing care for... Less than 1 year 1 to 4 years 5 to 9 years 10 or more years

I provide care to my... Spouse/Partner Adult Child Child under 18 Parent Other

I provide care to someone because they have... Frailty as a result of old age Learning disability Mental health problem Dependency on drugs/alcohol Physical disability Vulnerability Other please state

The person I care for has the most contact with staff who work for... Health Services Social Services 3rd Sector None of these Other

I have had a Carers Assessment... Yes No Not Sure Never been offered Have not heard of Carers Assessment

YOUR VIEWS – please let us know what you think about each statement

1. Carers can access up to date information at the right time and from the right place

Strongly Agree	Agree	Neither agree or disagree	disagree	Strongly disagree
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2. Carers are identified by staff who recognise their needs, provide them with appropriate information and signpost them to relevant services

Strongly Agree	Agree	Neither agree or disagree	disagree	Strongly disagree
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3. Carers are engaged and consulted regarding decisions made during their journey through health and social care services that affect them or the person they care for

Strongly Agree	Agree	Neither agree or disagree	disagree	Strongly disagree
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4. All Carers are offered a Carers Assessment ensuring their needs are identified and addressed

Strongly Agree	Agree	Neither agree or disagree	disagree	Strongly disagree
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5. Carers views shape the work of ABMU Carers Partnership Board resulting in Carers benefiting from a joint up approach and the sharing of best practice

Strongly Agree	Agree	Neither agree or disagree	disagree	Strongly disagree
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6. Young Carers are identified and provided with appropriate information, assessment and support

Strongly Agree	Agree	Neither agree or disagree	disagree	Strongly disagree
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Other Comments

Please hand your completed evaluation form to a member of staff

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

WELSH IN EDUCATION STRATEGIC PLAN

1. Purpose of Report

- 1.1 This report is to inform Cabinet of the progress made on the Bridgend 'Welsh in Education Strategic Plan' (WESP) and to seek approval of the publication of the document in line with Welsh Government requirements.

2. Connection to Corporate Improvement Plan / Other Corporate Priority

- 2.1 The WESP supports the corporate priority:
- Supporting a successful economy

It also supports the council's commitment to:

- Equalities, sustainable development and Welsh language

3. Background

- 3.1 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. Under section 85(7) of the School Standards and Organisation (Wales) Act 2013 local authorities must take all reasonable steps to implement their approved Welsh in Education Strategic Plans. The 2013 Regulations also require a local authority to review progress against the targets set out in its plan and to submit a revised plan for approval by the Welsh Ministers. This must be done by 20 December each year.

4. Current situation / proposal

- 4.1 Cabinet first approved the Bridgend Local Authority WESP in March 2014 and it was subsequently approved by Welsh Government Department for Education and Skills (DfES) in June 2014 and a progress update was collected in December 2014. The Plan continues to be reviewed and updated annually prior to seeking approval from Welsh Government.
- 4.2 The Plan (**Appendix A**) was submitted to Welsh Government on 17th December 2015. It was approved subject to modifications on 24th March 2016 and was formally approved by Welsh Government on 13th April 2016 via email, followed with a letter in April 2016 (**Appendix B**)
- 4.3 The local authority's WESP must be published on its website by 1 June 2016 and copies made available in its offices and other suitable places.

5. Effect upon Policy Framework and Procedure Rules

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

6. Equality Impact Assessment

6.1 The WESP is designed to deliver the key principles of equality, choice and opportunity for all. An Initial Screening EIA has been undertaken on the Welsh in Education Strategic Plan which indicates that a Full EIA will be required over the next 12 months this will provide monitoring data on which to base further decisions regarding the detail of the WESP.

7. Financial Implications

7.1 Other than the Welsh in Education Grant (WEG), additional costs associated with implementing the WESP will be met through existing budgets.

8. Recommendation

8.1 Cabinet is recommended to approve the revised WESP and authorise publication of the revised WESP on the BCBC website from 1 June 2016.

Directorate Chief Officer's Name: Deborah McMillan

Directorate Chief Officer's Job Title: Corporate Director – Education and Family Support

Date: 18th April 2016

Contact Officer: Sue Roberts

Telephone: (01656) 754892

e-mail: Susan.Roberts2@bridgend.gov.uk

Postal Address Education and Family Support Directorate,
Civic Offices, Angel Street, Bridgend CF31 4WB

Background documents

- Cabinet Report: Welsh In Education Strategic Partnership, 4th March 2014
- Cabinet Report: Welsh In Education Strategic Partnership, 28th April 2015
- Equality Impact Assessment – Initial Screening

Appendix A – Revised WESP approved by Welsh Government

Appendix B – Welsh Government Approval letter – 13.4.16

Bridgend County Borough Council Welsh Education Strategic Plan 2014-2017



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Appendix 1: The Action Plan – Tackling national targets at a LA level

Section 1: Your vision and aim for Welsh-medium education

The vision and aims underpinning our Welsh Education Strategic Plan (WESP)

Bridgend County Borough Council's vision is that our provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21st century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy (WMES);
- take into account 'A Living language, A Language for Living – the Welsh government's Welsh language Strategy 2012-2017

This vision informs not just the WESP, but also Bridgend's Single Integrated Partnership Plan, its Strategy for School Modernisation, its Inclusion Strategy and its Transformation Plans for 14-19 educational provision.

In realising this vision, our aim is to ensure that the Council and its partners within the County Borough:

- ensure that Welsh-medium education is available to all children of pre-school age and above whose parents / carers wish them to receive their education through the medium of Welsh, and this within reasonable travelling distance from children's homes;
- ensure a developing continuum from Welsh-medium primary education through to Welsh-medium secondary education, so that pupils who have received their primary education through the medium of Welsh will be able to

attend a Welsh-medium secondary school and progress accordingly into further and higher education and training;

- ensure that Welsh is taught as a first and / or second language on the timetable of all our schools, in accordance with the National Curriculum's statutory requirements, and that all pupils are given the opportunity to sit an externally accredited examination in Welsh at the end of Key Stage 4.
- ensure that children and young people with additional learning needs receive linguistic equality of opportunity in terms of Welsh-medium education, in line with the SEN Code of Practice for Wales and the Council's Strategy for Educational Inclusion;
- ensure that all pupils attending a designated Welsh-medium school are able to speak, read and write Welsh fluently by the end of Key Stage 2;
- work in partnership with all schools in order to improve the standard of Welsh as a first and second language;
- further develop teachers' knowledge and understanding of Welsh as a first and second language, and provide opportunities for pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos / characteristics of Wales via the Cwricwlwm Cymreig;
- promote the wider development of pupils' Welsh language skills through specific activities and projects, in association with a wide range of partners.

This vision and these aims complement (and are informed by) the Welsh Government's WMES, in particular its Strategic Aims 1-4 and 6, and its vision of an 'education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace'. The Strategic Plan that follows sets out how the Council will support the objectives associated with those aims and play its part in delivering the five national outcomes for the WMES. It also indicates how developments in Welsh language education within the County Borough contribute to the wider need to raise standards of attainment, both within Bridgend and across the Central South Wales Consortium area. The role of the Central South consortium is outlined in detail in Appendix 6.

Section 2: The Action Plan

Outcome 1: More seven-year-old children being taught through the medium of Welsh

You should also complete Appendix 2

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
<p>Increase the number of seven-year-old children taught through the medium of Welsh</p> <p><i>What is the percentage of seven-year-old children currently taught through the medium of Welsh? What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?</i></p> <p><i>Describe how the local authority fulfils the statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh.</i></p>			
	<p><u>Current Performance</u></p> <p>Currently 9.65% of children aged 7 years are taught through the medium of Welsh in four Welsh-medium primary schools. All parents who require Welsh-medium education for their children aged 7 years are able to access this provision.</p> <p>Projected numbers indicate that the actual number and percentage of children aged 7 being taught through the medium of Welsh, will remain steady at close to 9% or above across the next 2 academic years.</p>		

Actual Number and Percentages

Actual Number	Actual Number for Welsh Schools at yr 2	Actual Numbers for All Schools at yr 2	Percentage
Jan-15	157	1627	9.65%

The Local Authority (LA), through its Strategic Planning and Resources unit, monitor and evaluate parental demand and availability of places within the Welsh-medium sector to ensure that all children who received Welsh-medium education during the early years are able to access Welsh-medium provision in the primary phase. In 2014 all pupils who requested Welsh-medium provision in the primary phase were able to access it.

Projected Numbers and Percentages:

Projection	Projected Number for Welsh Schools at yr 2	Projected Numbers for All Schools at yr 2	Percentage
Jan-16	142	1595	8.9%
Jan-17	159	1666	9.54%

Target: 100% of all applications for Welsh Medium education will be fulfilled.

Activity:

A new survey of Welsh Medium education will ascertain the demand for the next 3 years and this will be linked to the school modernisation programme and strategic review of education in Bridgend. The survey will be conducted for a 12 week period during the Summer Term 2016

A feasibility study has been submitted to the School Modernisation Board (26.11.15) to consider opening a starter class at Brynteg Comprehensive School and this will be given wider consideration through the Welsh Medium element of the strategic review which will deliver by mid-2016 to inform Band B of the 21st Century School Modernisation. Progress on this development has been delayed due to difficulties related to highway access and the suitability of the site as a longer

			<p>term measure . This has prompted the inclusion of this project into planned strategic review of education provision across Bridgend. There will be a Band B workshop in May 2016 to confirm plans for Welsh Medium provision.</p>
	<p><u>Mudiad Meithrin update December 2015</u></p> <p>There are 10 Cylchoedd Meithrin registered with Mudiad meithrin for 2015-16. They are situated in Pencoed,Sarn,Cwmgarw, Porthcawl, Bridgend Town (Tabernacl), Y Sger (Corneli) Bryntirion and 3 in Maesteg- (Cynwyd Sant, Y Diwlith and Lon y Parc). Cylchoedd Meithrin Nantymoel and Bryncethin are no longer members of Mudiad Meithrin.</p> <p>During 2015, Mudiad Meithrin introduced its new Quality Assurance Scheme which outlines the standards and quality required of a Cylch Meithrin. There are 3 levels (bronze, silver and gold). All cylchoedd are expected to register at the bronze level. This requires 1. Registration with CSSIW, 2. Conformity with Mudiad Meithrin's Welsh Language policy. The 'Safonau</p>	<p>GM for Business Strategy and Performance will meet with MM regarding the survey</p>	

Serenog' is a document which sets out standards and a definition of a cylch meithrin.

Currently there are 7 ' Cylch Ti a Fi' groups registered in Bridgend. A peripateticTi a Fi Officer (Swyddog Taleithiol Ti a Fi) was appointed by Mudiad Meithrin to work for 15 hours per week as a leader for the following Ti a Fi groups- Bracla, Coity, Pencoed & Betws. Regrettably, the Cylch Ti a Fi in Pil (Pyle) closed due to low numbers.

Following internal re organisation by Mudiad Meithrin 2 support officers commenced working in Bridgend in April 2015. The main officer has established links with all the cylchoedd Meithrin and has commenced a programme of meetings with the Welsh Medium primary headteachers with a view to establishing closer links between the cylchoedd Meithrin and the local Schools.

The transition data from Cylchoedd Meithrin to Welsh Medium Primary Schools for 2014-15 has been collated by Mudiad Meithrin and sent to the Welsh in Education Unit. The Unit has been provided with qualitative and quantitative data as appropriate.

Currently there are 10 ' Cylch Ti a Fi' groups in Bridgend. A Ti a Fi Officer (Swyddog Taleithiol Ti a Fi) has been appointed for 15 hours per week by Mudiad Meithrin to support the work of these groups. The opening of one new Ti a Fi group each year remains a Mudiad Meithrin target for Bridgend.

During 2013, parents' evenings and open days at

cylchoedd meithrin in Bridgend have been supported by the MM development officer. These have promoted the benefits of bilingualism and Welsh-medium primary education. Mudiad Meithrin County Committee submitted a successful grant application to produce parent information pamphlets.

To produce an updated pamphlet outlining the the Welsh-medium early years settings and primary schools in Bridgend; the advantages of bilingualism and information on other agencies working to promote the Welsh language such as Urdd, Menter, Cymraeg i Oedolion. (Information pending about this re: work of TYFU leaflet that is distributed by FS in the 18 month pack by HV's)

In response to demand, cylchoedd meithrin extended their opening hours/number of sessions offered in the Pencoed area and this is still in place.

Welsh in Education Officers provide high quality training and mentoring support for all Welsh-medium primary schools.
(Appendix 3)

Linguistic progression is here defined as:a)continuing to study subjects through the medium of Welsh.

Two Welsh in Education Officers (WEOs) work within the Welsh medium primary schools.

CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network. These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer

The progress/improvement of each school's performance is monitored by CSC Challenge Advisers.

		<p>practitioner-led programmes of training and support to other schools across the region.</p> <p>All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement. These areas for improvement will include WM and WSL where the schools agree these to be a development area. Improvement hubs and specialist centres based in schools and using the expertise of effective practitioners, offer programmes of support. CSC has established three Welsh medium hubs, 3 Welsh second language secondary school hubs to offer support across the region. A primary school Welsh second language hub is now planned.</p>	<p>Details of the support programmes can be found on the region's development deck.</p>
	<p>In September 2013 a new project TYFU started in Bridgend to increase the use of Welsh in families with children 0-7 years. Tyfu is being effectively implemented in Bridgend and BCBC FIS/Childcare team have met with Tyfu representative, Sioned. There will be a link from the FIS website to the Tyfu in the near future. Public awareness of Welsh-medium education has been raised through publications and events such as the Children in Focus Exhibition.</p>		
	<p>The LA conforms fully with the requirements of the Learner Travel Measure (Wales) 2008. In terms of distance criteria, Bridgend has chosen to exercise its discretion and currently provides free transport for primary age pupils who live in excess of 1.5 miles from</p>	<p>In September 2015 BCBC Cabinet determined to change the qualifying criteria for both primary and secondary pupils to 2 and 3 miles respectively (statutory distances) for free home to school transport from September 2016. However, those in receipt of</p>	

their school and for secondary pupils who live in excess of 2 miles, although revisions to these distances are currently under review.

free transport against the current distances will continue to receive it until the transition from primary to secondary or move schools and their siblings will also receive transport at the current distances as long as they are in the same school at the same time. Furthermore, Welsh Medium primary age pupils are able to choose any Welsh Medium primary school within the County Borough and as long as the distance from home to school is greater than 2 miles, free home to school transport will be provided.

Planned Action

The Local Authority (LA), through its Strategic Planning and Resources Unit, to:

- Continue to monitor and evaluate parental demand and availability of places within the Welsh-medium sector each year to ensure that all children who received Welsh-medium education during the early years are able to access Welsh-medium education in the primary phase;
- Undertake an annual review of parental preference and intention;
- Use parental preference information together with birth rate, demographic and trend data to inform the planning of school places, through the identification of potential shortfalls in meeting demand and potentially surplus places. The likely impact of new and planned residential development on levels of need will be considered.

(2014 and annually)

Annual Strategic Review information used to inform the planning of Welsh-medium education in the County Borough during 2014-2017. A further parental preference survey will be conducted in the summer term 2016. This will complement the ongoing work around data collection.

This will include the demand survey to support the overall strategic review that will report later in the year.

<p>The LA to use the data and other evidence available, to undertake an annual strategic review and subsequent action planning in order, where necessary, to:</p> <ul style="list-style-type: none"> • Establish community based Welsh-medium primary schools in parts of the County Borough where access is currently more constrained and in response to parental wishes; • Create separate additional, short term provision on the site of existing English-medium schools; • Increase capacity and provide additional accommodation within existing Welsh-medium primary schools. <p>(2014 and annually)</p>	<p>Proposal to create a starter class (in the surplus capacity at Brynteg School) to accommodate the excess demand at Bro Ogwr is under consideration with the strategic review being conducted.</p>	<p>Delayed due to the strategic review work across Bridgend. A 'Welsh Medium Primary Provision in Bridgend Project Brief' was approved by the corporate Management Board (March 2016) to increase the availability of Welsh medium primary provision as quickly as possible.</p>
<p>Welsh-medium primary headteachers to promote Welsh-medium primary education, by meeting prospective parents of children attending cylchoedd meithrin, to provide literature and information outlining the quality of the Welsh-medium educational provision available. (Academic Years 2014-17)</p> <p>Since April 2015 Mudiad Meithrin has 2 Support Officers working in the county who offer support, advice leadership and pastoral care for the Cylchoedd. In</p>	<p>100% of Welsh-medium primary headteachers promote Welsh-medium education to parents of children attending cylchoedd meithrin during 2014-17</p> <p>Increase the number of 'Cylch Ti a Fi' groups by one per year during 2014 and annually.</p> <p>Welsh medium headteacher to liaise with Mudiad Meithrin.</p>	<p>Mudiad Meithrin offer support to all Welsh-medium primary headteachers to strengthen links and promote Welsh-medium education to parents of children</p>

addition, a peripatetic Ti a Fi Officer supports named Cylchoedd Ti a Fi (see above).
The local authority no longer provides funding for Mudiad Meithrin employed Support Officers within the County.
There are currently 7 Ti a Fi groups registered qwith Mudiad Meithrin.

Cylch Meithrin Gwdihw has opened in Bryntirion.

Welsh-medium primary education promoted to 100% of parents attending cylchoedd meithrin during 2014-17.

Increase the number of cylchoedd meithrin in an area of identified need in 2014 and annually.

Targets for Support Officers are set by Mudiad Meithrin and include:

- Working closely with local Welsh Medium Primary Schools and establishment of stronger links between the Schools and feeder Cylchoedd Meithrin
- Establishing good working relationships with LEA Advisory Teachers
- Improving linguistic skills of staff (which coincides with the new quality standards in this regard)
- Development of the Cwmgarw/ Betws area in line with primary school relocation.
- A provision of a diverse range of training to be provided through Mudiad Meithrin's new training scheme known as 'AcadeMi'

attending cylchoedd meithrin during 2014-17

Mudiad Meithrin (MM) Development Officer to:

- Promote Welsh-medium primary education to parents of children attending cylchoedd meithrin.
- Support the development of cylchoedd meithrin in areas of identified need, with the support of the Local Authority's (LA's) Childcare Team. A new cylch meithrin January 2014 in Bryntirion is now registered with CSSIW.
- Track transition rates from the non-maintained cylchoedd meithrin settings and funded non-

Increase transition rates from cylchoedd meithrin to Welsh-medium education during 2014-17:

Target: 100% of children in non-maintained settings transfer to Welsh Medium Primary schools.

The most recent data is now available from the Welsh in Education Unit of the Welsh Government.

Actions: promotional leaflet to be distributed to all

maintained cylchoedd meithrin to Welsh-medium education, and use information to inform future development work.

- Maintain and, where necessary, increase liaison between local schools to ensure linguistic continuity from early years to primary education.

2014-15

Name of Nursery	Number transferred to Welsh medium Education	% Transferred to Welsh medium Education
BRYNCETHIN	0	0.00%
CYNWYD SANT	18	100.00%
FLYING START LON Y PARC	3	60.00%
GWDIHW	5	50.00%
NANTYMOEL	0	0.00%
PENCOED	24	52.17%
PLANT BACH SARN	13	52.00%
PORHCRAWL	1	3.57%
TABERNACL	11	57.89%
Y DIWLITH	16	84.21%
Y SGER	32	88.89%

settings.

Name of funded Non-maintained setting	Percentage of pupils transferring to Welsh medium schools 2012 2013	Target 2014	Target 2015	Target 2016	Target 2017
CM Cynwyd Sant	83% 100%	100%	100%	100%	100%
CMY Diwlith	94% 100%	100%	100%	100%	100%
CM Pencoed	54% 55%	94%	100%	100%	100%
CM Y Sger	90% 93%	100%	100%	100%	100%
CM Plant Bach Sarn	29% 46%	79%	100%	85%	100%
CM Tabernacle	42% 61%	90%	100%	100%	100%
CM Porthcawl	7% 20%	47%	67%	87%	100%
CM Bryncethin	89% 0%	100%	100%	100%	100%

Welsh in Education Officers to provide high quality training and mentoring support for all Welsh-medium primary schools.
(2014-17)
Raise public awareness of Welsh-medium education through publications and events such as the Children in

100% of Welsh-medium primary schools have access to high quality training and mentoring support during 2014-17.

A sample of the support offered by the CSWC model:
For info: current Hub support programme offer

LA to continue to comply fully with Learner Travel Measure (Wales)

Focus Exhibition.
(Spring Term 2014 and annually to 2017)

includes:

Assessment for Learning in Welsh Second Language Lesson

Tuesday 1 December 2015
Cowbridge Comprehensive School

Developing Reading at KS3

Thursday 14 January 2016
Cardiff High School

Sector Leading Practice in Welsh Second Language

Monday 25 January 2016 Treorchy Comprehensive School

Challenging the More Able and Talented (Welsh 2nd Language)

Tuesday 23 February 2016
Treorchy Comprehensive School

Digital Skills in the Welsh Second Language Classroom

Tuesday 15 March 2016
Cowbridge Comprehensive School

Developing Digital Literacy in Welsh Second Language

Tuesday 10 May 2016 Cowbridge Comprehensive School

Welsh Second Language Teaching

2008, relating to transport to Welsh-medium schools, during 2014-17

Methodology

Tuesday 7 June 2016

Treorchy Comprehensive School

Rhaglen Gwella Athrawon

Wednesday 11 May 2016

Ysgol Bro Morgannwg...

For info: Current offer by WEOs, delivered in Ty Dysgu, (in addition to in-school support) includes:

Network for Welsh Second Language Coordinators (Primary)

Intensive Welsh Language Training (Basic Level) 2 days

Network for Welsh Second Language Coordinators (Primary)Darllen Difyr

29 January 2016

Welsh Leaders Network

Thursday 4 February 2016

Intensive Welsh Language Training (Basic Level)

Thursday 5 May 2016

Darllen Difyr

Thursday 19 May 2016

Welsh Leaders Network

Thursday 16 June 2016

Intensive Welsh Language Training (Intermediate Level)

Thursday 16 June 2016

- 2. Adopt systematic processes for measuring the demand for Welsh-medium childcare and Welsh-medium statutory educational provision.
- 0 Act promptly on the findings of parental surveys.

What is the situation regarding Welsh-medium childcare provision according to recent surveys? What are your intentions for improving the situation? What use have you made of the Childcare Sufficiency Assessment in drawing up this Plan? What provision is available for three-year-old children through the medium of Welsh? What are your plans for improving this situation? (Appendix 2) (2014-17)

How do you assess the demand for Welsh-medium education? When and how was the last parental survey held? How have you used the results? How have you responded to the demand? How will the results affect your future plans for provision of school places?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Welsh-medium Childcare provision was reviewed as part of Bridgend’s statutory Childcare Sufficiency Assessment completed in 2013. This assessment indicated that there was sufficient Welsh-medium childcare available for working parents or parents returning to work or training.</p> <p>Bridgend has 10 Mudiad Meithrin settings. 9 are registered with CSSIW and 6 receive funding to deliver Foundation Phase education. In the past year 2 settings have de-registered as an Estyn Provider, and one has withdrawn from being a Mudiad Meirthin and has become an English medium provision. An analysis of the demand and take-up of places in cylchoedd meithrin</p>		

	<p>in July 2013 indicated that there were surplus places 5 of the 8. BCBC Childcare Development Knowledge tells us that there is surplus space in at least 6 out of the 10 registered cylchoedd meithrin 5 OUT OF THE 6 Estyn registered settings).</p>		
	<p><u>Planned Action</u></p> <p>Mudiad Meithrin and the MM Development Officer to continue to monitor and evaluate the number of Welsh-medium childcare places available and work closely with the LA's Childcare Team to use this information to inform the future planning and development of Welsh-medium childcare provision in the County Borough. (Autumn, Spring and Summer terms 2014 and ongoing through to 2017)</p> <p>In March 2015 BCBC did not recomission a MM Development Officer due to budget and funding restrictions. However, there are very postive working and partnership reallionships with the MM Officer and BCBC Childcare team, and regular meetings are being held.</p>	<p>Mudiad Meithrin and the Local Authority will continue to work closely and in partnership. This will include the sharing of information and attendance by Mudiad Meithrin staff at at key meetings.</p> <p>Maintain the number of cylchoedd meithrin, in areas of identified need, in 2015 and 2016.However ensuring careful considereation to the long term sustainabilty of these childcare business', to ensure that BCBC and WG funding is used effectively.</p> <p>A new, CSSIW-registered Cylch Meithrin has opened in Bryntirion (Cylch Meithrin Gwdihw), which provides 16 childcare places. Flying Start has funded places in this setting, in response to parental demand. This provision has received a high level of financial suoppprt from BCB childcare team grants due to sustainability issues for the business.</p>	<p>The LA Childcare Team have also supported Cylch Meithrin Cwm Garw to become registered with CSSIW to provide 24 places – this setting ran unregistered for many years.</p> <p>Successful Cylchoedd Ti a Fi have also been developed in Coity Higher and Brackla – these are settings where parents stay with their children and so do not require CSSIW registration.</p> <p>BCBC Childcare Development Officers in partnership with MM will continue to support the unregistered Cylchoedd Meithrin in</p>

			Nantymoel to become registered with CSSIW.
	<p><u>Current Performance</u></p> <p>Bridgend County Borough Council continues to place great importance on early years education, aiming to create an inclusive foundation for learning, so that all pupils receive the best possible start and ensuring any particular areas of need are identified at an early stage.</p> <p>In 2013, the LA met its statutory duty to have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents. The LA's policy and admission arrangement has allowed all parents/carers the opportunity to express a positive preference for the school they would wish their child to attend.</p> <p>Welsh-medium early years education in Bridgend is provided by eight CSSIW registered cylchoedd meithrin in the non-maintained sector and nursery classes in four maintained Welsh-medium primary schools. Pupils attend on a part or full-time basis according to the number of places available. In 2004, the Welsh Assembly Government declared its intention that all children should have access to a free part-time nursery place the term following their third birthday. Recognising the importance of nursery education, Bridgend County Borough Council has increased this level of provision and provides full-time English and Welsh-medium education for children who attend maintained schools during the academic year in which they attain their fourth birthday although this provision is currently under review in light of budget constraints. During 2012-13, 154.5 Welsh-medium nursery</p>		

	<p>places were funded in the maintained sector and 170 in cylchoedd meithrin.</p>		
	<p>Positive collaboration between the LA and Mudiad Meithrin has ensured that a sufficient number of Welsh-medium nursery places are available throughout the County Borough. (See Appendix 3). In September 2015, all parents who requested early years education were able to access it.</p>		
	<p>The LA and Welsh in Education Partnership (Forum) commissioned a parental preference survey in 2013 and findings were reported to the WEP in November 2013. Over 3,500 questionnaires were distributed and 542 responses were received. (15% response rate)</p> <p>It was identified that many parents would possibly want their children to speak Welsh but do not necessarily want them to learn all their subjects in Welsh. We should be looking at improving the Welsh language being taught in English medium schools, so by the time a child is nine years old they are bi-lingual. It appears from the provisional results that parents might want their children to speak both languages.</p> <p>The LA, through its Strategic Planning & Resources Unit, uses information together with birth rate, demographic and trend data to inform the planning of schools places, through the identification of potential shortfalls in meeting demand and potentially surplus places. The likely impact of new and planned residential development on levels of need is considered. The LA has used all available information to inform Bridgend County Borough's 21st</p>		

	Century Schools Strategic Outline Programme.		
	The LA, through its Consortia School Improvement Service, MM Development Officer, Welsh in Education Officers and Foundation Phase Team provide training and mentoring support to the maintained and non-maintained sectors to continue to provide quality early years education.	See Appendix 6.	
	<p><u>Planned Action</u></p> <p>The LA to continue to provide and fund quality Welsh-medium education, for children the term following their third birthday, for those parents who request it, in registered non-maintained settings or maintained schools (Academic Years: 2014-17)</p> <p>The LA to provide parity of provision and to continue to extend the Welsh-medium provision, where necessary. (2014-17)</p> <p>100% of children, whose parents request it, are able to attend Welsh-medium Flying Start provision the term following their second birthday, in registered non-maintained Mudiad Meithrin settings.</p> <p>Where numbers of parents are consistent and no local provision was within the community, Flying Start has developed a Cylch Mudiad within the Caerau community.</p> <p>In the majority of cases Welsh language Flying Start provision for eligible children is delivered in partnership with the local Meithrin provider. This partnership supports sustainability and support mechanisms for the Meithrin and therefore supports the wider</p>		<p>Welsh-medium provision extended in areas of identified need during 2014-17.</p> <p>100% of children, whose parents request it, are able to attend Welsh-medium education the term</p>

community and children who attend the relevant Meithrin.

All parents are fully informed regarding childcare options at the child's eighteen months visit by the FS Health Visitor with the options for Welsh Language childcare fully explored and discussed in this visit.

It is important to note that the FS HV team has a primary focus on the delivery of the public health agenda and that the team can effectively signpost and offer information only. However... Within the wider FS multi agency team representatives from Welsh Language agencies such as the Bridgend Childcare Team Mudiad Meithrin Development Officer undertake a key role with representation at all FS Professionals Meetings (held termly). This supports the knowledge of all members of the FS team in the importance in developing parental understanding regarding choices regarding options when selecting childcare.

The Mudiad Meithrin Officers present information to the HV team forum in order to support the development of informed parental choice regarding childcare options through the medium of Welsh. FS Health Visitors develop relationships with Welsh Medium childcare providers via the monthly childcare manager HV meetings.

How much consultation takes place with staff from MM, Twf, Welsh in Education Officers?

The Officer who supports Welsh in Education is the Group Manager for school improvement and works very closely with the Flying Start Team in Bridgend.

Within the wider FS multi agency team representatives from Welsh Language agencies such as t Mudiad Meithrin undertake a key role

following their third birthday, during 2014-17 subject to the outcome of the Nursery Consultation currently underway 13.1.14 – 24.2.14. Update(Feb 2015) The outcome of the nursery consultation resulted in no change to provision

	<p>with representative at all FS Professionals Meetings (held termly). Mudiad Meithrin childcare providers are invited to attend the FS Childcare Provider forum</p> <p>Twyf/TYFU officers are in contact with the FS team in Bridgend and support events such as the FS fun days</p>		
	<p><u>In the FS plan 2014-15 the question below is posed:</u> Please provide details of Welsh Language provision within your Local Authority and how this is offered to parents. Bridgend's response is as follows:</p> <ul style="list-style-type: none"> • In the Sarn area, parents are able to access an existing Welsh Language playgroup which had previously provided places for the FS programme (Meithrin Plant Bach). • An effective partnership relationship is in place with the team at Plant Bach Sarn and historically places have also been sought by FS from the Meithrin provisions in Bryncethin. • In the Lewistown/Blackmill area, parents will be supported to access existing Welsh Language playgroup in the Sarn Meithrin settings. • Meithrin Plant Bach currently provides Welsh Language childcare to the Sarn community and an effective relationship is in place to further develop this partnership 		

	Demand for Welsh language provision in the Lewistown/ Blackmill community is currently very low with the nearest Welsh Language primary Schools some distance away.		
	The LA, through its Strategic Planning & Resources Unit, to use parental preference information together with birth rate, demographic and trend data to inform the planning of schools places, through the identification of potential shortfalls in meeting demand and potentially surplus places. The likely impact of new and planned residential development on levels of need will be considered. The LA to use all available information to ensure that Bridgend County Borough's 21 st Century Schools Strategic Outline Programme is achieved. (2014 and reviewed termly through to 2017)	Information from parental preference survey used effectively in 2013 to inform future planning of Welsh-medium places for 2014-17	Next survey Early 2016
	The LA to use the data and other evidence available, to undertake an annual strategic review and subsequent action planning. The LA to target resources to areas of the County Borough to ensure access for all parents who request it. (2014 and reviewed termly through to 2017)	All elements of Bridgend County Borough Council's 21 st Century Schools Strategic Programme achieved in line with Welsh Government time-scales. Annual Strategic review and subsequent action planning undertaken in 2014-17 and resources targeted where necessary during 2014-17. Community based Welsh-medium primary schools established in parts of the County Borough where access is currently more	Separate additional, short term provision created on the site of existing English-medium schools, where necessary, during 2014-17. Increase capacity and provide additional accommodation within existing Welsh-medium primary schools, where necessary, during 2014-17.

		constrained and in response to parental wishes, where necessary during 2014-17	
	The LA, through its Advisory Service, Welsh in Education Officers and Central South Consortium via a partnership working approach provide training and mentoring support to the maintained and non-maintained sectors to continue to provide quality early years education.(2014-17)		100% of maintained and non-maintained settings have access to high quality training and mentoring support during 2014-17.

Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.

How do your plans for the future number of Welsh-medium places affect your proposals for the 21st Century Schools Programme?

How do these plans match your 21st Century Schools Programme proposals?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>The Strategic Outline programme (SOP) submitted to the Welsh Government in December 2010 included Welsh-medium provision requirements. These requirements were based on the pupil projection numbers at the time. There is sufficiency of places in the secondary sector and in the primary sector, although in the latter case this is true of total capacity, but there is pressure on places in one of the schools while a number of surplus places exist in two. Pressure on places at Ysgol Y Ferch O'r Sger was addressed by installing temporary accommodation in the Spring Term for use in 2014-15 onwards to meet demand from the area and this continues to be reviewed.</p> <p>We currently have a number of surplus places across the County Borough, with the majority of these places being in the 2 schools in the north</p>		
	<p><u>Planned Action</u></p> <p>To address the imbalance in capacity a Welsh-medium primary school has been included in Bridgend's band A priority schemes for Welsh Government's 21st Century Programme, for which we have received approval in</p>		

	<p>principle. The proposal to move YGG Cwm Garw further south has been approved by cabinet.</p> <p>Further consideration regarding a change in catchment area between Cwm Garw and Bro Ogwr will take place once the new school has been in place for at least one academic year in order to assess demand. The new school at Bettws would better meet the demand for Welsh Medium education by moving the school to the Valleys Gateway area. YGG Cwm Garw currently has 41% (87 places) surplus capacity and the current building is in poor condition (Grade C).</p>		
	<p>Following statutory consultation, it has been agreed to relocate Ysgol Gynradd Gymraeg Cwm Garw from Pontycymer to a new build Welsh-medium primary school on the current Bettws Primary School site, which is a distance of 4.7 miles. This would create a school capacity of 210 pupils plus a nursery of 45 full time equivalents based on the current early years policy. It would also allow for growth in demand for Welsh medium education and accommodate extra pupils coming from an enlarged catchment which will meet the anticipated demand from the new housing developments within the Valleys Gateway area of the County Borough. The re-drawing of catchment areas will assist in releasing places at YG Bro Ogwr which is the catchment school for the new Parc Derwen development in Coity (1500 houses). The new Ysgol Gynradd Gymraeg Cwm Garw, which is part of the Garw Valley South development, is a Band A project within the 21st Century</p>	<p>A long term solution is currently being looked into for the Porthcawl and Cynffig catchment area. There are possibilities of a starter unit in Porthcawl being developed. However, this is at the very start of the planning process, and will not be for another 2-3 years. This will be subject to the planned strategic review of places and provision of all school in BCBC</p>	

	Schools Programme and is scheduled for opening September 2018,.													
	<p>To progress these schemes, it will be necessary to work through and have approved by Welsh Government the strategic, outline and full business cases. Council has approved the necessary match funding for the scheme.</p> <p>The development of Welsh-medium units in areas of the County Borough where demand is greatest is to be explored. (2014-17)</p>	<p>Band B School Modernisation Programmes are due to commence in 2019-20 and in the meantime there will be a review of options in readiness for Band B. Current numbers at Ysgol Y Ferch o'r Sger are as follows:</p> <table border="1" data-bbox="1146 571 1839 983"> <thead> <tr> <th data-bbox="1146 571 1339 719">Age range</th> <th data-bbox="1339 571 1503 719">Current numbers (Oct 2015)</th> <th data-bbox="1503 571 1839 719">Capacity</th> </tr> </thead> <tbody> <tr> <td data-bbox="1146 719 1339 831">Rising 3s (Part-time Nursery)</td> <td data-bbox="1339 719 1503 831">0</td> <td data-bbox="1503 719 1839 831" rowspan="2">Capacity within the adjoining Integrated Children's Centre</td> </tr> <tr> <td data-bbox="1146 831 1339 943">3-4 years (Full-time nursery)</td> <td data-bbox="1339 831 1503 943">34</td> </tr> <tr> <td data-bbox="1146 943 1339 983">4-11 years</td> <td data-bbox="1339 943 1503 983">223</td> <td data-bbox="1503 943 1839 983">229</td> </tr> </tbody> </table> <p>The current capacity at the school, including the mobile, is 229 and the PAN is 32 and the projections for Ysgol Y Ferch O'Sger are included in appendix 5</p>	Age range	Current numbers (Oct 2015)	Capacity	Rising 3s (Part-time Nursery)	0	Capacity within the adjoining Integrated Children's Centre	3-4 years (Full-time nursery)	34	4-11 years	223	229	<p>The temporary accommodation at Ysgol Y Ferch o'r Sger is meeting demand for Welsh-medium provision in the west of the County Borough for the and it is anticipated that they will continue to do so for the foreseeable future (as detailed in Appendix 5 Projections 2015-2023). The numbers are being monitored closely and are remaining stable.</p> <p>Longer term, provision at Ysgol Y Ferch o'r Sger has been identified as a</p>
Age range	Current numbers (Oct 2015)	Capacity												
Rising 3s (Part-time Nursery)	0	Capacity within the adjoining Integrated Children's Centre												
3-4 years (Full-time nursery)	34													
4-11 years	223	229												

Ensure collaborative working through consortia

*How do you intend to support elements of Welsh-medium provision through partnership working and regional consortia?
Have you considered working with neighbouring local authorities on planning Welsh-medium school places?*

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Phase One of the proposals for regional collaboration through a Central South Consortium has been approved by the Welsh Government. A Joint Education Service (JES) became operational from 1st September 2012 and replaces and extends the scope of the previous ESIS shared school improvement service. The Central South Consortium comprises Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and Vale of Glamorgan Councils and is governed by a Joint Committee of elected members, to which the JES Head of Service is accountable, and overseen by a Management Board. The JES has been created in order to provide a unified, high quality school improvement service that will provide consistent, systematic and rigorous challenge to schools and their governing bodies and respond to the Welsh Government's agenda to raise standards and the quality of provision in our schools. The JES will perform most of the statutory and regulatory responsibilities of the five authorities in respect of school improvement, although ultimately these remain, at present, with the authorities individually. Following phases of this programme will bring in further services over the next few years. These services are expected to include governor support services, ALN and Inclusion Services, Educational</p>	<p>The consortium is now responsible for school improvement services for the five local authorities as outlined. There are no current plans to extend the consortium's remit to cover ALN and the planning of school places; discussion around centralising the HR function are ongoing..</p>	<p>The consortium is undertaking detailed work on school workforce planning</p>

	<p>Psychology Services and, possible Schools' HR support. Logic suggests that these services should also include those concerned with school modernisation and the strategic planning of school places – but there are not firm plans for these yet.</p> <p>The three main imperatives driving the move towards regional consortium operation are the need to:</p> <ul style="list-style-type: none"> (a) raise standards by focusing more closely on literacy, numeracy and reducing the impact of disadvantage; (b) narrow the gap between high and low performance by targeting resources at areas of greatest need, and; (c) achieve greater efficiency so that more resources can be released to 'front-line' services. 		
	<p><u>Planned Action</u></p> <p>The Joint Education Service (JES) to provide (a) a Program Manager role for Welsh in the curriculum – both first and second languages, and (b) curriculum and professional development support for schools and teachers through a reorganised and reconfigured Athrawon Bro Service. (2014-17)</p>	<p>100% of schools receive support from Welsh in Education Officers during 2014-17.</p>	<p>The WEO support is detailed elsewhere in this document – Appendix 6.</p>
	<p>The LA to continue to work with Central South partner authorities to plan the implementation and deployment of the Welsh Education Improvement Grant on a consortium basis. (2014-17)</p>	<p>Welsh Education Grant used effectively to support the achievement of the Welsh Education Strategic Plan objectives in 2014 and 2015.</p>	

		The WEG is no longer a standalone grant; it forms part of the EIG. However, the aims of this strategic plan in terms of school support and workforce development in relation to Welsh medium and Welsh second language continue to be delivered by the region on behalf of its constituent local authorities.	
	The LA to continue to plan further phases of consortium development so that further services come into the scope of a new regional Joint Education Service, including those listed above. (2014-17)	These discussions are ongoing.	
	The LA to consider the scope for the inclusion, within a regional education service, of services to support the planning of school places and school modernisation, and to maintain, in the interim, a close dialogue of the development of Welsh-medium education to reflect regional, as well as local, priorities, needs and aspirations. (2014-17)	Planning of school places and modernisation are not the responsibility of the consortium currently. However, WEOs do offer support to schools in the appointment of staff. Increasingly the consortium is supporting succession planning in terms of the leadership of WM schools – this has been identified as a priority.	
	The LA to continue to work with partner authorities in the development of a regional/consortium-based approach to 14-19 Transformation planning and to 14-19 Annual Network	Regional/ Consortium- based approach to 14-19 Transformation planning and 14-	

	Development Plans. (2014-17)	19 Annual Network Development Plans in place during 2014-17 This remains the responsibility of the individual local authorities currently. The consortium has a role in overseeing the delegation of the 14-19 grant to schools who then commission the provision they need. We are focusing on increasing delegation and consistency in this year	
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Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.

What are your plans for extending access to Welsh-medium provision through centres for latecomers or late immersion programmes?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u> Following attempts to run the existing model of immersion at the end of Year 6 and during the first two years of secondary schooling, it is proposed that an immersion project be run for younger children (from ages 8 to 10) as a vertical immersion class. This class would transfer eventually to YGG Llangynwyd in year 7 where additional support for linguistic development will be provided. Pupils would eventually join YGG Llangynwyd mainstream in year 8.</p>		
	<p><u>Planned Action</u> Discuss the feasibility of running an immersion project for children from the ages of 8 – 10 years with the Welsh Government, seeking their approval to begin the class in September 2014, subject to WG funding support. (Academic Year 2014) Review provision for latecomers annually from September 2013 as plans to work collaboratively cross consortia progress. Late immersion programmes and/or a dedicated centre for latecomers</p>	<p>Funding arrangements have changed: WEG no longer exists.</p>	<p>Scheme established subject to viable numbers and funding</p>

<p>could be developed jointly supported by separate element of WEG grant 2014/15</p> <p>If funding is available to run the scheme:</p> <ul style="list-style-type: none"> • Obtain agreement from secondary and primary headteachers across English- medium schools in Bridgend for the pilot project to run. • Identify the location for the immersion class (to be hosted in a primary school). • Raise awareness of the project and hold information evenings as required. • Establish a pre-immersion group during the first half of the summer term 2014. • Welsh in Education Officers to work with pupils intending to undertake the scheme. • Scheme to run from September 2014 for pupils in years 3-5. • Provide additional support for year 7 pupils who have attended the immersion scheme with the target of pupils transferring to full Welsh-Medium education in Year 8. (funding /viable numbers permitting) • Monitor progress of pupils following the scheme; • Report to parents on progress; • Report to Welsh-medium Education Partnership (Forum) on progress. <p>(2014-17)</p>	<p>To consider immersion schemes in collaboration with other LA's in Central South Consortium (Cardiff)</p> <p>Feasibility to undertaken summer 2014 to assess numbers for a 2015-16 start as a pilot study in the first instance.</p>	<p>and pupils achieve results commensurate with age by the end of year 6 2017 onwards.</p>
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Establish a Welsh-medium Education Forum and establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.

*What are your planning processes for Welsh-medium education? What is the role of the Welsh-medium Education Forum within those processes? What is the link between those processes and the Children and Young People's Partnership? How do you intend that the authority's strategic education plans/documents reflect the aims of the Welsh in Education Strategic Plan?
How do you consult with key stakeholders, especially those representing parents, during the preparation of this Plan?*

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>As part of the process of developing its previous Welsh Education Scheme, the LA created a Welsh Education Partnership for Bridgend. The purpose of the Partnership was:</p> <ul style="list-style-type: none"> • to assist the LA in the development of the Scheme; • to provide response and feedback to inform the finalisation of the Scheme; • to monitor the progress of the Scheme's implementation over the course of its lifetime; • to provide a forum for communication and the exchange of views, information and data concerning Welsh language education within the County Borough. <p>Bridgend's Welsh Education Partnership has worked effectively to monitor the progress of the Scheme's implementation. The Partnership and its individual members have also contributed significantly to the preparation of a Strategic Plan which has been approved by the Welsh Government and will continue to play a critical role in co-ordinating and providing feedback, responses and suggestions from key stakeholders.</p>		<p>Since December 2013, the Welsh Education Partnership Forum has met 3 times in each academic year to review the WESP and informal/formal feedback from Welsh Government, to review responses to the consultation regarding the WESP and to review progress made in relation to the WESP. Nominated</p>

Bridgend's key strategic Welsh Education Partnership group has been used as the basis for forming a Welsh-medium Education Forum for Bridgend. This key strategic group comprises representatives of a wide range of stakeholders and providers concerned with Welsh- medium education and the reading of Welsh. Its membership currently includes:

- Group Manager, School Improvement;
- Corporate Equalities Co-ordinator, BCBC;
- Representative, Welsh-medium Primary Headteachers;
- Representative, Welsh-medium Secondary Headteachers;
- Representative, English-medium Primary Schools;
- Representative, Welsh Department Heads, Secondary Schools;
- Representative, Mudiad Meithrin;
- Representative JES; (CSC)
- Group Manager, Post 14-19 Education and Training;
- Group Manager, Inclusion Service;
- Group Manager, Strategic Planning and Resources, BCBC;
- Group Manager, Business Strategy and Performance
- Representative, Menter Bro Ogwr;
- Local Representative RhAG;
- Representative, School Governors;
- Representative, Bridgend College;
- Principal Advisor, Human Resources, BCBC
- Elected Member representative(s) including the Welsh language Champion

The Welsh Education Partnership is working effectively. Attendance at meetings has been good and regular, six monthly monitoring reports are being compiled, discussed and approved as appropriate.

colleagues in this forum are requested to provide updates

<u>Planned Action</u>		
<p>The LA to continue to use the Welsh in Education Partnership forum as a key group in consulting on the revised Welsh Education Strategic Plan. (Autumn term 2013)</p> <p>To continue to plan a clear and systematic monitoring cycle for the revised forum so that it can play an active role in evaluating the progress made in the implementation of the Strategic Plan. (April 2014 onwards)</p>	<p>Continue to ensure representation from a range of agencies e.g. school governor, Tyfu project</p> <p>Three meetings per year to review and revise the WESP and monitor its implementation</p> <p>Revised Welsh In Education Strategic Plan submitted to Welsh Government by January 2014</p> <p>Welsh in Education Strategic Plan operational from 1st April 2014.</p>	<p>Progress in achieving targets in Welsh in Education Strategic Plan systematically evaluated and discussed with DfES Officers annually during 2014-17.</p> <p>Good progress made in achieving Welsh Education objectives with positive outcomes during 2015-16 with increasing numbers of pupils being entered for full-course Welsh at GCSE.</p> <p>There has been limited progress with regard to the development of a starter class in Bridgend due to the planned capital programme and the strategic review for all schools.</p>

<p>Provide information for parents/carers</p>	<p><i>How do you provide information to parents about Welsh-medium provision in the Foundation Phase/KS2/KS3/KS4? How do you provide information to parents about the linguistic nature of provision and likely linguistic competence in Welsh and English resulting from this provision? Do you include information about provision that is in close proximity to your local authority but situated in a neighbouring local authority?</i></p>		
	<p><u>Current Performance</u></p> <p>The Welsh-medium sector is represented on the Bridgend Admissions Forum, which reviews the existing policy and arrangements annually.</p> <p>Information is available annually to parents / carers within the County Borough via the Council's published guide to school admissions and arrangements. This is made available to all parents / carers applying for a school place for the first time and is also available on the Council's website.</p> <p>The specific section in relation to Welsh-medium education sets out the Council's policy that every child should have the opportunity to learn and use the Welsh language effectively. It also specifies that the provision is made in the following ways:</p> <ol style="list-style-type: none"> 1. The teaching of Welsh as a second language in English-medium schools across the key stages: <ul style="list-style-type: none"> • at key stage 1, Welsh is taught to all pupils. The emphasis is on using the language with purpose and in meaningful situations. In addition, the incidental use of the language during the school day is encouraged. • at key stage 2, the language is further developed orally, with greater emphasis on reading and writing skills. 		

- at key stage 3, Welsh is taught to all pupils and at key stage 4, it is now compulsory. Opportunities are provided in all schools for pupils to continue their studies for both the 16+ and 'A' level examinations.

2. Provision for Welsh-medium education:

- Welsh-medium education is available at the Council's four Welsh-medium primary schools to all pupils whose parents select that medium of education;
- In the Foundation Phase, all subjects are taught and all activities are run through the medium of Welsh;
- English is introduced as a subject in KS2. Although all the other subjects are taught through the medium of Welsh, standards in English are equally safeguarded;
- Welsh-medium secondary education is available at YGG Llangynwyd. The school continues to grow incrementally and from September 2014, all key stage 3 key stage 4 and post 16 pupils receive their education at the school. Children living within Bridgend County Borough may attend the Welsh Unit at Dolau Primary. Bridgend is responsible for any transport costs if pupils reside closer to Dolau than to Ysgol Bro Ogwr.

Planned Action

LA to continue to ensure that information is available to all parents/carers within the County Borough, via the Council's published guide to school admissions and arrangements. This publication is distributed to all parents / carers applying for a school place for the first time and to those applying for a secondary school place. Information is also available on the Council's website.

(2014 and annually to 2017)

Provide information for parents / carers living in the County Borough regarding the availability of Welsh-medium places at Dolau Primary in Rhondda Cynon Taf. Parents /carers will be advised to apply to Rhondda Cynon Taf for a school place.

(2014 and annually to 2017)

Provide 100% of parents with information on Welsh-medium education when they apply for places in the primary and secondary sectors during 2014 and annually to 2017

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school

You should also complete Appendices 2/3

Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)

What is the percentage of learners in Year 9 who are assessed in Welsh (First Language)? What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>In June 2015 6.8% (108 pupils) of Year 9 learners in Bridgend were assessed in Welsh (First Language).</p> <p>Following the opening of Bridgend's first Welsh-medium secondary school, the local authority now has in place the full continuum of Welsh language provision from 3 – 19 years. As cohort numbers in YGG Llangynwyd increase from September 2016, this is projected to lead to an increase from 2019 onwards.</p> <p>Work will continue to explore options to expand capacity in the west of the county where it is known that demand is rising as mentioned on page 21 above. If the provision in the west of the county (i.e around the Porthcawl area close to where Ysgol y Ferch O'Sger is situated) is increased that will, in time, impact on the numbers of children coming through to be assessed in Welsh Medium by Year 9.</p>	<p>TARGETS/PLANNED ACTIONS:</p> <ul style="list-style-type: none"> • Increase the numbers of pupils entering Welsh Medium secondary education by reducing/eliminating the drop out rate from Year 6-Year 7 <p>Improve provision for Welsh second language at KS2 and KS3 – especially in light of the Donaldson Review</p>	<p>The LA has conducted a review to ascertain the 'leakage' from Welsh medium primary schools to English medium prior to entering secondary school. This has amounted to almost 30 pupils each year. Primary schools have been alerted to the concerns raised by this. It has been identified that some parents choose to send their children to Welsh Medium primary</p>

			<p>school with the intent to switch to English Medium by the time they reach secondary school age. This is being addressed through leaflets promoting the value of continuing in Welsh Medium education. A strategy is being identified to resolve this 'leakage' issue. It is anticipated that this will be in place by September 2016.</p>
	<p><u>Planned Action</u></p> <p>Maintain high rates of transfer between primary and secondary sectors.</p> <p>LA to continue to monitor the percentage of year 9 learners in Welsh-medium education. (2014-17)</p> <p>LA to continue to undertake work to predict, with greater certainty, the demand for Welsh language education and plan accordingly, especially given the pressure on capacity in two of our Welsh-medium primary schools and surplus places in the other two. Bridgend CBC to continue to ensure that parents are fully informed about the choices they have regarding educational opportunities in both the Welsh and</p>	<p>The options here are likely to be the suggestion of starter classes in a school where there is space to grow. The detail of the options available will need to be given full consideration and will need to go to Cabinet for approval.</p>	

English languages.
(2014-17)

Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4

What are the rates of progression between:

- non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase;
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase;
- funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools;
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools;
- Foundation Phase and Key Stage 2
- Key Stages 2 and 3
- Key Stage 3 and 4.

(Appendix 2)

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Bridgend has 10 Mudiad Meithrin settings of which 6 are registered with CSSIW and receive funding to deliver Foundation Phase education.</p>		
	<p><u>Planned Action</u></p> <p>Mudiad Meithrin to gather and collate the following information relating to the rates of progression from funded non-maintained provision to maintained schools, as suggested by the Welsh</p>	<p>Increase transition rates from Cylchoedd Meithrin to Welsh-medium education during 2014-17: Explore potential collaboration with Mudiad Meithrin to promote progression and training for staff on how to promote the benefits of</p>	

	<p>Government:</p> <ul style="list-style-type: none"> • non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase; • funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools; (Autumn Term 2014 and annually to 2017) <p>Through the work of the MM maintain and, where necessary, increase the transfer rates between cylchoedd meithrin and Welsh-medium school provision. Mudiad Meithrin to continue to promote Welsh-medium primary education to parents of children attending cylchoedd meithrin. (Academic Year 2014 and annually to 2017)</p> <p>Welsh-medium primary headteachers to continue to promote Welsh-medium primary education, by meeting prospective parents of children attending cylchoedd meithrin to provide literature and information outlining the quality of the Welsh-medium educational provision that is available. (Academic Year 2014 and annually to 2017)</p>	<p>bilingualism and Welsh Medium education to parents (as offered in the consultation response) MM have undergone significant restructuring in 2014-15 and are developing a refocus on quality aspects of the care offered by MM settings.</p>													
	<p><u>Current Performance</u> The rate of progression from the Foundation Phase to Key Stage 2 in September 2015 was very good (see table below).</p> <table border="1" data-bbox="315 1246 1218 1361"> <thead> <tr> <th colspan="4"><u>Year 2 to Year 3 Comparisons</u></th> </tr> <tr> <th>School</th> <th>Sep t 14</th> <th>Sep t 15</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Year 2 to Year 3 Comparisons</u>				School	Sep t 14	Sep t 15	Comments						
<u>Year 2 to Year 3 Comparisons</u>															
School	Sep t 14	Sep t 15	Comments												

Bro Ogwr	71	66	66 children transferred from Bro Ogwr. 1 child transferred to an English Medium school in Bridgend, another 1 to Cynwyd Sant and 3 left BCBC schools completely.		
Cwm Garw	22	20	19 children transferred from Cwm Garw and 1 from Bro Ogwr. 3 children left BCBC schools completely.		
Cynwyd Sant	38	37	37 children transferred from Cynwyd Sant. 1 child transferred to an English Medium school in BCBC.		
Y Ferch O'r Sger	27	28	27 children transferred from Y Ferch Or Sger as did 1 new child to BCBC.		
<p><u>Current Performance</u></p> <p>Transition rates between KS2 and KS3 are monitored as one of the existing targets in the current Welsh Education Scheme and reported annually to the Welsh Education Forum.</p> <p>Actual figures for September 2015 show that 93% of pupils transferred from Welsh-medium primary education to Welsh-medium secondary education. Pupil numbers for the individual schools are as follows:</p> <ul style="list-style-type: none"> • Ysgol Cwm Garw – 100%. 					

Out of the cohort of 13 pupils, 13 transferred to Welsh-medium secondary provision.

- Ysgol Bro Ogwr - 93%
Of the cohort of 40 pupils, 37 transferred to Welsh-medium secondary provision at Llangynwyd.
- Ysgol Cynwyd Sant - 92%
Out of the cohort of 36 pupils all 33 transferred to Welsh-medium secondary provision.
- Ysgol Y Ferch O' Sger - 85%
Of the cohort of 26 pupils, 22 transferred to Welsh-medium secondary provision.

Current Performance

The rate of progression between year 9 and 10 in Welsh-medium provision in September 2015 was as follows:

Of the 110 Year 9 pupils at Sept 2014, 108 remained in YGGL; 1 went to Porthcawl; 1 went to Brynteg. In Sept 2015 there are 110 pupils in Year 10 at YGGL (108 from YGGL and 2 pupils from outside of BCBC)

Projected Numbers and Percentages of pupils in WM/whole cohort

Projection	Projected Number YGG at yr 9	Projected Numbers for All Schools at yr 9	Percentage
Jan-16	75	1453	5.16%
Jan-17	103	1503	6.85%
Jan-18	99	1516	6.53%
Jan-19	107	1599	6.69%
Jan-20	106	1540	6.88%

	<p><u>Planned Action</u></p> <p>The Local Authority, through its centralised admission/ transfer process, to continue to monitor transition rates across the key phases:</p> <ul style="list-style-type: none"> • Foundation Phase to Key Stage 2 • Key Stage 2 to Key Stage 3 • Key Stage 3 to Key Stage 4. <p>(Autumn Term 2014 and annually to 2017)</p> <p>The Council will monitor all school transfer requests from Welsh-medium schools to English-medium schools. (Autumn Term 2014 and annually to 2017)</p> <p>Where parents / carers initially choose a Welsh medium education for their child and subsequently choose an English-medium school the Council will explore the reasons/ rationale behind this choice. (Autumn Term 2014 and annually to 2017)</p>	<p>100 % transfer rates from Foundation Phase to Key Stage 2, 95% Key Stage 2 to Key Stage 3 and 100% Key Stage 3 to Key Stage 4 during 2014-2017.</p>	

Promote a higher proportion of Welsh-medium provision within bilingual schools

What methods do you use to measure linguistic progression:*

- *between funded non-maintained Welsh-medium provision and maintained Welsh-medium provision within the Foundation Phase?*
- *between Foundation Phase and Key Stage 2?*
- *between Key Stages 2 and 3?*
- *between Key Stages 3 and 4?*

How do you use Guidance document 065/2012 “Promoting Linguistic Progression between Key Stages 2 and 3”

Appendix 3)

**Linguistic progression is here defined as: a)continuing to study Welsh first language; b)continuing to study subjects through the medium of Welsh.*

What is the situation regarding the proportion of the curriculum offering a) Welsh-medium; b) bilingual subject teaching within Welsh-medium and bilingual schools?

How do you monitor the situation of individual schools regarding the proportion of Welsh-medium teaching? What are your plans to increase the proportion of Welsh-medium teaching within particular schools in the Foundation Phase/KS2/KS3?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p>Current Performance The LA does not currently have any ‘bilingual’ schools: provision is made through either Welsh-medium primary and secondary schools, which offer full curriculum coverage through the medium of Welsh and which teach Welsh as a first language, or English-medium schools, in which Welsh is taught as a second language. There are currently no plans to amend this approach to provision as the LA is able to meet the</p>		

	<p>expressed wishes of parents, in terms of medium of instruction, through current arrangements.</p> <p>The LA has supported the promotion of a pilot initiative to enable pupils to transfer from English-medium primary education to Welsh-medium secondary education, through a proposed 'immersion' programme. Unfortunately, this programme was unable to proceed due to lack of interest.</p>		
	<p><u>Planned Action</u></p> <p>The LA to continue to review whether there is a need to amend the LA's current approach to provision in the light of developing trends of preference within the County Borough and any consequent pressure on school places. (2014-17)</p>	<p>LA to complete annual reviews during 2014-17 and use this information to inform the planning of school places.</p>	
	<p>The LA is currently considering the feasibility of running an immersion programme for pupils aged 7 to 10 and this will feature in the next WESP.</p>	<p>TARGET: Scheme implemented and pupils achieve KS2 results commensurate with expected performance during 2014-2017</p>	

*What is the percentage of Year 11 learners who are studying for 5 or more qualifications through the medium of Welsh?
What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?*

	<p><u>Current Performance</u></p> <p>At present, 100% of Year 11 pupils at Ysgol Gyfun Llangynwyd study five or more qualifications through the medium of Welsh. All lessons, including collaborative courses with Bridgend College and the Ysgol Llanhari in RCT are delivered through the medium of Welsh (with the exception of English Language & English Literature).</p> <p><u>N.B</u> The number of key stage 4 learners from Bridgend attending Ysgol Gyfun Llanhari in RCT for their Welsh medium education is currently very low at below 3%.</p>		<p>This will now be significantly less as the pupils from Bridgend at Llanhari is now very small.</p>
	<p><u>Planned Action</u></p> <p>YGG Llangynwyd continues to provide Welsh-medium education for pupils aged 14-19 years and ensure pupils achieve qualifications through the medium of Welsh working in partnership, as appropriate, with other Welsh-medium providers. (2014-15 ongoing)</p>	<p>100% of pupils aged 14-19 years, who request it, are able to receive Welsh-medium education and achieve qualifications in line with their ability. 100% of learners at KS4 at YGG Llangynwyd study</p>	

	Subject to Welsh Government approval, the 14-19 Network to continue to financially support curriculum developments at YGG Llangynwyd until the grant ceases.	achieve qualifications through the medium of Welsh	
	<i>How will the provision for Welsh-medium post-14 options be sustained? How do you support schools to ensure adequate take-up of post-14 Welsh-medium provision on offer?</i>	Continue to offer above the Learning and Skills demands. Maintain transfer rate	
	<p><u>Current Performance</u></p> <p>Ysgol Gyfun Gymraeg Llangynwyd offers 35 courses to Year 10 learners and Year 11 learners. The school is comfortably meeting the demands of the Learning and Skills Measure at key stage 4.</p> <p>Currently the numbers of pupils transferring from KS3* into KS4 at YGG Llangynwyd is high. The transfer rate for September 2014 was 95% based on all leavers during and at the end of the year and the year and 98% at the end of Year 9 into Year 10</p> <p>* This includes all pupils on roll on the NOR date in May 2013</p>	YGG Llangynwyd meets the demands of Learning and Skills Measure at KS4 in 2014 and through to 2017.	

Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009			
	<p><u>Planned Action</u></p> <p>Subject to Welsh Government approval, the 14-19 Network to continue to financially support curriculum developments at YGG Llangynwyd until the grant ceases. This will include supporting the development of vocational courses through the medium of Welsh in three areas i.e. motor vehicle maintenance, health and social care and construction, with involvement by partners.</p> <p>YGG Llangynwyd to continue to work with partner providers to deliver an appropriate range of courses at KS4 and KS5 in order to meet the demands of the Learning and Skills Measure. This work will include the active engagement of the school with the South East Wales Forum and other local networks</p>		An appropriate range of Level 1 and 2 vocational courses available through the medium of Welsh during 2014-17.
	<p>YGG Llangynwyd to continue to work with partner providers to deliver an appropriate range of courses at KS4 and KS5 in order to meet the demands of the Learning and Skills Measure. This work will include the active engagement of the school with the South East Wales Forum and other local networks</p>	<p>Consider offering a Meithrin Language course as a supplementary qualification to post 14 year olds to develop an early years workforce with appropriate language skills locally. 2014-15 (see offer from consultation response)</p>	
	<p>YGG Llangynwyd to work with the 14-19 Network and its partners to ensure that Key Stage 4 provision is planned and delivered in order to provide appropriate progression routes into the post-16 phase.</p>	<p>Explore potential collaboration with external agencies to offer high quality childcare courses 2014-15</p>	

	<p>To provide a programme of joint training and development for staff working across institutions in order to provide an improved curriculum offer for learners through the medium of Welsh.</p> <p>Further develop opportunities for learners to use and develop their Welsh language skills so that they are better able to use these skills in the workplace e.g. through Customer Service related qualifications.</p>	<p>Sustained high level of transfer of learners from Key Stage 3 to Key Stage 4 at YGG Llangynwyd to maintain continuity in terms of learners' linguistic development during 2014-17.</p>	
	<p>To identify ways in which the post 14 curriculum at YGG Llangynwyd and across Bridgend can be sustained beyond the lifetime of the 14-19 grant.</p> <p>Improve the transfer rates from KS3 into KS4.</p>		<p>100% transfer rates from KS3 to KS4</p>

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh
Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning
You should complete Appendix 4

Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh
What is the percentage of learners aged 16-19 who study 2 or more subjects through a) the medium of Welsh b) bilingually (e.g. elements of qualifications/modules)?
What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?
How do you support schools to collaborate with other providers of post-16 education to increase the opportunities on offer to study subjects through a) the medium of Welsh b) bilingually?
How does the authority contribute to and benefit from the work of the 14-19 Regional Welsh Medium Forum?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p>Current Performance Existing post-16 provision for Bridgend learners is being delivered through a partnership approach which involves YGG Llangynwyd, Bridgend College and Llanhari. This provision is delivered through the medium of Welsh. Currently 123 learners study 2 or more subjects through the medium of Welsh. Since September 2013 collaboration arrangements were established for the following post 16 courses:</p> <p>AS/A2 Level: Sociology (AS/A2), Photography (A2) Psychology (A2) and BTEC Sport at Llanhari Media Studies; Design Technology; ICT, Drama and Physical</p>	<p>TARGET/PLANNED ACTIONS:</p> <ul style="list-style-type: none"> • Examine KS5 numbers at YGG Llangynwyd/Bridgend College and develop staffing partnership 2016-17 (e.g. for re-sit examinations) 	<ul style="list-style-type: none"> • YGGL to become part of the wider partnership of schools with Llanhari (as part of the Cyfleoedd in RCT) • To consider the potential for Welsh Medium / English medium collaboration for GCSE second

Page 260	Education at Llangwynyd; Level 3: Health and Social Care at Llangwynyd and Bridgend College		<p>language</p> <ul style="list-style-type: none"> to improve opportunities for use of Welsh as an informal language.
	An electronic Welsh language toolkit is in place within the LA to help promote bilingualism. Additional funding from the 14-19 network, over and above the designated allocations for Welsh medium developments has been made available to Menter Bro Ogwr to promote bilingualism in the context of Learning		
	The Head of YGG Llangynwyd is the former chair of the South East Wales Regional Forum and still represents Bridgend on the Forum and Bridgend College is also represented on this group. Significant developments have taken place over recent years via this forum which is also in receipt of regional funding via the 14-19 Network and the Central South Consortium.	Welsh medium provision post 16 in the County meets the Learning and Skills Measure during 2014-17.	
	<p>There are very strong links between post 16 Welsh Medium developments and the wider developments taking place across Bridgend and the region in relation to the 14-19 agenda.</p> <p>In September 2014 66.0% of YGG Llangynwyd year 11 cohort, progressed to study 2 or more subjects through the medium of Welsh post 16</p>	70% in September 2014 of YGG Llangynwyd year 11 cohort, to study 2 or more subjects through the medium of Welsh post 16. Target to increase by 1% per year by September 2015. (2014-17)	

	<p><u>Planned Action</u></p> <p>Continue planning for the future of post-16 curriculum offer to be made at YGG Llangynwyd from September 2015 onwards.</p> <p>Continue the meetings of the Welsh Medium Strategic Group (WMSG) which is in place to oversee curriculum developments in line with the demands of the Learning Pathways agenda and the Learning and Skills Measure. (2014-17)</p>		
<p>Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision <i>What is your role in supporting collaborative arrangements for teaching subjects through the medium of Welsh? What is your contribution to maintaining and improving this Welsh-medium provision for the 14-19 age group?</i></p>			
	<p><u>Current Performance</u></p> <p>Within the LA, the WMSG, comprising senior leaders from YGG Llangynwyd, Ysgol Llanhari, Bridgend College and LA officers, is responsible for the strategic development of Welsh-medium education within the region. This group is directly linked to the 14-19 Network and develops provision in line with Bridgend's Strategic Outline Case for 14-19 Transformation.</p>		
	<p><u>Planned Action</u></p> <p>The WMSG to actively develop collaborative provision with both local and regional partners to meet the progressive requirements of YGG Llangynwyd, as it becomes an 11-18 Welsh-medium school. (2014-17)</p> <p>Further develop collaborative bilingual provision for students in Bridgend College 16-19. (2014-17)</p>	<p>Continued support for 14-19 Welsh Medium education at a strategic and operational level through the WMSG, 14-19 Network together with representation on the Regional SE Wales Forum during 2014-17.</p>	

Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships
*How do 14-19 Networks plan and provide for post-16 Welsh-medium education? What arrangement has been set in place between schools and FE colleges? How much Welsh-medium provision is offered by independent work-based learning providers?
 How do you ensure that you have a full picture of the extent of 14-19 Welsh-medium provision in your authority?*

	<p>Current Performance Within the Bridgend Learning Partnership Formal Learning Group and Quality (FLG) are responsible for the collection and analysis of all data related to the achievement and provision of Bridgend students following collaborative courses. The WMSG undertakes a quality assurance function as well as a curriculum planning function in order to improve student achievement and evidence the way in which they are meeting the Learning and Skills Measure.</p> <p>There are good links between the 14-19 Network and local/regional WBL providers.</p>		
	<p>There are clear strategic lines of communication between the WMSG, the 14-19 Network and Bridgend Learning Partnership through common membership of key groups. There is also a comprehensive communication system across the Partnership for sharing minutes, actions and outputs, therefore overall, Welsh-medium strategic development is fully integrated into 14-19 strategic planning across the whole of Bridgend.</p> <p>An Assistant Headteacher of Ysgol Gyfun Llangynwyd attends Formal Learning Group meetings and acts as a link between the WMSG; the 14 – 19 Network and the Bridgend Learning Partnership.</p>		

	<p><u>Planned Action</u></p> <p>The WMSG to continue to monitor all developments relating to the expansion of learning opportunities through the medium of Welsh. This will include the gathering and analysis of data which will feed into the wider 14-19 quality assurance work which is undertaken by the 14-19 Network (see 14-19 Quality Assurance Framework for more detail relating to standards, outcomes etc.). All data to be incorporated into the 14-19 Annual Self Assessment Report and the 14-19 Quality Improvement Plan, both of which are submitted to WG as part of the Regional Network Development Plan. (2014-17)</p>	<p>The quality and take up of Welsh Medium provision included in all interim, end of year and self assessment reports to Welsh Government during 2014-17.</p> <p>The 14-19 RNDP grant will ensure effective lines of communication by providing a Welsh – English translation service for plans, minutes and other relevant documents. (2014-17)</p>	
	<p>To maintain effective communication arrangements between the WMSG, 14-19 Network and the Welsh Education Partnership Forum. These include systems for sharing minutes of meetings and common membership of the key groups.</p>		

Outcome 5: More learners with higher skills in Welsh
You should also complete Appendix 5.

Improve provision to address literacy in Welsh

How do you intend to improve standards of literacy in Welsh?

Current Performance

The Local Authority is committed to raising standards in literacy across all schools and has developed a range of strategies to address pupils' literacy in both Welsh and English. The strategies include :

- Adopting a focused approach to literacy training for all practitioners;
- Providing targeted intervention support for pupils aged 7 – 14 who are under-attaining in reading and writing;
- Closing the gender gap.

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Planned Action</u> The LA to continue to:</p> <ul style="list-style-type: none"> • Monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports, and information received from the LA Review and Development programme and Key Officers; • Provide access to a comprehensive training programme to develop staff's skills; • Respond to any initiatives promoted by the Welsh Government to develop pupils' literacy skills; • Provide additional support to Welsh-medium primary 	<p>Annual report to the Welsh Education Partnership (Forum) on standards of literacy in Welsh-medium schools during 2014-17.</p>	<p>To further develop a close working relationship between the LA's Welsh-medium schools and the CSCJES school improvement service which impacts positively on raising standards in Welsh first language (as illustrated by aggregated targets below where available for 2014-</p>

schools through the Program Manager for Welsh in the Central South Consortium Joint Education Service (CSCJES) and Welsh in Education Officers.

(2014-17)

Improve provision to address literacy in Welsh

All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement.

These areas for improvement will include Welsh literacy where the schools agree this to be a development area. The SIG will then commission the support from improvement hubs and specialist centres within CSC. These improvement hubs are themselves CSC schools where good practice/practitioners have been identified in the required area.

The Welsh medium hubs are:

Ysgol Gymraeg Melin Gruffydd (Cardiff);
Ysgol Gynradd Gymraeg Cynwyd Sant (Bridgend),
Partneriaeth Bro Morgannwg (Vale of Glamorgan).

These are developing professional learning programmes for teachers and leaders across the system. Currently, they are offering support to other schools aimed at strengthening teaching and learning, and leadership practice; their programmes are designed to respond to the needs of practitioners/schools.

Examples of in-school programmes on offer specifically for literacy:

2016).

The CSC is currently analysing the latest results/ data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

Raising Standards in Whole School Literacy through Partnership Working

A range of strategies to foster the love of reading across the school.

Darllen Difyr

This day will focus on developing Welsh reading skills in Foundation Phase and key stage 2.

Raising Standards in Whole School Literacy through Partnership Working

Assessment for Learning and the National Literacy and Numeracy Framework

CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network.

These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.

In addition, two Welsh in Education Officers (WEOs) based centrally in the consortium work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh medium sector offering support for the new GCSE specifications for Welsh 1st Language and literacy.

Improve provision and standards of Welsh First Language *What is the percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/bilingual schools*

Current Performance

The following table shows the percentage of pupils who, in 2015, achieved at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium schools..

	2011	2012	2013	2014	2015
Bridgend	93.7	87.3	92.0	91.37	95.42
Wales	90.9	85.9	86.7		

Improve provision and standards of Welsh First Language

Improving Welsh 1st language results across the region is an explicit consortium target.

The regional priorities in this area, specifically for schools designated red or amber under the national categorisation system are:

- quality of teaching
- literacy, numeracy and attendance (see details of programmes under 5.1)
- self evaluation/improvement planning
- leadership

This is being addressed by the development of programmes such as:

FP O5+ LLC Welsh

2014	20 15	20 16
91.37 %	92 %	??

Target exceeded.

Fig. 1 (FP LCW O5+)			
	2013	2014	2015
Bridgend	92%	91%	95%
Wales	87%	90%	91%

The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks

<p style="text-align: center;"><u>Rhaglen Gwella Athrawon</u> Ysgol Bro Morgannwg</p> <p>Leadership programmes for aspiring and experienced headteachers have also been developed. These were initially developed in English in association with the Institute of Education (IoE) in London. The consortium is now looking at developing a similarly demanding Welsh medium programme; some WM practitioners have attended the IoE provision.</p> <p>CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network.</p> <p>These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.</p> <p>In addition, two Welsh in Education Officers (WEOs) based centrally in the consortium work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language and literacy.</p> <p>The CSC is currently analysing the latest results/ data and</p>	<p>and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.</p>	
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will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?

The percentage of learners at the end of Key Stage 2 who reached at least Level 4 in teacher assessment in Welsh is outlined in the table below. LA results continue to be consistently above national averages and despite a dip in 2012, have returned to the level of achievement and improvement displayed in 2011. The LA's level of performance is significantly above the national average at KS2 surpassing its target of 90%. These results are monitored on an annual basis by both the schools' system leaders and CSCJES' Program Manager for Welsh.

FP O6+ LLC Welsh

2014	20 15	20 16
31.65 %	32. 50 %	??

The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge

Key Stage 2	2011	2012	2013	2014	2015
Bridgend	94.4	88.5	93.4	90.48	94.74
Wales	82.0	84.0	86.7	??	??

any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

KS2 L4+ Welsh

2014	20 15	20 16
90.48 %	92 %	89 %

Fig. ii (KS2 Cym L4+)			
	2013	2014	2015
Bridgend	93%	90%	95%
Wales	87%	88%	91%

Target exceeded

The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow

partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

KS2 L5+ Welsh

20 14	20 15	20 16
30. 95 %	31 %	39 %

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh

In 2015, YGG Llangynwyd achieved the following results

Fig. iii (KS3 Cym L5+ & L6+)						
	2013		2014		2015	
	L5+	L6+	L5+	L6+	L5+	L6+
Bridgend	82%	37%	89%	43%	87%	45%
Wales	88%	46%	90%	53%	91%	56%

KS3 L5+ Welsh

20 14	20 15	20 16
89. 11 %	88 %	85 %

Target not met.

The CSC is currently analysing

Level 5+	2011		2012		2013	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
YGG						
Llangynwyd	75	42	82	47	82	37
Wales	81	38	84	41	88	46

Level 5+	2014		2015	
	Level 5+	Level 6+	Level 5+	Level 6+
YGG				
Llangynwyd	89.11	42.57	87.27	44.55
Wales	??	??	??	??

the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

KS3 L6+ Welsh

2014	2015	2016
14	15	16
42.57%	43%	31%

Target met.

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language.

Fig. iv (KS4 A*-C Welsh First Language)

	2013	2014	2015 (p)
Bridgend	74%	67%	77%
Wales	73%	74%	75%

See table in work book page 3 and include in updated Appendix 4

KS4 L2 Welsh

2014	2015	2016
71.33%	68%	68%

Target exceeded based on provisional results.
See earlier comments on target setting.

N.B. Targets are derived from individual pupils' past performance and will therefore vary by cohort. Declining targets do not demonstrate a lack of ambition.

	<i>What do you intend to do to raise attainment levels</i>		
	<p><u>Planned Action</u> The CSCJES Program Manager for Welsh and Welsh in Education Officers responsible for Welsh First Language in the primary and secondary phase (subject to appointment) will continue to work with the Authority's Welsh-medium primary schools and YGG Llangynwyd to support the raising of standards in Welsh and literacy across the curriculum. (2014-17)</p> <p>To further develop a close working relationship between the LA's Welsh-medium schools and the CSCJES school improvement service which impacts positively on raising standards in Welsh first language. (2014-17).</p> <p>Schools will have access to a comprehensive training programme for staff, through the CSCJES to enable them to deliver National Curriculum programmes of study, in order to respond to the Literacy Framework for Wales and other initiatives promoted by the Welsh Government to raise standards. (2014-17)</p> <p>The LA and the CSCJES school improvement service will continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the LA's Review and Development programme and key officers. (2014-17)</p> <p>The CSCJES Program Manager for Welsh and Welsh in Education Officers will ensure that there is a language continuum between the primary key stages to enable pupils who are taught through the</p>	<p>See earlier detail about support model – WM and WSL improvement hubs, WEO officers etc. Improving WM standards remains a specific target in the consortium's business plan; this is reported to and monitored by the individual local authorities regularly.</p>	<p>A Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, based in the consortium and working with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy will also be supported.</p> <p>Three secondary Welsh second language hub schools have been established and now offer an extensive programme of events aimed at secondary school Welsh second language practitioners. Details of events can be found on the CSCJES DevelopmentDeck.</p>

medium of Welsh to have sufficient Welsh language to access the curriculum across the Key Stages.

(2014-17)

Welsh-medium schools will continue to focus on developing Welsh language skills throughout the primary phase and English language skills in Key Stage 2, by using assessment to inform learning; setting challenging targets and monitoring and evaluating standards and the quality of provision.(2014-17)

(Appendix 4)

Improve provision and standards of Welsh Second Language

All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement.

These areas for improvement will include Welsh second language where the schools agree this to be a development area. The SIG will then commission the support from improvement hubs and specialist centres within CSC. These improvement hubs are themselves CSC schools where good practice/practitioners have been identified in the required area.

The Welsh second language hubs are:

Cardiff High School (Cardiff),

Treorchy Comprehensive School (RCT)

Cowbridge Comprehensive School (Vale of Glamorgan).

These offer an extensive programme of events aimed at secondary school Welsh second language practitioners

These are developing professional learning programmes for teachers and leaders across the system. Currently, they are offering support to

other schools aimed at strengthening teaching and learning, and leadership practice; their programmes are designed to respond to the needs of practitioners/schools.

Examples of in-school programmes on offer specifically for Welsh second language include:

Assessment for Learning in Welsh Second Language Lesson

Developing Reading at KS3

Sector Leading Practice in Welsh Second Language

Challenging the More Able and Talented (Welsh 2nd Language)

Digital Skills in the Welsh Second Language Classroom

Developing Digital Literacy in Welsh Second Language

Welsh Second Language Teaching Methodology

In addition, eight WEOs (Welsh in Education officers) continue to work within the consortium: the level of support of support delivered to schools varies according to the need of the school.

WEOs categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEOs have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas.

The Welsh second language website (www.cscjes.org.uk) contains a language continuum, scheme of work and all related resources. There

is also a newly established YouTube channel (CSCJES Welsh in Education) which contains songs, books read aloud and an on-line portfolio of levelled oracy and reading clips.

All primary schools were invited to attend centrally based sessions to introduce the new scheme of work and website. Sessions have also been carried out at individual schools by request.

The WEO team has also produced a new reading pack to assist schools in raising standards in reading. Training sessions are being offered within staff meetings, cluster meetings and also as one of our centrally based events.

The CSC is currently analysing the latest results/ data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

Improve provision and standards of Welsh Second Language

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language?

Current Performance

The percentage of learners at the end of key stage 2 who reached at least level 4 in the teacher assessment of Welsh second language has increased significantly over the last three years both locally and nationally. The 2013 figure exceeds the target set initially for 2015 and the gap between the local and national figures continues to close.

	2011	2012	2013
LA	32.4%	50.7%	60.6
Wales	51.4%	61.6%	67.6

Training and support provided continues to have a positive effect on teachers' confidence in monitoring and challenging pupils' progress in Welsh Second Language.

Provision:

The WEO team has produced a new reading pack to assist schools in raising standards in reading. Training sessions are being offered within staff meetings, cluster meetings and also as one of our centrally based events.

Please see Appendix 4 for overview of results 2015

5.4

Fig. v (KS2 L4+ Welsh Second Language)

	2013	2014	2015
Bridgend	61%	64%	72%
Wales	68%	73%	76%

Primary: The Welsh second language website (www.cscjes.org.uk) contains a language continuum, scheme of work and all related resources. There is also a newly established YouTube channel (CSCJES Welsh in Education) which contains songs, books read aloud and an on-line portfolio of levelled oracy and reading clips.

All primary schools were invited to attend centrally based sessions to introduce the new scheme of work and website. Sessions have also been carried out at individual schools by request.

Eight WEOs continue to work within the consortium the level of support of support delivered to schools varies according to the need of the school. WEOs

		<p>Pattern of significant progress continuing.</p>	<p>categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEO members have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas.</p> <p>Secondary: The three newly established Welsh second language hub schools offer training programmes (information on the CSCJES</p>
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			DevelopmentDeck). There is also free bespoke support available for secondary schools which are in red or amber categories.
	<p><u>Planned Action</u></p> <p>CSCJES Welsh in Education Officers to continue to support schools in the planning and delivery of Welsh language development and Welsh second language in order to raise levels of attainment. Ongoing support for the Foundation Phase and Key Stage 2 to be through exemplar lessons/ team teaching within classes and also staff training during twilight sessions or closure days. (2014-17)</p> <p>To further develop a close working relationship between the LA's English-medium schools and the CSCJES school improvement service which impacts positively on raising standards in Welsh second language. (2014-17)</p>	<p>Two Welsh in Education Officers (WEOs) work within the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, based in the consortium and working with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy is also supported.</p> <p>Eight Welsh in Education Officers work within English medium schools supporting practitioners in promoting excellent standards of teaching and learning and literacy in Welsh second language.</p>	<p>WEOs categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEO members have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red</p>

			<p>categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas.</p> <p>Information relating to the planned programme of events within the Welsh medium hub schools and the Welsh second language hubs can be found on the CSCJES website (DevelopmentDeck). This support is accessed/requested directly by schools or is offered in response to requests of Challenge Advisers who monitor schools across the region.</p>
	<p>Training events specifically designed to meet school needs to be offered as part of the CSCJES programme. A Welsh language programme of support in the use of Welsh and the development of pupils' bilingual skills to be provided for all staff in classes throughout the primary phase. (2014-17)</p> <p>Schools to access relevant resources created by the Welsh in Education Officers (WEO) through the second language wikispace. The WEOs' wikispace will be replaced by the Welsh</p>	<p>In addition to direct WEO support delivered in-school at the request of schools themselves or in response to the identification of need by Challenge Advisers, the Central South Wales school improvement hubs are offering WM programmes such as:</p> <p><u>Raising Standards in Whole School</u></p>	<p>These are available to all schools.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 282</p>	<p>in Education Officers website (Welsh first language and Welsh second language). All schools to be notified when the website is live. (2014-17)</p>	<p><u>Numeracy through Partnership Working</u> Friday 18 March 2016 Venue: Ysgol Sant Curig</p> <p><u>Raising Standards in Whole School Literacy through Partnership Working</u> Friday 5 February 2016 Ysgol Sant Curig</p> <p><u>Assessment for Learning and the National Literacy and Numeracy Framework</u> Friday 22 April 2016 Y.G.G. Cynwyd Sant</p>	
	<p>The LA to continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the Review and Development programme and key officers. (2014-17)</p> <p>The LA, in collaboration with the CSCJES, to continue to develop a language programme which supports the development of the Welsh language throughout all key stages in the primary phase. (2014-17)</p>	<p>See detail of programme offer elsewhere in this document. Schools use their self-evaluation to identify areas for development (including WM and WSL) and commission this support from hub schools/WEOs or a combination of both. Monitoring of progress and detemining of targets for improvement is agreed between local authorities and the consortium and monitored by challenega advisers.</p>	

What has been the impact of the Key Stage 2/3 Cluster Moderation Pilot?

Current Performance

The Welsh Adviser and Welsh in Education Officers led a programme to support schools during 2011-12 in preparing for WJEC accreditation. Evidence gathered from this programme of support indicates there has been an improvement in good practice across most schools and a developing awareness of the need to ensure that effective planning is in place to support language development. Practitioners have shown increased confidence in the assessment of Welsh second language following the cluster moderation exercise. Schools have been encouraged to continue with regular cluster moderation work.

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language?

At the end of Key Stage 3, the percentage of learners who reach at least Level 5 in the teacher assessment of Welsh Second Language continues to show an upward trend. Significant improvement was recorded in 2013, slightly ahead of improvement nationally, and surpassing locally set targets. Pupil performance is closely monitored by the CSCJES Program Manager for Welsh and schools are challenged to raise standards as part of the LA's monitoring procedures.

Level 5+	2011	2012	2013	2014	2015
LA	66.7%	68.1%	74.2%	79.4	81.32
Wales	64.6%	68.2%	73.3%	77.8	81.15

Fig. vi (KS3 L5+ Welsh Second Language)

	2013	2014	2015
Bridgend	74%	79%	81%
Wales	73%	78%	81%

	<p><u>Planned Action</u></p> <p>The LA, in conjunction with the CSCJES school improvement service, to continue to provide curriculum support for schools to raise levels of attainment. (2014-17)</p> <p>Schools access a training programme for staff, through the CSCJES, to enable them to deliver the National Curriculum programme of study. (2014-17)</p> <p>The LA to respond to initiatives promoted by the Welsh Government to provide training for staff to support the raising of standards at Key Stage 3 . (2014-17)</p> <p>The LA, in conjunction with CSCJES, to support Welsh Language development across the curriculum and the teaching of Welsh as a second language. (2014-17)</p> <p>The LA, in conjunction with CSCJES, to continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the Review and Development programme and key officers. (2014-17)</p>	<p>See detail of support offer outlined elsewhere in this document.</p>	<p>100% of schools have access to a training programme during 2014-17</p>
	<p><i>What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full</i></p>		

Course?

Current Performance

The achievement of learners at the end of Key Stage 4 in GCSE Welsh Second Language Full Course are outlined in the table below:

	2011	2012	2013
W2L – Full Course	A*-C	A*-C	A*-C
LA	67	71.3	75.3
Wales	74	74	77

The number of learners who sat GCSE Welsh Second Language Full Course as a percentage of the cohort is outlined in the table below:

	2011	2012	2013	2014	2015
Cohort	1504	1621	1687	1680	1617
Entry	546	578	527	363	620
%	36.4	38	31	21.50	38.16

Fig. vii (KS4 GCSE Full Course Welsh Second Language)

	2013	2014	2015 (p)
Bridgend	77%	90%	78%
Wales	77%	78%	79%

Key Stage 4 (full course):

There has been an improvement in the Welsh Second Language at A*-C from 71.33% to 78.23% from 2012-15. This figure is based on a much extended cohort 38% compared to 23% in the previous year in line with our target to increase numbers taking full course Welsh second language. The performance at the higher level (A*-A) has also improved significantly from 24.35% in 2012 to 29.19% in 2015

How many learners sit GCSE Welsh second Language short course as a percentage of the cohort?

Current Performance

The achievement of learners at the end of Key Stage 4 in GCSE

Fig. ix (KS4 GCSE Short Course Welsh Second Language)

Key Stage 4 (short course):

Entry into GCSE short

Welsh Second Language Short Course is outlined in the table below:

	2011	2012	2013
W2L – Short Course	A*-C	A*-C	A*-C
LA	54	52	58.3
Wales	34	50	50

	2013	2014	2015 (p)
Bridgend	62%	57%	64%
Wales	51%	51%	N/A

course Welsh GCSE is above Wales' averages at 52.75% in spite of a 1.4 percentage point reduction since 2014. Pupil performance on the short course was above Wales' averages at A*-C in 2014 (Bridgend 56.93%) and A*-G (Bridgend 96.30%) and these figure have improved again in 2015 by 6.96 percentage points to 63.87% and 1.86 percentage point to 98.16% respectively following the reduction to the cohort being entered for Short course.

The number of learners who sat GCSE Welsh Second Language Short Course as a percentage of the cohort is outlined in the table below:

	2011	2012	2013	2014	2015
Cohort	1530	1528	1797	1680	1617
Entry	470	642	877	947	869
Percentage	30.7	42.0	48.8	56.4	53.7

This data shows a decrease in those undertaking the full course whilst the short course shows a marked increase.

There are a number of reasons cited for the increase in the Short Course Welsh second language and the consequent decrease in Full course Welsh second language. These include:

- the narrowing of option blocks available to pupils in order for schools to expand the core subject provision and the WBQ thus reducing

- The unintended impact of relative performance against other non-core subjects on the key Level 2 Inclusive Indicator (that greatly affects school categorisation) may encourage some schools to review their curriculum and option blocks.

	<p>The short course will be phased out. Final assessment 2018.</p>	<p>pupil choices with a consequent impact on Welsh second language as well as other non-core subjects;</p> <ul style="list-style-type: none"> the influence on pupil choices of the quality of provision /difference in outcomes (grades achieved) of Welsh second language compared to other subjects. This is an identified key area of work for the LA to address with the CSC Challenge Advisers and Programme Manager. 	
	<p><u>Planned Action</u></p> <p>The LA to continue to ensure that every pupil in an English-medium secondary school is given the opportunity to sit an external examination in Welsh Second Language by the end of KS4 and to increase the percentage of pupils entered for GCSE Welsh Second Language. (2014-17)</p> <p>The LA to continue to evaluate the provision and standards for Welsh Second Language at Key Stage 4 through analysis of school data, comparative data, Estyn inspection reports, and information received from the LA's Review and Development programme and officers.</p>	<p>There are a number of reasons cited for the increase in the Short Course Welsh second language and the consequent decrease in Full course Welsh second language. These include:</p> <ul style="list-style-type: none"> the narrowing of option blocks available to pupils in order for schools to expand the core subject provision and the WBQ thus reducing pupil choices with a consequent impact on Welsh second language as 	<ul style="list-style-type: none"> The unintended impact of relative performance against other non-core subjects on the key Level 2 Inclusive Indicator (that greatly affects school categorisation) may encourage some schools to review their curriculum and option blocks. Ongoing Labour Market Intelligence to promote the value of Welsh second language will be complemented by the

(2014-17)

The LA, in conjunction with the CSCJES school improvement service, to disseminate effective practice and provide support for schools, where required.

(2014-17)

To increase the number of pupils who follow the GCSE Welsh second language (full course) and to reduce the number who do not sit any external exam in the subject as follows:

- Consult with secondary school curriculum leaders to consider reasons for the decrease in take-up of full course Welsh second language and increase in Short Course. (Summer 2014)
- Develop a programme to promote full course Welsh second language to pupils (by Autumn 2014)
- Monitor impact in take-up of offer 2014-17

well as other non-core subjects;

- the influence on pupil choices of the quality of provision /difference in outcomes (grades achieved) of Welsh second language compared to other subjects. This is an identified key area of work for the LA to address with the CSC Challenge Advisers and Programme Manager.

Welsh Government's Marketing Campaign to be shared at the WESP Forum on 25.2.15

At the Forum meeting (25.2.15)the revised WBQ was mentioned as a cause for concern as the language requirement has been removed – thus reducing the potential opportunity for delivery of Welsh Second language

Increase opportunities for learners of all ages to practise their Welsh outside the classroom *How will you help to develop the incidental use of Welsh in English-medium schools?*

Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>The CSCJES Welsh in Education Officers work closely with schools to further raise the profile of the Welsh Language, providing the following support for schools:</p> <ul style="list-style-type: none"> • Demonstrating to teachers how to provide opportunities for pupils to use everyday Welsh, during exemplar lessons provided in primary schools; • Encouraging the Helpwr Heddiw strategy, with pupils being given responsibility for giving instructions and commands to their peers through the medium of Welsh; • Providing input into Foundation Phase courses on Welsh language development; • Producing an Everyday Welsh document which shows progressive banks of language for use in schools (copy on wikispace); • Providing a bank of Welsh signs for use on displays (copy on wikispace); • Providing training for teachers (intensive Welsh courses); • Providing training for Learning Support Officers (LSOs) (intensive Welsh courses). • All resources created by the Welsh in Education Officers (WEO) to be available electronically via the 	<p>Three secondary Welsh second language hub schools have been established and now offer an extensive programme of events aimed at secondary school Welsh second language practitioners. Details of events can be found on the CSCJES DevelopmentDeck.</p> <p>Provision:</p> <p>Primary: The Welsh second language website (www.cscjes.org.uk) contains a language continuum, scheme of work and all related resources. There is also a newly established YouTube channel (CSCJES Welsh in Education) which contains songs, books read aloud and an on-line portfolio of levelled oracy and reading clips.</p> <p>All primary schools were invited to attend centrally based</p>	<p>Eight WEOs continue to work within the consortium the level of support of support delivered to schools varies according to the need of the school. WEOs categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEO members have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain</p>

	<p>WEO website. Information will be distributed to all schools September 2013.</p> <p>In addition, many English-medium primary and secondary schools offer residential experiences in Welsh speaking settings, notably the Urdd centres at Llangrannog and Glan Llyn. The local authority has also worked directly with schools and in partnership with Urdd Gobaith Cymru and Menter Bro Ogwr in order to further promote opportunities for learners of all ages to develop their Welsh language skills outside the classroom.</p> <p>(figures in appendix)</p>	<p>sessions to introduce the new scheme of work and website. Sessions have also been carried out at individual schools by request.</p>	<p>areas.</p> <p>The WEO team has produced a new reading pack to assist schools in raising standards in reading. Training sessions are being offered within staff meetings, cluster meetings and also as one of our centrally based events.</p> <p>Secondary: The three newly established Welsh second language hub schools offer training programmes (information on the CSCJES DevelopmentDeck). There is also free bespoke support available for secondary schools which are in red or amber categories.</p>
	<p><u>Planned Action</u></p> <p>The LA to:</p> <ul style="list-style-type: none"> continue to support a range of initiatives and providers, including Menter Bro Ogwr, to develop the use of Welsh outside the classroom and improve the informal use of Welsh amongst pupils, through closer collaboration with the feeder schools; 	<p>Increased number of initiatives to develop the use of Welsh outside the classroom and improve informal use during 2014-17.</p>	<p>Local authorities across the central south region continue to work closely with organisations such as Urdd Gobaith Cymru and the Mentrau Iaith to offer extended out of school opportunities through the medium of Welsh.</p>

<ul style="list-style-type: none"> • support initiatives within English medium primary and secondary schools to support the use of Welsh in social situations; (2014-17) <p>Specific training aimed at increasing opportunities for learners of all ages to practise their Welsh outside the classroom to be offered as part of the CSCJES programme. Training needs to be identified by the Welsh in Education Officers and fed back to CSCJES. (2014-17)</p> <p>Increase opportunities for learners of all ages to practise their Welsh outside the classroom/school</p> <p>Local authorities across the central south region continue to work closely with organisations such as Urdd Gobaith Cymru and the Mentrau Iaith to offer extended out of school opportunities through the medium of Welsh.</p> <p>WESP monitoring groups meet in each local authority. Membership of these includes local authority and consortium officials, councillors, headteachers, parents, Welsh-language groups and initiatives like the Mentrau Iaith, yr Urdd, MYM and sporting associations. Discussion of and support for these out-of-school activities forms an important part of these meetings, officials, headteachers and others are able then to promote with schools and parents the range of out-of-school opportunities available.</p> <p>Increase opportunities for learners of all ages to practise their</p>	<p>Maximised opportunities for learners of all ages to practise their Welsh language skills through multi-agency working during 2014-17.</p>	<p>Initiatives such as the “Yard Games” pack and “Helpwr Heddiw” are well received and are being used within the sector.</p> <p>The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.</p>
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Welsh outside the classroom (***How will you help to develop the incidental use of Welsh in English-medium schools?***)

The eight WEOs (Welsh in Education officers) who work in English medium schools across the region vary their offer of support on this aspect depending on need.

WEOs categorise primary schools by means of a Welsh second language RAG rating (red/amber/green. NB: This is an internal system, not to be confused with the national categorisation system). Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently in those settings. WEOs have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward.

Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas. This includes in-classroom support and wider support in terms of incidental Welsh.

5.6 Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.

Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.

How many GCSE Welsh and Welsh Second Language candidates go on to study Welsh at AS/A Level in schools in your local authority? How will you work with schools and other learning providers to increase the number of entries in A Level Welsh and Welsh Second Language?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>To date, Ysgol Llanhari has been the provider of a range of post-16 courses through the medium of Welsh. From September 2013 post-16 education is being offered at YGG Llangynwyd for the first time. Pupils are able to choose from a range of Welsh medium courses which will include AS and A level Welsh first language as well as vocational provision at levels 2 and 3 through the medium of Welsh.</p> <p>The school is collaborating with local partners in order to extend the choice of courses and pathways available. The partnerships with other schools and Coleg Penybont have expanded as the school provides over 30 courses post 16.</p> <p>In Bridgend County Borough, Welsh second language AS/A Level courses are offered as part of the local curriculum and on a consortium basis.</p>		
	<p><u>Planned Action</u></p> <p>YGG Llangynwyd has developed a post-16 curriculum which satisfies the Learning and Skills Measure and which aims to attract a KS5 cohort which is no less than the average retention rate for the LA during 2014-17.</p>		<p>Explore national training scheme course mentioned by Mudiad Meithrin to increase the numbers of Welsh speakers and learners who choose to prepare for a career</p>

Ysgol Gyfun Gymraeg Llangynwyd to provide post-16 education, enabling pupils to choose from a range of courses, including vocational provision through the medium of Welsh, in addition to AS/A2 level courses.
(2014-17)

Bridgend County Borough to continue to offer Welsh second language AS/A Level courses as part of the local curriculum and on a partnership basis.
(2014-17)

in the early years

Outcome 6: Welsh-medium provision for learners Additional Learning Needs			
A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>All Welsh schools have undertaken an audit of Additional Learning Needs (ALN) provision through the 'Planning & Reviewing in Partnership' (PRIP) process, set up as part of the ALN Quality Assurance (ALN QA) Framework. The underpinning principle of the ALN QA Framework is to determine whether the ALN provision meets or exceeds customer expectation. The ALN QA framework correlates to Estyn's Key Questions relating to Pupil Outcomes; Quality of Provision; Leadership and Management.</p> <p>The outcomes of the PRIP meeting provides the basis for:</p> <ul style="list-style-type: none"> • Setting up localised teams of professionals including Additional Learning Needs Co-ordinators (ALNCOs), support staff, Inclusion Service staff and outside agencies, to build collaborative capacity to ensure more timely access to support for children and young people with ALN. 	<p>The PRIP process has been reviewed. PRIP meetings occur on an annual basis</p>	<p>TAPPAS meetings are embedded. The TAPPAS co-ordinators meet each term with SLT inclusion Section 8 of the PRIP report to address this during 2014.</p>
	<ul style="list-style-type: none"> • Producing, implementing, monitoring and reviewing a 'Team Around the Pupil, Parents and School' (TAPPAS) Action Plan for each cluster that addresses specific areas for development. 		<p>Annual appraisals and 6 monthly review to be undertaken in line with Bridgend County</p>

	<ul style="list-style-type: none"> • Implementing the Continuous Professional Development (CDP) Strategy, based on an analysis of learning needs, through an 'action learning' approach, which targets teachers at the different stages of their careers and which takes account of the needs of support staff. • Implementing evidence-based early identification and intervention programmes for Behavioural, Emotional and Social Difficulties, Specific Learning Difficulties, Speech and Language Difficulties, and monitoring those children highlighted as being 'at risk'. 		<p>Borough policy Staff Continuous Professional Development is captured during the Performance Management/Appraisal cycle. An Inclusion Training Directory is produced on a termly basis. Referrals made to the Inclusion Service from schools 'reacted to' and professional advice issued</p>
	<p><u>Planned Action</u></p> <p>Inclusion Service to continue to support Welsh-medium primary schools in auditing their ALN provision through the PRIP process, provision mapping, Additional Learning Needs Partnership (ALP).. focusing on:</p> <ul style="list-style-type: none"> • Evaluation of the PRIP process has been completed by all primary and secondary schools; • Meeting with Systems Leader for ALN to discuss PRIP analysis and the refinement of the process • Evaluation of provision mapping has been completed to ensure outcomes for pupils with ALN; • Quality of Welsh-medium provision for ALN; • Quality of Welsh-medium teaching and learning for 	<p>Partnership working with Central South Consortium Challenge Advisers and Headteachers of Welsh medium schools.</p>	<p>100% return of evaluation. Continued meetings with the SIMS data team to identify the training needs of schools, considered by Inclusion Senior Leadership team .</p> <p>100% of Welsh medium primary schools supported in auditing</p>

	<p>pupils with ALN;</p> <ul style="list-style-type: none"> Quality of leadership and management. <p>Inclusion Service to support Welsh-medium schools in developing an Action Plan that will be put in place and monitored through the TAPPAS team, through meetings held on a half-termly basis. (2014-2017)</p>		<p>their provision and implementing targets during 2014-17.</p> <p>Welsh Medium schools TAPPAS meetings held 5 times a year.</p>
	<p><i>How does your authority appraise demand for Welsh Language ALN provision?</i></p>		
	<p><u>Current Performance</u></p> <p>The demand for Welsh Language ALN provision is appraised through the Planning and Reviewing in Partnership meetings. The annual meeting with the Headteacher, ALNCo and the senior management team of the Inclusion Service monitors the progress of the individual Welsh-medium schools within Bridgend, as well as the Welsh-medium schools within a cluster. Reviewing the data, in particular the incidence of ALN, is part of the focus of the meeting. Dissemination of the findings from the PRIP is then provided to the Welsh schools cluster and an action plan put in place outlining individual, as well as cluster actions, to ensure the needs of children and young people with ALN are met.</p>		
	<p><u>Planned Action</u></p> <p>Inclusion Service to continue to appraise the demand for Welsh Language ALN provision through the Planning and Reviewing in Partnership meetings held annually.</p>	<p>100% of schools supported in auditing the demand for Welsh Language ALN provision and</p>	<p>Revisit MLD provision As part of the ALN nurture review, Welsh Medium provision to be considered with</p>

	<p>(2014-2017) Inclusion Service to continue to analyse the PRIP findings and provide an Action Plan for the Welsh-medium primary schools that outlines individual as well as cluster actions, to ensure the needs of children and young people with ALN are met. (2014-2017)</p>	<p>reported throughout the PRIP during 2014-17</p>	<p>Headteachers Continuous revision of the provision at The Bridge</p>
	<p><u>Current Performance</u></p> <p>Currently the main source for parent liaison is through the review process for individual children. An ALN network for parents is being developed for the Welsh-medium schools' cluster as part of the Local Authority's Parent Partnership Strategy for ALN. The LA is currently setting up networks in localities for parents of children and young people with ALN. A pilot network was set up in July 2011.</p>	<p>Liaison with parents to assess the need for Welsh Language ALN provision during 2014-17</p>	
	<p><u>Planned Action</u></p> <p>Inclusion Service to continue to liaise with parents as part of the statutory review process for children with ALN. (2014-2017)</p> <p>Inclusion Service to extend the network for parents accessing Welsh-medium primary education and use information gathered from this network to assess the need for Welsh language ALN provision and to inform the planning of this provision. (2014-2017)</p>		<p>Agreed proposals to develop a joint service provision for Welsh medium pupils with the Vale of Glamorgan during 2014-17 resulted in the Vale of Glamorgan purchasing 2 days seconded Educational Psychologist support in 2013-14.</p>

	<p>Linking with the family engagement officer, SNAP and Ontrack, the Inclusion Service to support the cluster to gather, evaluate and disseminate parental views in relation to ALN provision and to put in place recommendations that arise from the review. (2014-2017)Inclusion Service to develop questionnaires to survey parents. (2014-2017)</p>		
<p><i>Outline the plans you have for developing enhanced Welsh Language ALN provision on a collaborative basis with other local authorities/at consortium level</i></p>			
	<p><u>Current Performance</u></p> <p>Inclusion leads work in partnership with Consortium.</p>	<p><u>Target / Planned Action</u></p> <p>Continued meetings with Consortium/Inclusion leads. Terms of reference have been agreed and Welsh Medium is a standing agenda item.</p>	
<p>Outcome 7: Workforce planning and Continuous Professional Development</p>			
<p>7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education</p> <p><i>How many primary school teacher vacancies to teach through the medium of Welsh were not filled at the start of September 2013?</i> <i>How many secondary school teacher vacancies to teach through the medium of Welsh were not filled at the start of September 2013?</i> <i>What steps are you taking to develop future leaders within Welsh Medium Schools?</i></p>			

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Primary and secondary school teacher vacancies to teach through the medium of Welsh are advertised when they become vacant.</p> <p>All primary and secondary school teacher vacancies to teach through the medium of Welsh were filled at the start of September 2015</p> <p>Small numbers of applicants are coming through for a number of teacher vacancies and it is common that the positions are filled after repeated advertising</p> <p>Planned Action</p> <p>Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education</p> <p>Data on vacancies is kept at local authority level although there are ongoing discussions about transferring responsibility for the strategic elements of HR to the consortium.</p> <p>The consortium is already analysing workforce development needs across the region in order to plan its leadership and teaching development programmes and wider CPD offer to align with current and future requirements and skill sets. In this context, the region is concentrating particularly on leadership development in the Welsh medium sector in order</p>	<p>Target/Planned action:</p>	<ul style="list-style-type: none"> • Greater succession planning in schools, including for headteacher roles • Greater links with initial teacher training institutions

	to secure sufficient leadership capacity in the future; failure to attract sufficient numbers to headship is a particular concern in the Welsh medium sector.		
	<i>How many secondary school teacher vacancies to teach Welsh were not filled at the start of September 2013?</i>		
	<p><u>Current Performance</u></p> <p>Secondary school teacher vacancies to teach Welsh Second Language are advertised when they become vacant. No secondary school teaching vacancies to teach Welsh Second Language were advertised between 1st October 2012 and 30th September 2013. All vacancies to teach Welsh Second Language were filled at the start of September 2013.</p>		
	<i>How many secondary school teacher vacancies to teach Welsh Second Language were not filled at the start of September 2013?</i>		
	<p><u>Current Performance</u></p> <p>Secondary school teacher vacancies to teach Welsh are advertised as they become vacant. 10 secondary school vacancies to teach Welsh were advertised between 1st October 2011 and 30th September 2012. All secondary vacancies to teach Welsh were filled at the start of September 2012.</p>	100% of primary and secondary schools comply with the Council's Welsh Language Scheme when recruiting teaching and support staff during 2014-2017.	
	<i>How many classroom assistant vacancies to work through the medium of Welsh were not filled at the start of September 2013?</i>		

	<p><u>Current Performance</u></p> <p>8 learning support/classroom assistant vacancies to work through the medium of Welsh were advertised between 1st September 2011 and 31st August 2012. No learning support/classroom assistant vacancies to work through the medium of Welsh were unfilled on 1st September 2013.</p>	<p>100% of teaching and support staff vacancies are filled in Welsh-medium primary and secondary schools during 2014-17.</p> <p>100% of vacancies to teach Welsh Second Language are filled during 2014-2017.</p>	
	<p><u>Planned Action</u></p> <p>The LA's Human Resources Directorate (HR) to continue to help ensure that there are sufficient numbers of practitioners to deliver Welsh-medium and Welsh-medium education by supporting all primary and secondary schools in complying with the Council's Welsh Language Scheme, when recruiting teaching and support staff. (2014-2017)</p>	<p>Human Resources and Organisational Development will continue to support the recruitment of Welsh medium teaching and support staff and in schools' compliance with the Welsh Language Standards which, from 1 April 2016, will replace the Welsh Language Scheme.</p>	
	<p>HR to continue to monitor the number of primary school and secondary school teaching and support/classroom assistant vacancies and those that are unfilled. (2014-2017)</p>		

	HR Officer to report information relating to the sufficiency of primary and secondary teaching and support staff to the Welsh-medium Education Forum. (2014-2017)	100% of schools supported by Hr in implementing the Council's recruitment policy during 2014-17	
	<i>Do you have processes in place for the recruitment, retention and training of Welsh-speaking staff, including Learning Support Assistants to support Welsh-medium ALN provision?</i>		
	<p><u>Current Performance</u></p> <p>Paragraph 6.7 of the Council's Welsh Language Scheme 2012-15 outlines the process the Council follows when placing recruitment advertisements. It aims to do this bilingually and, where proficiency in Welsh is an essential requirement for a post, the recruitment advert for that post will normally be in Welsh only, with a footnote in English explaining the purpose of the advertisement. The Council considers, where appropriate, advertising Welsh essential posts in Welsh language media such as Y Cymro and Golwg.</p>		Consideration will be given to advertising in more media outlets for Welsh speaking posts e.g. Safle Swyddi or Mentor Bro Ogwr.
	<p><u>Planned Action</u></p> <p>HR continues to support schools in implementing the Council's recruitment policy. (2014-2017)</p>	100% of schools supported by HR in implementing the Council's recruitment policy during 2014-2017.	
	<i>How do you work with school governing bodies to try to meet the demand for practitioners to teach through the medium of Welsh or Welsh as a subject?</i>		

	<p><u>Current Performance</u></p> <p>School governing bodies are aware of the Council's Welsh Language Scheme and the need to comply with this when placing advertisements for Welsh language posts. Headteachers work with the HR service unit, where there is a need to advertise for a practitioner to teach through the medium of Welsh or Welsh as a subject, to ensure that such demand can be met.</p>		
	<p><u>Planned Action</u></p> <p>HR to continue to work with governing bodies to ensure that they are aware of the Council's Welsh Language scheme and the need to comply with this when placing advertisements for Welsh language and Welsh Second Language teaching posts. (2014-2017)</p> <p>HR to continue to work with headteachers when they are advertising posts for practitioners to support teaching through the medium of Welsh. (2014-2017)</p>		

7.2 Improve practitioners' linguistic skills.

Improve practitioners' methodological skills

Have you previously undertaken a linguistic skills audit of the current teaching workforce in your authority? If so, on what basis were Linguistic Skills defined? Did the results of that exercise inform your CPD programmes

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>The Welsh in Education Officers completed an audit of language skills during 2011-12. The audit focused on teachers' accreditation in the language and attendance at language courses provided by the LA. The audit identified that there is a need to continue to provide linguistic training as part of the CSCJES CPD programme.</p> <p>As noted in the WEG guidelines for 2013-14, each consortium was expected to hold a review of the Welsh language skills of teaching staff during the year as part of the work of the Grant. The intention of this review was to collect consistent information at a national level in order to improve the planning and targeting of training programmes and support in the future.</p> <p>The review included the following practitioners:</p> <ul style="list-style-type: none"> • Teachers and teaching assistants in primary schools (Welsh and English medium) • Teachers and teaching assistants in secondary schools (Welsh medium / bilingual only) 	<p>The consortium is mapping the current and future development needs of the school workforce across the five authorities in order to ensure alignment between the developing support and CPD offer with the current and future requirements of the sector.</p> <p>7.2 Improve practitioners' linguistic skills / Improve practitioners' methodological skills</p> <p>Schools are increasingly moving to</p>	<p><u>Digital Skills in the Welsh Second Language Classroom</u> <u>Developing Digital Literacy in Welsh Second Language</u> <u>Welsh Second Language Teaching Methodology</u> <u>Developing Reading at KS3</u></p> <p>Linguistic/other training is also offered:</p> <p><u>Network for Welsh Second Language Coordinators (Primary)</u> <u>Intensive Welsh Language Training (Basic Level) 2 days</u> (delivered twice this year)</p>

	<p>A questionnaire (along with language skills level descriptors) was prepared for this review in order to collect information about the Welsh language skills of practitioners as well as their training needs. Head teachers were asked to complete the questionnaire on behalf of their staff, allocating each practitioner to one of the given categories. Completed questionnaires were returned by over 90% of schools across the CSC.</p>	<p>a school-to-school support model based on a robust assessment of their improvement needs (monitored by Challenge Advisers but driven by schools' own self-assessment). Support will be offered by effective providers within the schools' sector. This includes the support needed to improve practitioner and linguistic skills.</p> <p>Practitioner support is offered by programmes such as:</p> <p><u>Rhaglen Gwella Athrawon</u> <u>Assessment for Learning in Welsh Second Language Lesson</u> <u>Sector Leading Practice in Welsh Second Language</u> <u>Challenging the More Able and Talented (Welsh 2nd</u></p>	<p><u>Intensive Welsh Language Training (Intermediate Level)</u></p> <p>Leadership programmes for aspiring and experienced headteachers have also been developed. These were initially developed in English in association with the Institute of Education in London. The consortium is now looking at developing a similarly demanding Welsh medium programme; some WM practitioners have attended the IoE provision.</p>
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	<p><u>Planned Action</u> Welsh second language</p> <p>To identify the needs for training in methodology for those teaching in Welsh-medium schools the LA to continue to monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports and information received from the LA's Review and Development programme. (2014-17)</p> <p>The LA, in conjunction with CSCJES, to ensure that the Welsh in Education Grant (WEG) is used effectively to ensure that there are sufficient Welsh in Education Officers to provide specific training and mentoring support for teachers in Welsh-medium primary and secondary schools, to improve methodology. The LA / CSCJES will work in partnership to ensure effective strategic planning of the use of WEG grant. Evidence considered will include the following:</p> <ul style="list-style-type: none"> • Schools' annual performance reports; • Whole school and subject monitoring reports; • School self-evaluation, improvement and transition plans; • Foundation Phase, KS2 and KS3 performance data; • Estyn inspection reports (LA and schools) and publications. (2014-17)	<p><u>Language)</u></p> <p>Improved linguistic and methodological skills of practitioners in English-medium schools during 2014-17, as identified by audit.</p>	<p>The WEG is now part of the EIG. Standards and inspection results are continually monitored by the consortium in order to identify and address weaknesses and commission the required support to schools as necessary. Generally, schools that are categorised green or yellow (national categorisation system) identify and commission their own support (from hubs etc) based on their own identification of need; schools categorised red or amber will usually have the support brokered for them by their Challenge Adviser. Challenge Advisers are</p>
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			responsible for monitoring the progress of schools and signposting/brokering the required support.
	<p>Welsh in Education Officers will, by means of the following activities,</p> <ul style="list-style-type: none"> • work in partnership in order to raise standards in Welsh (second language) learning and teaching in the English medium nursery, primary and secondary schools of the five constituent authorities of CSC; • provide a scheduled programme of curriculum support and challenge for the above schools in order to further develop practitioners' skills and increase schools' capacity to deliver high quality Welsh medium literacy teaching and learning. <ol style="list-style-type: none"> 1. plan and deliver a targeted programme of support based on an analysis of performance data in order to meet prioritised school, LA and consortium needs including supporting practitioners responsible for teaching learners with additional learning needs (ALN). 2. contribute as appropriate to the development and delivery of a programme of continuous professional development, including the work of professional learning communities, in order to improve provision in schools and contribute to the raising of standards. 3. strengthen language continuity across and between key stages (Foundation Phase / KS2 / KS3 / KS4) through the promotion of transition arrangements. 4. provide mentoring for practitioners who have completed 		

	<p>Sabbatical Scheme language training courses.</p> <ol style="list-style-type: none"> 5. support schools in developing the reliability and validity of teacher assessment through the sharing of best practice in cluster moderation work. 6. support schools in promoting learners' use of the Welsh language outside the classroom. <p>CSCJES Program Manager for Welsh will provide an extensive linguistic training programme for teachers, which schools will be able to access via delegated WEG funds and which will include the following elements:</p>		
	<p>Welsh second language - Primary</p> <ul style="list-style-type: none"> • Intensive Welsh language skills development / methodology for practitioners • 5, 10 and 15 day intensive courses targeted at three levels of ability, to increase the number of teachers who have sufficient working knowledge of Welsh to teach it as a second language subject to pupils from Foundation Phase to the end of Key Stage 2 • Follow up courses for attendees. <p>Criteria for targeting schools to attend intensive Welsh language courses:</p> <ul style="list-style-type: none"> • Welsh in Education Officers' baseline assessments • KS2 Welsh second language teacher assessment results • ESTYN inspection reports • Individual school requests 		

	<ul style="list-style-type: none"> • Database of teachers' Welsh language skills • The role and responsibilities of the Welsh second language curriculum leader • Assessment of Welsh second language (package) • Developing learner profiles in Welsh second language across KS2/3 • Developing reading skills in Welsh second language in KS2 • Welsh language development / bilingualism across the curriculum (package) • Welsh language development / bilingualism for Headteachers • The use of ICT in Welsh second language development, including the use of the iPad in learning and teaching and the development of HWB (new digital learning platform for all 3-19 education establishments in Wales) • Welsh second language in special schools • Y Pod Antur (The Adventure Pod) • Developing Welsh outside the classroom – Urdd Gobaith Cymru centre WMC 		
	<p>Welsh second language - Secondary</p> <ul style="list-style-type: none"> • Welsh language skills development for practitioners (gloywi iaith) • Welsh second language teaching methodology • Welsh language development for TAs • Welsh language development / bilingualism for Headteachers • Developing learner profiles in Welsh second language across KS2/3 • The use of ICT in Welsh language development, including the use of the iPad in learning and teaching and the 		

	<p>development of HWB</p> <ul style="list-style-type: none"> • Welsh language development / bilingualism across the curriculum (package) • The role and responsibilities of the Welsh second language curriculum leader <p>(2014-17)</p>		
	<p><i>How will you identify needs for improved training in methodology for those teaching in Welsh-medium schools?</i></p>	<p>School self-evaluation, categorisation judgements, Challenge Adviser and WEO data and intelligence.</p>	
	<p><u>Planned Action</u></p> <p>To identify the needs for training in methodology for those teaching in Welsh-medium schools the LA to continue to monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports and information received from the LA's Review and Development programme. (2014-17)</p> <p>The LA, in conjunction with CSCJES, to ensure that the Welsh in Education Grant (WEG) is used effectively to ensure that there are sufficient Welsh in Education Officers to provide specific training and mentoring support for teachers in Welsh-medium primary and secondary schools, to improve methodology. The</p>		

	<p>LA / CSCJES will work in partnership to ensure effective strategic planning of the use of WEG grant. Evidence considered will include the following:</p> <ul style="list-style-type: none"> • Schools' annual performance reports; • Whole school and subject monitoring reports; • School self-evaluation, improvement and transition plans; • Foundation Phase, KS2 and KS3 performance data; • Estyn inspection reports (LA and schools) and publications. <p>(2014-17)</p>		
	<p>Welsh in Education Officers will, by means of the following activities,</p> <ul style="list-style-type: none"> • work in partnership in order to raise standards in Welsh (first language) learning and teaching in the Welsh medium nursery, primary and secondary schools of the five constituent authorities of CSC; • provide a scheduled programme of curriculum support and challenge for the above schools in order to further develop practitioners' skills and increase schools' capacity to deliver high quality Welsh medium literacy teaching and learning. <ol style="list-style-type: none"> 1. plan and deliver a targeted programme of support based on an analysis of performance data for schools in order to meet the Welsh medium literacy needs of prioritised schools, the LAs and the Consortium including supporting practitioners responsible for teaching learners with additional learning needs (ALN). 2. contribute as appropriate to the development and delivery of a programme of continuous professional development, including the work of professional learning communities, in 		

	<p>order to improve Welsh language / Welsh medium literacy learning and teaching methodologies across the curriculum.</p> <ol style="list-style-type: none"> 3. strengthen language continuity across and between key stages (Foundation Phase / KS2 / KS3 / KS4) through the promotion of transition arrangements. 4. support improvement in on-going late-immersion projects (Cardiff) 5. improve the language skills of Welsh-medium practitioners and to provide targeted support and mentoring for practitioners who have completed Sabbatical Scheme language training courses. 6. support schools in developing the reliability and validity of teacher assessment through the sharing of best practice in cluster moderation work. <p>support schools in developing the informal use of Welsh within Welsh-medium schools and promoting pupils' use of the Welsh language outside the classroom</p>		
	<p><i>How will you plan a targeted Welsh-language and Welsh-medium CPD programme in partnership with others? What strategic use will be made of the Welsh-language Consortium Co-ordinators? How will you ensure that the Welsh in Education Officers are utilised strategically for training and mentoring?</i></p>		
	<p><u>Current Performance</u></p> <p>CSCJES has since September 2012 assumed responsibility for providing an effective CPD programme across its five constituent member LAs. The Welsh in Education Officers provision has been reviewed at the time of establishing CSCJES and their role has evolved in order to challenge standards achieved by schools and provide suitable training and mentoring for teachers and learning support assistants.</p>		

	<p>The Welsh in Education Officers are line-managed by a senior Welsh in Education Officer. The aims of this team are to:</p> <ul style="list-style-type: none"> • raise standards of achievement in Welsh first and second language; • increase schools' capacity to deliver high quality teaching and learning in Welsh; and • improve strategies and methodologies for both first and second language teaching. <p>According to needs identified by schools, courses to be provided for primary and secondary teachers in Welsh first language, to support the development of their Welsh language skills. Activities provided by LiNKS (CSC) which schools will be able to access via delegated WEG funds:</p>		
	<p>Welsh first language – Primary / Secondary</p> <ul style="list-style-type: none"> • The Literacy Framework – accompanying activities including the literacy tests • Literacy across the curriculum • Developing Welsh language skills – speaking and listening, reading and writing (package) • 'Moving from Level 4 to 5' – making progress across the key stages • Welsh language skills development for practitioners (<i>gloywi iaith</i>) • The role and responsibilities of the Welsh curriculum leader • Assessment, including developing learner profiles in Welsh across KS2/3 • The use of ICT in Welsh language development, including the use of the iPad in learning and teaching and the development of HWB 		

	<p><i>How will you use the CPD programme to drive up standards in literacy/dual literacy? How many Professional Learning Communities are giving consideration to the improvement in Welsh (First and Second Language) and to Welsh-medium/bilingual methodologies?</i></p>		
	<p><u>Planned Action</u></p> <p>The LA to work in partnership with other LAs to ensure that the CSCJES CPD programme includes an appropriate range of training activities focusing on improving standards in reading, writing speaking and listening in Welsh across the curriculum. (2014-17)</p>	<p>100% of schools have access to a CPD programme that is focused on raising standards in Welsh during 2014-17.</p>	
	<p>WEG funding to be used effectively to support the establishment and development of Professional Learning Communities (PLCs) within schools and on a cluster and regional basis to share good practice and research innovative teaching strategies to support the raising of standards of literacy in Welsh. (2014-17)</p> <p>The LA to collaborate with its partners in the Central South Consortium, to deliver support for Welsh literacy development, in both first and second language contexts, in line with emerging WG policy and strategy for the improvement of standards of literacy. This work will be led and co-ordinated by the Program Manager for Welsh within CSCJES. The LA and CSCJES will ensure that support is targeted at those schools where the need is greatest in terms of pupils' standards and teachers' skills.</p>	<p>Professional Learning Communities (PLCs) established within the LA and across the Central South Consortium and focused on further developing and sharing good practice in respect of Welsh language and Welsh medium provision during 2014-17.</p> <p>Targeted support</p>	

	(2014-17)	impacts positively and raises standards in Welsh first and second language during 2014-17 (see targets above).	
	<p>The CSCJES includes brokering of the provision of additional support through advice, consultancy and training services that schools are able to purchase from their own delegated resources, in line with identified needs in their improvement plans. (2014-17)</p> <p>The LA and CSCJES will continue to evolve and develop the current service so that it can:</p> <ul style="list-style-type: none"> • support schools according to individual needs; • advise individual schools through discussions with key staff members on strategies to raise standards in Welsh second language and literacy skills; • focus on training and mentoring in the classroom e.g. through exemplar lessons and team teaching; • mentor classroom practitioners; • monitor provision and review pupils' progress; • evaluate provision in lessons and offer advice and support; • report on pupil standards and school provision. <p>(2014-17)</p>		Maximum take up of available places on the WG Sabbatical Scheme and support provided for previous attendees during 2014-17.
	<p>CSCJES provision will also ensure that additional support can be targeted appropriately, based on:</p> <ul style="list-style-type: none"> • pupils' standards of achievement; • classroom practitioners' language skills; 		

	<ul style="list-style-type: none"> • the presence of Newly Qualified Teachers (NQTs) and new subject leaders; • effectiveness of planning of provision for Welsh; • KS2-3 transition and the sharing of data. <p>(2014-17)</p> <p>The CSCJES strategic lead for Welsh will monitor, evaluate and report on the support provided by the Welsh in Education Team. (2014-17)</p>		
	<p><i>What is your plan to support a strategic and systematic take-up of the Welsh Government's Welsh-language Sabbatical Scheme courses (all levels) by teachers within your local authority?</i></p>		
	<p><u>Current Performance</u></p> <p>The LA has worked closely with the Welsh Government's Welsh-language Sabbatical Scheme administrators at Cardiff University to target teachers and teaching assistants in Bridgend's Welsh and English-medium schools who are motivated and would benefit from accessing the courses. The provision to date has had a very positive impact on schools and has been an important vehicle in raising standards and confidence of individuals in their delivery of Welsh, both as a first and second language.</p> <p>Allied to this, the team of Welsh in Education Officers at CSCJES consult and work closely with WG concerning the Sabbatical Scheme and all schools have been notified of this opportunity.</p>		<p>Increased number of attendees at Welsh-language courses by 10% during 2014-17.</p>

	<p><u>Planned Action</u></p> <p>The LA and schools will continue to support teachers who wish to attend the sabbatical training programme. The Welsh in Education Officers will identify suitable practitioners on an annual basis and refer to the Sabbatical Scheme. They will also provide follow up support for practitioners who have attended the programme. (2014-17)</p>																											
	<p><i>How many practitioners have attended Welsh-language courses as part of their induction/Early Professional Development?</i></p>																											
	<p><u>Current Performance</u></p> <p>The following table outlines the number of practitioners that have attended Welsh language courses organised by LiNKS as part of their continuous professional development during the 2013-14 financial year:</p> <table border="1" data-bbox="427 1114 1025 1375"> <thead> <tr> <th></th> <th colspan="2">Primary</th> <th colspan="2">Secondary</th> </tr> <tr> <th>Bridgend</th> <th>1st lang</th> <th>2nd lang</th> <th>1st lang</th> <th>2nd lang</th> </tr> </thead> <tbody> <tr> <td>Attendees</td> <td>0</td> <td>23</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td colspan="2">Total</td> <td colspan="2"></td> </tr> <tr> <th>Bridgend</th> <th>1st lang</th> <th>2nd lang</th> <td colspan="2"></td> </tr> </tbody> </table>		Primary		Secondary		Bridgend	1st lang	2nd lang	1st lang	2nd lang	Attendees	0	23	0	0		Total				Bridgend	1st lang	2nd lang			<p>Much of the support now delivered by hubs; evaluation of the programme/attendees etc currently being conducted.</p>	
	Primary		Secondary																									
Bridgend	1st lang	2nd lang	1st lang	2nd lang																								
Attendees	0	23	0	0																								
	Total																											
Bridgend	1st lang	2nd lang																										

	Attendees	0	23					
	<u>Planned Action</u>							
	CSCJES to continue to provide appropriate training to support NQT and EPD teachers. (2014-17)							
7.3 Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework <i>How many teaching assistants have attended the authority's Welsh-language courses?</i>								
	<u>Current Performance</u>							
	<p>The following table outlines the number of learning support assistants and teaching assistants that have attended Welsh language courses organised by LiNKS as part of their continuous professional development during the 2013-14 financial year:</p> <table border="1" data-bbox="427 1066 1227 1145"> <tr> <td>Welsh course for LSAA and Tas</td> <td>5</td> </tr> </table> <p><i>What elements of the work to support the teaching of Welsh and Welsh Second Language will be delivered at consortium level? What plans have you got to increase those elements and other aspects delivered by consortium?</i></p>				Welsh course for LSAA and Tas	5		
Welsh course for LSAA and Tas	5							

	<p><u>Current Performance</u></p> <p>CSCJES has been established on the premise that it will provide shared school improvement services, including the support for the teaching of Welsh and Welsh Second Language.</p> <p>Within Bridgend, the Continued Professional Development programme incorporates the School Effectiveness Framework by focusing on:</p> <ul style="list-style-type: none"> • driving up standards of literacy in Welsh; • improving learning outcomes and wellbeing for children and young people regardless of their socio-economic background; • reducing variation in the learning outcomes within and between classrooms and schools within the local authority and other members of the consortia; • raising standards in teachers' Welsh language skills through both LA initiatives and professional learning communities. 		
	<p><u>Planned Action</u></p> <p>The continued development of CSCJES to take full account of the need to provide appropriate challenge and support in order to secure improvement in standards in Welsh first and second language.</p> <p>The deployment of the Welsh in Education Grant to be planned strategically on a consortium wide basis.</p> <p>The Welsh in Education Grant to be deployed to support the achievement of the targets set within the WESP:</p>	<p>CSCJES provides challenge and support that secures school improvement during 2014-17.</p>	<p>Much of the support now delivered by hubs; evaluation of the programme/attendees etc currently being conducted.</p>

	<ul style="list-style-type: none"> • To improve standards in the teaching of Welsh first and second language across all Key Stages; • To improve levels of achievement of children and young people in Welsh first and second language across all Key Stages; • To continue to support children and young people receiving their education through the medium of Welsh at primary school level, as measured by the percentage of year 2 and year 6 pupils assessed in Welsh as a first language; • To support children and young people who continue to improve their language skills on transfer from primary to secondary school, as measured by the percentage year 6 and year 9 pupils assessed in Welsh first language; • To support children and young people studying for qualifications (general and vocational) through the medium of Welsh; • Raising standards in both pupils' and teachers' Welsh language skills through both LA initiatives and professional learning communities. • <p>It is expected that the <u>outputs</u> of activities supported by the WEG to include the following:</p> <ul style="list-style-type: none"> • headteachers and senior leadership teams will be proactive in the promotion of improving standards of learning and teaching in Welsh (first and second language) as measured by annual School Effectiveness Framework (SEF) self-evaluation reports and Estyn inspection framework. • teachers across all phases of learning will be confident in 	<p>Welsh in Education Grant used effectively to achieve all targets outlined in the WESP during 2014-17.</p>	<p>Prioritised Welsh language courses for all practitioners, including Support Officers, during 2014-17.</p>

	<p>their ability to teach Welsh (first and second language) to the full range of learners in their classes.</p> <ul style="list-style-type: none"> • teachers will use assessment to identify under-attaining and under-achieving pupils in Welsh-medium literacy and plan effective interventions to support these pupils. <p>PLC working and other networking activities will lead to practitioners further identifying and sharing good practice in Welsh language / Welsh-medium teaching and producing high quality language resources.</p> <p>Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework</p> <p>The five local authorities that make up the central south consortium have agreed a school improvement model based on school-to-school support.</p> <p>The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop school improvement service that <u>challenges and supports</u> schools in their work to raise standards and enables the local authorities to deliver their statutory responsibilities.</p> <p>The region has developed the Central South Wales Challenge (CSWC).</p> <p>In relation to improving outcomes in Welsh first and second language and fulfilling the requirements of the Welsh in Education Strategic Plan, WESP, this means:</p> <p>All schools in CSC are part of School Improvement Groups</p>		
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	<p>(SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement. These areas for improvement will include WM and WSL where the schools agree these to be a development area. Improvement hubs and specialist centres, based in schools and using the expertise of effective practitioners, offer programmes of support. CSC has established three Welsh medium hubs, 3 Welsh second language secondary school hubs to offer support across the region. A primary school Welsh second language hub is now planned.</p> <p>CSC is supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network. These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.</p> <p>In addition, two Welsh in Education Officers (WEOs) based centrally in the consortium work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy is also supported.</p> <p>Eight Welsh in Education Officers work within English medium schools supporting practitioners in promoting excellent standards of teaching and learning and literacy in Welsh second language. The WEOs also create a range of resources for use in schools;</p>		
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	these are housed on a dedicated website.		
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Section 3: Commentary and further notes

(no more than 500 words)

Numbers in each WM school by year group (as at January 2015):

	Bro Ogwr	Cwm Garw	Cynwyd Sant	Sgêr	Total
Nursery Pupils Rising 3				3	3
Nursery Pupils Rising 4	64	31	47	34	176
Reception	58	13	45	43	159
Year 1	47	23	46	26	142
Year 2	70	21	38	28	157
Year 6	40	13	36	26	115

Appendix 2: Number and percentage of pupils attending funded non-maintained Welsh-medium settings which provide the Foundation Phase and who transfer to Welsh-medium/bilingual schools (please note if information is unobtainable)

2014-15				
County	Name of Nursery	Number transferred to Welsh medium Education	% Transferred to Welsh medium Education	Notes
Bridgend	BRYNCETHIN	0	0.00%	Bryncethin Nursery closed down in September 2015
Bridgend	CYNWYD SANT	18	100.00%	
Bridgend	FLYING START LON Y	3	60.00%	
Bridgend	GWDIHW	5	50.00%	The nursery has set out a plan to promote Welsh medium Education with parents and they are working with the MM support officer, TYFU and the Ti a Fi officer to encourage parents to choose Welsh medium education.
Bridgend	NANTYMOEL	0	0.00%	The closest Welsh language school is about 10 miles away and Nantymoel is a very deprived area where many families do not have transport to take their children to School. The Nursery has received a lot of support from MM officers during the year, including help with language, story sessions with parents, and intensive support from the #cychwyncadarn campaign. Mudiad Meithrin will continue to work with the cylch in order to increase progression.
Bridgend	PENCOED	24	52.17%	
Bridgend	PLANT BACH SARN	13	52.00%	

				There is still no Welsh medium School in Porthcawl, but there are four English medium schools nearby. Parents tend to choose Cylch Meithrin Porthcawl as it is the only child care provision in the area. The nursery has had intensive support from the the #cychwyncadarn campaign and the staff have had training on how to promote the advantages of Welsh medium education. There is also work to be done regarding co-operation with Ysgol y Ferch o'r Sger and the Cylch to ensure close contact and effective co-operation. The progression from the Cylch Ti a Fi to the Cylch Meithrin is strong, but parents choose to send their children to the English medium schools because they are closer.
Bridgend	PORTHCAWL	1	3.57%	
Bridgend	TABERNACL	11	57.89%	
Bridgend	Y DIWLITH	16	84.21%	
Bridgend	Y SGER	32	88.89%	

Appendix 3: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

Total number of pupils in Welsh-medium and bilingual primary schools	Total number of pupils transferring to Welsh-medium/bilingual secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
1145 (Total)	111	
115 (Year 6)	106	92%

Appendix 4: Attainment and performance in Welsh Second Language

Appendix 4: Attainment and performance in Welsh Second Language

(This information should be provided at LA level)

Year 2015:

Key Stage 2

	Number of pupils	Pupils in KS2 cohort	Percentage of pupils	Cohort of Welsh Second Language	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2	820	1504	54.52	1146	71.55

Key Stage 3

	Number of pupils	Pupils in KS3 cohort	Percentage of pupils	Cohort of Welsh Second Language	Percentage achieving Level 5
Teacher assessment in Welsh Second Language at the end of Key Stage 3	1241	1636	75.86	1526	81.32

Points to note:

Tables completed using the same method as used to populate the 2013 tables that was included in the document received

Number of pupils Is the number of pupils achieving the expected level.

Percentage of pupils: Is the number of pupils achieving the expected level divided by the total cohort of pupils in the key stage

Percentage achieving Level

4: Is the number of pupils achieving the expected level divided by the total cohort of pupils with Welsh Second language results

Foundation Phase - LCW

Page 33

Cohort	O5+	O6+	%O5+	%O6+
153	146	61	95.42%	39.87%

Key Stage 2 - Welsh First Language

Cohort	L4+	L5+	%L4+	%L5+
114	108	40	94.74%	35.09%

Key Stage 2 - Welsh Second Language

Cohort	L4+	L5+	%L4+	%L5+
1146	820	158	71.55%	13.79%

Key Stage 3 - Welsh First Language

Cohort	L5+	L6+	L7+	%L5+	%L6+	%L7+
110	96	49	13	87.27%	44.55%	11.82%

Key Stage 3 - Welsh Second Language

Cohort	L5+	L6+	L7+	%L5+	%L6+	%L7+
1526	1241	638	235	81.32%	41.81%	15.40%

Foundation Phase - LCW

	% Level 05+	% Level 06+
2011-12	87.33	16
2012-13	91.97	27.74
2013-14	91.37	31.65
2014-15	95.42	39.87

Key Stage 2 - Welsh first language

	% Level L4+	% Level L5+
2011-12	88.46	21.54
2012-13	93.41	37.36
2013-14	90.48	30.95
2014-15	94.74	35.09

Key Stage 3 - Welsh first language

	% Level L5+	% Level L6+	% Level L7+
2011-12	81.82	46.46	17.17
2012-13	82.14	36.9	8.33
2013-14	89.11	42.57	7.92
2014-15	87.27	44.55	11.82

Key Stage 2 - Welsh second language

	% Level L4+	% Level L5+
2011-12	50.7	4.55
2012-13	60.6	10.07
2013-14	63.5	14.1
2014-15	71.55	13.79

Key Stage 3 - Welsh second language

	% Level L5+	% Level L6+	% Level L7+
2011-12	68.12	25.86	5.64
2012-13	74.24	30.34	8.07
2013-14	79.39	37.67	14.48
2014-15	81.32	41.81	15.4

672KS4 (provisional)
GCSE - Welsh first language,
language

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
73	73	1617	5	56	73	6.85%	6.85%	0.31%	76.71%	76.71%	3.46%	100.00%	100.00%	4.51%

GCSE - Welsh second language, full course

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
620	620	1617	181	485	617	29.19%	29.19%	11.19%	78.23%	78.23%	29.99%	99.52%	99.52%	38.16%

GCSE - Welsh first language, literature

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
49	49	1617	8	40	49	16.33%	16.33%	0.49%	81.63%	81.63%	2.47%	100.00%	100.00%	3.03%

GCSE - Welsh second language, short course

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
869	869	1617	108	555	853	12.43%	12.43%	6.68%	63.87%	63.87%	34.32%	98.16%	98.16%	52.75%

Points to note:

Provisional data using the 672KS4 data supply
Pupils Included and Excluded results used

The cohort figure used in the tables above is the cohort of pupils aged 15 as at January PLASC 2015 (SSSP)

**Appendix 5:
Ysgol Y Ferch O'r Sger Corneli
Projections Jan 2015-2023**

Year	N1 Age 2 - 3	N2 Age 3 - 4	R Age 4 - 5	1 Age 5 - 6 91%	2 Age 6 - 7 96%	3 Age 7- 8 100%	4 Age 8 - 9 94%	5 Age 9 - 10 97%	6 Age 10 - 11 99%	Total 2-11	Total 4-11	Total New Build	Total New Pupils	Revised Total 2-11	Revised Total 4-11
2010		33	36	26	30	25	22	14	17	203	170				
2011		33	42	34	28	30	25	21	16	229	196				
2012		30	32	40	33	27	30	27	21	240	210				
2013		30	31	28	35	33	26	29	27	239	209				
2014	2	42	29	30	30	36	33	26	28	256	212				
2015	3	34	43	26	28	29	31	31	26	251	214				
2016	2	34	35	39	25	28	27	30	31	251	215				
2017	2	34	36	32	38	25	26	26	30	249	213				
2018	2	34	35	33	31	38	23	26	26	248	212				
2019	2	34	34	32	31	31	35	23	25	247	211				
2020	2	34	35	31	31	31	29	34	23	250	214				
2021	2	34	35	32	30	31	30	28	34	256	220				
2022	2	34	35	32	31	30	29	29	28	250	214				
2023	2	34	35	32	31	31	28	28	28	249	213				

Appendix 6:

The role of the Central South Consortium (CSC): (This section will need to be inserted into the main body of the table prior to sending to Welsh Government)

The Central South Consortium is a Joint Education Service (CSCJES) for five local authorities:

- Bridgend
- Cardiff
- Merthyr Tydfil
- Rhondda Cynon Taff
- Vale of Glamorgan

The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop school improvement service that challenges and supports schools in their work to raise standards and enables the local authorities to deliver their statutory responsibilities.

School support in CSC is now delivered through Central South Wales Challenge (CSWC) model.

The support model

All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools; they then commission the required support to effect improvement. These areas for improvement will include Welsh medium and/or Welsh second language provision where schools agree these to be a development area. Improvement hubs and specialist centres, based in schools and using the expertise of effective practitioners offer the programmes of support. CSC has established three Welsh medium hubs and three Welsh second language secondary school hubs to offer support across the region. A primary school Welsh second language hub is now planned.

In addition to the SIG improvement groups, CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network. These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.

Two Welsh in Education Officers (WEOs) are based centrally in the consortium to work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy is also supported.

Eight Welsh in Education Officers work within English medium schools supporting practitioners in promoting excellent standards of teaching and learning and literacy in Welsh second language. The WEOs also create a range of resources for use in schools; these are housed on a dedicated website.

Information relating to the planned programme of events within the Welsh medium hub schools and the Welsh second language hubs can be found on the CSCJES website (DevelopmentDeck).

This support is accessed/requested directly by schools or is offered in response to requests of Challenge Advisers who monitor schools across the region.

CSC has seen improved outcomes across all Key Stages in all five authorities; most of the improvement has been more than the national average.

Welsh in Education Strategic Plan (WESP) 2015-18

CONSULTATION

ALL	
All Schools	
Chair of Governors for all schools	
Neighbouring Authorities	Vale of Glamorgan Council c1v@valeofglamorgan.gov.uk Rhondda Cynon Taff customerservices@rctcbc.gov.uk Neath Port Talbot County Borough Council contactus@npt.gov.uk Cardiff County Council c2c@cardiff.gov.uk Merthyr Tydfil County Borough Council customer.care@merthyr.gov.uk Caerphilly County Borough Council info@caerphilly.gov.uk
Diocesan Director of Schools and Colleges	Anne Robertson
Diocesan Director of Education (Church in Wales)	Rev Edwin Counsell
Estyn	enquiries@estyn.gov.uk mark.campion@estyn.gov.uk
Joint Education Services (JES)	Tina.davies@cscjes.org.uk
Regional Transport Consortium (SEWTA)	Kevin Mulcahy (Group Manager, Highway Services) – kevin.mulcahy@bridgend.gov.uk
Communities First Partnership	Lynne Berry (Partnerships and Integration Manager) Lynne.berry@bridgend.gov.uk
Nursery provision, any independent providers	Non Maintained Settings
Flying Start	Tina Haddon (Flying Start Manager) – tina.haddon@bridgend.gov.uk
People's Partnership	Mark Lewis (Partnership Manager) – mark.lewis@bridgend.gov.uk
Mudiad Ysgolion Meithrin	post@meithring.co.uk
Wales Pre-School Playgroup	info@walesppa.org

Bridgend College	enquiries@bridgend.ac.uk
Welsh Language Commissioner	post@welshlanguagecommissioner.org
Welsh Education Forum Members	



Llywodraeth Cymru
Welsh Government

**Y Grŵp Addysg a Gwasanaethau Cyhoeddus
Education and Public Services Group**

Your ref:

Our ref:

Deborah McMillan
Corporate Director – Education & Transformation
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

13 April 2016

Dear Deborah

REVISED WELSH IN EDUCATION STRATEGIC PLAN 2014-17: MODIFICATIONS

Thank you for sending your revised plan with the modifications we requested. We have now reviewed your plan and I am pleased to tell you that your plan is approved.

You should now publish and implement your plan. You may be aware that we are now entering a new planning cycle spanning 2017-2020. We expect a new plan from you by 20 December 2016. We will be in touch with you shortly regarding the arrangements for this next phase.

Yours sincerely

**Catrin Jones
Head of Welsh in Education Planning Branch**

Uned y Gymraeg mewn Addysg
Welsh in Education Unit
Sarn Mynach
Cyffordd Llandudno Junction
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LL31 9RZ

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN): OUTCOME OF CONSULTATIONS ON PROPOSAL FOR CHANGES TO PIL 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 close the moderate learning difficulties (MLD) learning resource centre provision at Pil Primary School.

2. Connection to Corporate Improvement Plan / Other Corporate Priorities

- 2.1 These proposals are related to the Corporate Plan (2016-2020) and the Education Inclusion Programme and, in particular, in the Corporate Plan Improvement priority one

- Smarter use of resources.

3. Background

- 3.1 These proposals also relate to the Educational Inclusion Strategy 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 There has been a successful programme of work undertaken by the Inclusion Service in training staff in schools to support pupils with moderate learning difficulties. Staff are now better equipped to identify needs at an earlier stage and support pupils with moderate learning difficulties through a differentiated curriculum in mainstream classes, rather than placing children with these difficulties in a separate unit. However, there is also sufficient alternative provision within the County Borough for those pupils with moderate learning difficulties (MLD) who are unable to sustain a place in a mainstream class and need to make use of a separate learning resource facility.
- 3.3 The Council supports the principles that, when possible, children should be educated within a mainstream school environment as near to their home as possible.
- 3.4 A thorough analysis of the current data and also of the projections of numbers of children requiring MLD provision indicated that the current MLD provision in Pil

primary was surplus to requirements and would continue to be surplus to requirements for the projectable future.

4. Current situation / proposal

- 4.1 In order to progress a proposal to close the MLD resource centre at Pil Primary School consultation exercises were carried out between 16 March 2016 and 28 April 2016 with staff, governors, parents and pupils of Pil 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/pil-primary-consultation.aspx>

<http://www1.bridgend.gov.uk/cy/gwasanaethau/ymgynggori/hub/ysgol-gynradd-y-p%C3%AEI-ymgynggori.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 proposals which would need to be published for a period of 28 days and any formal written objections would be invited during this time.
- 4.5 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. 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. Impact Assessments

6.1 Community Impact Assessment

There is no negative impact on the community.

6.2 Equality Impact Assessment

The Council has a duty to consult and fully consider the implications of any proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.

An initial EIA was undertaken. The full EIA can be found in Appendix (xii). 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 the MLD Learning Resource Centre at Pil 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.

8. Recommendations

8.1 Cabinet is recommended to:-

- note the outcome of the consultation with interested parties as detailed in the attached Consultation Report . The Consultation Report can be found at Appendix 1;
- approve the attached Consultation Report for publication;
- authorise the publication of a Statutory Public Notice on the proposal;

Deborah McMillan
Corporate Director – Education and Family Support

Contact Officer: Michelle Hatcher

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

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Angel Street
Bridgend
CF31 4WB

Appendices:

Appendix 1	Consultation Report
Appendix (i)	Consultation Meeting with School Council
Appendix (ii)	Consultation Meeting with Parents
Appendix (iii)	Consultation Meeting with Staff
Appendix (iv)	Consultation Meeting with School Governors
Appendix (v)	Estyn response
Appendix (vi)	Quality and Standardisation, National Categorisation School Report 2015 / 2016 - Corneli Primary School
Appendix (vii)	Quality and Standardisation, National Categorisation

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)

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

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- 3.2 There has been a successful approach by the Inclusion Service in training staff in schools to support pupils with moderate learning difficulties. Staff is far better equipped to identify needs at an earlier stage and support pupils with moderate learning difficulties through a differentiated curriculum in mainstream classes, rather than placing children with these difficulties in a separate unit. However, there is also sufficient alternative provision within the County Borough for those pupils with moderate learning difficulties who are unable to access mainstream classes and need to make use of a separate learning resource facility.
- 3.3 The Council supports the principles that, when possible, children should be educated within a mainstream school environment as near to their home as possible.

4. Current situation / proposal

- 4.1 In order to progress the proposal to close the moderate learning difficulties (MLD) learning resource centre at Pil Primary School consultation exercises were carried out between 16 March 2016 and 28 April 2016 with staff, governors, parents and pupils of Pil Primary School and also the wider community in accordance with the Statutory School Organisation Code.

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- 4.4 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.
- 4.5 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 Written Presentations

- 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 Pil Primary School Council met with BCBC representatives on 22 March 2016 to discuss the proposal. (Full details can be found in Appendix i)
The Local Authority response is as follows:
- 5.3 Pupils raised questions regarding what will happen to the one pupil in the class; the other pupils who access the class and why Pil was chosen.

The Local Authority response is as follows:

- 5.4 It was explained that the one pupil would have support from Cynffig Comprehensive in September on transition to secondary School and the other pupils could receive support from the Inclusion Service as not all schools have a MLD class. It was highlighted that Pil was chosen based on data; need and where pupils live.

Parent Consultation

- 5.5 A consultation meeting was held for parents and interested parties to discuss the proposal with BCBC representatives at Pil Primary School on 22 March 2016. (Full details can be found in Appendix ii)

The Local Authority response is as follows:

- 5.6 Parents expressed a desire for the class to remain because of the possibility of their child attending.

The Local Authority response is as follows:

- 5.7 An explanation was given to the parents regarding that there is only one pupil in the class currently who will transition to Secondary School in September 2016.

School Staff Consultation

- 5.8 A consultation meeting was held with Pil Primary School staff on 22 March 2016 (Full details can be found in Appendix iii)

The Local Authority response is as follows:

- 5.9 Staff raised questions regarding the selection of Pil; the resource being used by other pupils and the change in criteria.

The Local Authority response is as follows:

- 5.10 It was explained that the selection of the MLD class to close at Pil was based on data and that there were still places available across the locality.

- 5.11 It was emphasised that the Inclusion Service provided support and attendance at the ALN Request for Help meetings was encouraged.

- 5.12 An explanation was given regarding the fact that criteria had been looked at carefully and that it was appropriate in line with other local authorities.

Governing Body Consultation

- 5.13 A consultation meeting was held with Pil Primary School on 22 March 2016 (Full details can be found in Appendix iv)

The Local Authority response is as follows:

- 5.14 The governor asked a question around staffing.

The Local Authority response is as follows:

5.15 Procedures were explained by HR.

Summary of Written Presentations

5.16 There were 2 items of direct correspondence received during the consultation period.

5.17 The one respondent stated that they would like to see the moderate learning difficulties remain open as their child and other children would benefit from this class

5.18 The local authority's response to this would be that the Inclusion service provides support for pupils and training for school staff. Not all schools have a MLD class.

5.19 The other respondent stated that the reason for the decline in MLD provision is as a result of the change in criteria for MLD classes.

5.20 In response to this comment criteria had been looked at carefully and it is appropriate and in line with other local authorities

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 (v).

6.2 It is Estyn's opinion that they are not able to assess with sufficient rigour the likelihood of the proposal to maintain the standard of education provision in the area. This is because the proposal does not provided sufficient information about pupil standards and the quality of provision and leadership in the two schools to which the local authority proposes to send pupils with learning difficulties from Pil Primary School.

6.3 As a response to this comment the National Categorisation School Reports for Corneli and Cefn Cribwr Primary Schools are attached at Appendix (vi) and Appendix (vii). The moderate learning difficulties classes have been in existence in both schools for several years.

6.4 Estyn states that the proposer has given a clear rationale for the proposal, based on the very few pupils currently in the resource class, and the apparent availability of places in similar classes in other schools in close proximity.

6.5 The comment from Estyn regarding disadvantages to the proposal is that the local authority makes no broader consideration of possible disadvantages, such as increased travel times for pupils

6.6 The local authority's response to this would be that Pil Primary, Cefn Cribwr Primary and Corneli Primary are within a 2 mile radius.

6.7 Estyn comments that when considering future provision, the proposal considers only the number of places that may be available to pupils from Pil Primary in other local resource classes in September 2016, and not beyond. It

is therefore not possible to assess whether there will be sufficient places for pupils from Pil Primary in these other resource classes beyond this date.

- 6.8 In response to this comment there is prediction data attached at Appendix(viii)
- 6.9 Estyn states that the local authority has considered suitably the impact of learner travel arrangements at the current time.
- 6.10 In response to Estyn regarding the fact that the Local Authority has not considered the accessibility of out of hours, extra-curricular activities. The local authority does not provide transport for any child for out of hours or extra-curricular activity.
- 6.11 Estyn comments that the proposal does not create further surplus places in any of the schools named. However, it does reduce the number of places for pupils with moderate learning difficulties in the local area.
- 6.12 The local authority's response to this would be that 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, rather than placing children with these difficulties in a separate unit.
- 6.13 It is Estyn's view that the proposal deals exclusively with learners from vulnerable groups. As projected numbers appear to indicate that there will be no learners in the resource class at Pil Primary School next year, the local authority assumes suitably that there will be no significant impact on vulnerable learners.
- 6.14 As there will be no learners in the resource class at Pil Primary from the end of this academic year, it would appear that there would be no disruption to learners in the short term.

7. Impact Assessments

7.1 Community Impact Assessment

There is no significant negative impact on the community.

7.2 Equality Impact Assessment.

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

8. Financial Implications

- 8.1 There are projected full year savings of £45,000 from the closure of the MLD Learning Resource Centre at Pil Primary School.
- 8.2 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.

9. Statutory Process in Determining Proposals

9.1 Provisional Timetable:

10 May 2016	Report to Cabinet on the outcomes of the consultation.
24 May 2016	Publish Consultation Report on BCBC website, hard copies of the report will be available on request.
25 May 2016	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.
22 June 2016	End of Public Notice period. Cabinet will consider any objections and make decision based on all the information available.
1 September 2016	Potential Implementation

Hard copies of this report are available on request.

Contact Officer: Anne Whittome

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Bridgend County Borough Council
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CF31 4AR

**Consultation Meeting with
 School Council
 Re. Proposal to change the
 Provision for Pupils with Additional
 Learning Needs (ALN) at Pil Primary
 School
 22 March 2016 - 2.30pm**

Present: Michelle Hatcher Group Manager - Inclusion Service
 Headteacher – Pil Primary
 1 Teacher
 Members of School Council

Michelle Hatcher 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

What about all the pupils in the class?

Not all schools have a MLD class. There is a checklist that we have to use to place pupils in a class. The school has used the resource to support the pupils in school but not all schools have a class to be able to do that.

Why this one at Pil Primary School?

It is based on data and on need and where pupils live. There should be 15 pupils in a class. There is currently 1 pupil. If the class closes, the money will be used to support pupils with needs in a different way.

Will you change your mind?

There is a process that has to be followed. A cabinet report will be written based on the facts. I don't make the final decision; Cabinet makes that decision.

What is the point in closing the class down? Pupils are happy doing extra things in the class.

Other schools do not have the class. They support pupils in different ways. There is only one pupil here that has met the criteria to be in the class and that pupil is moving to Secondary School in September.

What if somebody came in September?

All the applications are already in for September. There are still 10 spaces left in Corneli and Cefn Cribwr Primary Schools.

What will happen to the one pupil in the class?

The one pupil is in Year 6 and will have support in Cynffig Comprehensive School. There are similar classes in Cynffig School to be able to support that pupil.

**Consultation Meeting with
 Parents
 Re. Proposal to change the
 Provision for Pupils with Additional
 Learning Needs (ALN) at Pil Primary
 School
 22 March 2016 - 5.30pm**

Present: Michelle Hatcher Group Manager - Inclusion Service
 Julie Jones, Senior HR Advisor
 Headteacher – Pil Primary School
 1 School Governor
 2 Parents

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

Questions/Issues

We want the MLD class to stay here for when our child moves up in the school.

We want our child to stay in this school as she may be able to remain in this school and access MLD provision.

Answer/Comments

There is only 1 pupil in the class. Pupils need to meet the criteria. Other schools do not have MLD classes. Support from the Inclusion Service is provided. Individual need is important.

An offer was made to parents to meet to discuss their child's individual needs outside of the meeting.

**Consultation Meeting with
 Staff
 Re. Proposal to change the
 Provision for Pupils with Additional
 Learning Needs (ALN) at Pil Primary
 School
 22 March 2016 - 3.30pm**

Present: Michelle Hatcher Group Manager - Inclusion Service
 Julie Jones, Senior HR Advisor
 Headteacher – Pil Primary
 11 Members of Staff
 Unions: Neil Birkin - GMB
 St John Redmond - NUT

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

Questions/Issues

Sad moment. Class running 25 years. Saw remarkable job done. Pil is a challenging area. The teacher has been with the class for many years. Things have to move forward, I understand. Is it all or selective MLD with this exercise?

A final point. A child in need. The school are now using resources here and will they now be integrated into regular classes?

I am concerned about how pupils would cope outside of the MLD class and the shift in criteria. We know pupils are not in there officially and we know pupils out there who should meet criteria. The children who do meet criteria. It is parental choice to keep a child in this school. We have built up trust with

Answer/Comments

The decision has been based on data. Needed to be sure of data for September, There is one pupil in the class. We do recognise the good work but need to look at need across the authority. The process started with the facts and figures. There are still available places across the locality having received all applications.

The school can use the services available within Inclusion. The ALN request for help meetings encourage schools to attend to discuss needs and the service will support. There are services to support so the right person from the school goes with information and a professional makes determination.

The criteria has been looked at carefully and has been set. If pupils are not being supported – need to look at it. The criteria is appropriate for pupils to go in and is in line with other authorities. Please call on Inclusion services. We are here to support.

parents. The pressure put on every one of the teachers is immense.

We do. When every hour of support is taken up with that pupil, you can say that support is taken away from other pupils.

Possible rise in referrals for behaviour support. Permanent exclusions could rise. I feel that if pupil has been in MLD, they wouldn't have been excluded.

Does Corneli have Foundation Phase provision? Need to look at school's Foundation Phase into KS2, so pupils are settled and school life is continuous. Losing pupils we are not going to see them through transition.

Every school I would say, need a provision from Foundation Phase to KS2.

What has Corneli got?

If you have identified Corneli, you need to put it through Foundation to KS2. Cefn has capacity for 15?

There are similar schools in the area who don't have MLD provision either. I need to look at the whole as a local authority on a needs basis. I meet with the ALNCos on a termly basis.

It is not just Pil, it's across the authority. There is an increase in exclusions. I can't say there has been an increase in behaviour referrals from a school where a MLD class has closed. There is increased provision. Behaviour and Wellbeing team now come under The Bridge. There is KS2 at The Bridge.

This is not a money saving exercise. This resource will be used across the services. We need to look at Foundation Phase and Nurture. We are currently funding £45k for one pupil in the MLD class at Pil Primary School.

There are 10 spaces spare in September. It is continuously looked at and difficult to predict future need.

**Consultation Meeting with
School Governors
Re. Proposal to change the
Provision for Pupils with Additional
Learning Needs (ALN) at Pil Primary
School
22 March 2016 - 4.30pm**

Present: Michelle Hatcher Group Manager - Inclusion Service
Julie Jones – Senior HR Advisor
Headteacher – Pil Primary
T House (Vice Chair)

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

Questions/Issues

If there is only one child in the unit, what would happen to the Teacher?

Answer/Comments

This would be dealt with via an agreed process. Letters have gone out to all staff asking for interest in voluntary redundancy and only one response has come back so far. The Governing Body is part of this process so the relevant committee will be involved.

Estyn's response to the proposal to change the provision for pupils with additional learning needs at Pil 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 Consortia, which deliver school improvement services to the schools within the proposal.

Introduction

The proposal is by Bridgend County Council.

The local authority proposes to close the resource class for pupils with moderate learning difficulties at Pil Primary School.

Summary/ Conclusion

Estyn is not able to assess with sufficient rigour the likelihood of the proposal to maintain the standard of education provision in the area. This is because the proposal does not provide sufficient information about pupil standards and the quality of provision and leadership in the two schools to which the local authority proposes to send pupils with learning difficulties from Pil Primary School.

Description and benefits

The proposer has given a clear rationale for the proposal, based on the very few pupils currently in the resource class, and the apparent availability of places in similar classes in other schools in close proximity.

The proposer sets out advantages for the proposal in terms of financial savings only, and does not considered well enough other, wider benefits. The local authority does not consider the disadvantages of the proposal well enough. It states only that, 'There will not be a separate MLD unit that can accommodate 15 pupils at Pil Primary School'. It makes no broader consideration of possible disadvantages, such as increased travel time for pupils.

The local authority appears to consider the risks associated with the proposal suitably, and makes appropriate comment on how the risks may be minimised. However, when considering future provision, the proposal considers only the number of places that may be available to pupils from Pil Primary in other local resource classes in September 2016, and not beyond. It is therefore not possible to assess whether there will be sufficient spaces for pupils from Pil Primary in these other resource classes beyond this date.

The local authority has considered suitably the impact of learner travel arrangements at the current time. However, while the proposal does state that the local authority will provide travel for eligible pupils to resource classes in other schools; it does not appear to have considered the possible impact of travel on this vulnerable group of learners. For example, would they be able to access out of hours, extra-curricular activities?

The proposal does not create further surplus places in any of the schools named. However, it does reduce the number of places for pupils with moderate learning difficulties in the local area.

The local authority has taken sufficient account of the impact of the proposal on Welsh medium provision. This would appear to be negligible, as none of the schools mentioned in the proposal teaches Welsh as a first language, and all teach Welsh as a second language.

Educational aspects of the proposal

The proposer does not consider the impact of the proposal on the quality of outcomes, provision and leadership and management sufficiently well. Neither does the local authority consider the likely impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and key stage 2 well enough. This is because, while the report considers in good detail each of these elements in Pil Primary School, the local authority provides no information on the two other schools to which it proposes to send pupils with learning difficulties from Pil Primary in the future.

The proposal deals exclusively with learners from vulnerable groups. As projected numbers appear to indicate that there will be no learners in the resource class at Pil Primary School next year, the local authority assumes suitably that there will be no significant impact on vulnerable learners.

However, as pupils' standards and the quality of provision and leadership in the two other schools are unknown, Estyn is not able to consider the impact of the proposals on this vulnerable group of learners in future years well enough.

As there will be no learners in the resource class at Pil Primary from the end of this academic year, it would appear that there would be no disruption to learners in the short term.

Quality and Standardisation Group

Grŵp Ansawdd a Safoni

National Categorisation School Report 2015 / 2016 (Provisional pending National Verification)

Quality Assurance	
Reg. Mod	
Nat. Ver	

School:	Corneli Primary School
Region:	Central South Consortium (CSC)

Step 1 - Standards

Based upon the National Categorisation for standards the school is in standards group: 3

School Context

- The percentage of pupils eligible for free school meals (e-FSM) in 2014-2015 was 30.2%, (local authority (LA) 21.2%, Wales 19.6%) compared with 30.45% in 2013-2014, when the school moved from group 5 to group 4, and 32.78% in 2012-2013.
- The school houses a 14 place learning resource base (LRB) in key stage 2 for pupils with moderate learning difficulties.
- The percentage of pupils with a special educational need (SEN) both at school action (18.7%) and school action plus (17.5%) is higher than local and national averages.
- There were 37 pupils in the Year 2 cohort and 55 pupils in Year 6.

Key Strengths

The challenge adviser agrees with the school's self-evaluation and analysis of performance which identifies the following:

- In the Foundation Phase, pupils who have been at the school from entry until the end of the key stage, make good progress against their on-entry baseline scores at both the expected level and expected level plus 1, (47% of pupils had scores below the expected range at baseline while 92% achieved outcome 5+, and 8% of pupils had scores above the expected range at baseline while 27% achieved outcome 6). Performance has improved in the Foundation Phase outcome indicator (FPOI) over the last 4 years.
- In key stage 2, disaggregated data shows that performance has improved in English and the core subject indicator (CSI) over the last 3 years. Performance of more able pupils (L5) has improved in English and mathematics.
- Pupils with SEN in both key stages, including those in the LRB, make good progress against their prior attainment.
- The gap in attainment between e-FSM and non FSM pupils has closed at Foundation Phase and reduced at key stage 2.

Areas for further improvement

The School has, correctly, identified the following areas for improvement which senior leaders, governors and the challenge adviser agreed represented areas for improvement:

- The pace of improvement in mathematics has been slower than that in English and performance in mathematics, particularly of girls in Foundation Phase and boys in key stage 2 is not strong enough.
- Performance at higher levels, as indicated in national test outcomes and teacher assessment outcomes, and particularly in science, (a drop from 40% in 2012 to 21% in 2015) is not strong enough.
- While attendance has improved slightly (by 0.8% to 93.6%), the school has fallen to the fourth quartile.

The challenge adviser also highlighted other areas where performance is not yet strong enough:

- In the Foundation Phase, standards in language, literacy and communication (LLC), mathematical development (MD) and the FPOI have remained static with no improvement over the last three years.
- The performance of e-FSM pupils is lower than that of non-FSM pupils in LLC and the FPOI at O5+ and in all areas at O6. Underperformance of e-FSM pupils is greater at higher levels.
- In Key Stage 2, the performance of e-FSM pupils is lower than that of non-FSM pupils year on year at both L4+ and L5, and, while the gap has reduced, it remains too wide.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is C because:

Key strengths in leadership and teaching and learning

- Self-evaluation is thorough and leaders and staff are clear about the priorities that need to be addressed.
- Most staff have a shared understanding of the characteristics of excellent and good teaching.
- Teachers have improved their analysis of attainment data to identify specific areas of weakness and they plan strategies accordingly.
- Strong progress has been made in challenging and engaging all learners, particularly the more able; for example, in pupils' extended writing.
- All teachers have undertaken a termly self-evaluation of their teaching skills and identified areas to improve. Monitoring evidence shows all lessons observed were judged to be good or better.
- Coaching triads are beginning to have a positive impact on outcomes; for example, Foundation Phase teams have worked closely together to develop shared learning zones.
- Well-led by the chair, governors have a good understanding of the school's strengths and areas for improvement.
- Leaders and staff demonstrate commitment to, and engagement with, action planning for improvement.

Areas for improvement

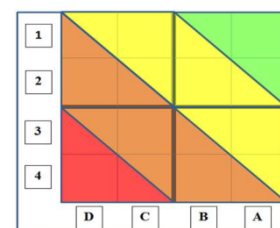
- The identification and sharing of effective practice are in early stages of development and are not yet systematic enough.
- The senior leadership team does not yet use data well enough to identify whole school strategic priorities or to evaluate their actions.
- While members of the senior leadership team are beginning to hold teachers more accountable for the progress of pupils in their classes, their role in raising standards is underdeveloped.
- While a high priority is given to performance management and staff development, professional development activities are not always linked closely enough to school improvement priorities.
- There are undue variations across the school in the quality and quantity of pupils' work, the implementation of assessment strategies and provision in the Foundation Phase.

Estyn judged the school to have made insufficient progress in relation to the recommendations following the core inspection in June 2014, and it is to remain in Estyn monitoring for a further six months.

An action plan is in place to address all areas for improvement

Evidence scrutinised to make the judgement

- Governors' evaluation against categorisation matrix
- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets
- National literacy and numeracy test data
- The school's self-evaluation report
- The school's improvement plan
- The school's Estyn follow-up report from September 2015
- The challenge adviser's previous school improvement report, notes of school visit and progress reports.
- Notes of visits to the school



Exceptions have been applied: No

Step 3 – Support Category

The support category for the school is judged to be amber.

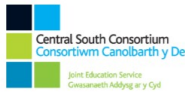
The new senior leadership team are open to challenge and are fully engaged with external support.

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions applied
3	C	Amber	No

The judgements at Step 2 and Step 3 are provisional until national verification has been completed.

This categorisation report will be shared with Governing Body after the national verification meeting on: 7th and 8th January 2016



Llywodraeth Cymru
Welsh Government



ADEW

Quality and Standardisation Group

Grŵp Ansawdd a Safoni

National Categorisation School Report 2015 / 2016 (Provisional pending National Verification)

Quality Assurance	
Reg. Mod	
Nat. Ver	

School:	Cefn Cribwr Primary School
Region:	Central South Consortium (CSC)
Challenge Adviser:	Philip Buxton

Step 1 - Standards

Based upon the National Categorisation for standards the school is in standards group 3.

School Context

- The percentage of pupils eligible for free school meals (e-FSM) in 2014-2015 was 26.0%, (CSC 21.4%, Wales 19.6%) compared with 25.7% in 2013-2014 and 27.0% in 2012-2013.
- The percentage of pupils on the Additional Learning Needs (ALN) register is 24.5%.
- There are no pupils at stages A-C on the national language acquisition scale for English as an additional language (EAL).
- There were 18 pupils in Year 2 and 9 pupils in Year 6 in 2014-2015.
- The school has three learning resource bases (LRBs), two in Foundation Phase and one in key stage 2.
- There were 16 mainstream pupils in Year 2 and 6 pupils in Year 6 in 2014-2015.
- The school was last inspected in January 2014. The summary grades were good/good.
- There are plans to federate the school with Afon Y Felin Primary School in January 2016.

Key Strengths

The school's analysis of its performance correctly evaluates the following as strengths:

- In Foundation Phase (mainstream), at outcome 5+, standards in language, literacy and communication (LLC) are good. Within its benchmarking group the school has been in quarter 1 for the past three years. The three-year average stands at 97.9%, which is above the family, local authority and Wales averages.
- Similarly, for the mainstream, the foundation phase outcome indicator (FPOI) has been in quarter 1 or 2 for the past three years. The three-year average stands at 95.8%, which is above all other indicators.
- The three-year average for mathematical development (MD) stands at 95.8%, which is above all other indicators.
- The three-year average for personal and social development (PSD) is 97.9%, again above all other indicators.
- In key stage 2 (mainstream), at level 4+, standards in English are good. The school has been in quarter 1 for the past three years.
- Standards in science in key stage 2 (mainstream) are also good at level 4+. The school has been in quarter 1 for the past three years.
- The national test results are good. In Foundation Phase, all mainstream pupils achieved a standardised score of 85+ in the reading, numeracy procedural and numerical reasoning tests.
- A similar pattern exists for the national test results in key stage 2. For the reading and numeracy procedural test, all cohorts, except year 6, are in benchmarking quarter 1 at 85+ and quarters 1 or 2 at 115+.

- When comparing the school's performance over a three-year period, it is outperforming the family, local authority and Wales in all areas.
- The school exceeded the Fischer Family Trust 'high' estimates in both English and science.
- In the core subjects, all pupils made at least two levels of progress between Foundation Phase and key stage 2. In addition, two pupils in mathematics and three pupils in science achieved three levels of progress.
- Targets for both key stages are ambitious. For example, in key stage 2, 100% of mainstream pupils are targeted to achieve level 4+ in all areas for the next three years.
- The pupils in the learning resource base classes are making very good progress in all areas as evidenced by the B Squared data.

Areas for further improvement

Appropriate attention is given to the following areas for improvement:

- Standards at the higher levels are not as good as in the last few years.
- In Foundation Phase, at outcome 6+, the school is in quarter 3 for LLC and MD and in quarter 4 for PSD.
- In key stage 2, at level 5+, the school is in quarter 3 for mathematics, having been in quarter 2 in 2013 and 2014. It is in quarter 4 for English and science.
- The achievement of pupils who are e-FSM has been inconsistent over the past three years.
- Attendance has improved over the past three years and now stands at 94.1% (2014 figure). However, this still leaves the school in quarter 3 of the benchmarking group for similar schools.

Step 2 – Improvement Capacity

Based upon scrutiny of evidence and discussion at the review, challenge and support meeting the headteacher, governors and the challenge adviser agree that the capacity to bring about improvement is B. This because:

Key strengths in leadership and teaching and learning

- The school's leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.
- Self- evaluation is regular and thorough in most areas. Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.
- Leaders and staff are clear about the priorities that need to be addressed in the school's improvement plan. Action, and the use of resources, is effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.
- There has been sustained improvement against most of the recommendations from the previous inspection which formed the core of the school's priorities.
- There is a clear emphasis on raising standards. Through its targets the school has high expectations for the achievement of its pupils.
- Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.
- The school gives good attention to national and local priorities and in general implements these effectively.

Areas for improvement

The headteacher and senior leaders continue to be open to challenge and set their sights on continuous improvement. They are committed to developing the quality of learning and teaching and recognise that:



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- the proportion of excellent teaching is not yet quite as high as it might be;
- distributive leadership is underdeveloped and staff are not fully aware of their roles and responsibilities within the whole school self-evaluation cycle;
- assessment for learning strategies are not fully embedded across the school.

The school's leaders and governors have chosen rightly to focus on the following priorities in 2015-2016:

1. Improve standards in numeracy across the school.
2. Improve standards in literacy across the school.
3. To develop listening to learners and pupil participation.
4. Ensure that systems for monitoring, evaluating and reviewing the work of the school are rigorous enough and are used more effectively to provide clear direction for school improvement.
5. To improve standards in Literacy and numeracy through the use of ICT.
6. To move towards Federation successfully.

Evidence scrutinised to make the judgement

- Whole-school performance data over the past three years including national benchmarking data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and pupils with EAL and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.
- The school's improvement plan.
- The school's inspection report from January 2014.
- The school's analysis of the outcomes of classroom observation and book scrutiny.
- The challenge adviser's previous school improvement report and notes of school visit.

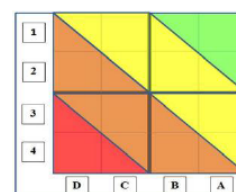
Exceptions have been applied: No

Step 3 – Support Category

It was agreed at the meeting that the support category is yellow. The school will take steps to increase the proportion of excellent teaching and develop pupil voice so that pupil have a greater say in their own learning. There will be a stronger focus on improving outcomes for eFSM pupils. Distributive leadership will also be further developed this year, so that a robust MER cycle is in place.

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions applied
3	B	Yellow	No



The judgements at Step 2 and Step 3 are provisional until national verification has been completed.

This categorisation report will be shared with the governing body after the national verification meeting on: (7 and 8 January 2016)

**P. H. Buxton
23/10/2015**



CEFN CRIBWR Learning Resource Centre

SEPTEMBER 2015

4	6
	6
	6
	6
2	5
	5
2	4
	4
1	3

9 places taken and 6 surplus places available 2015/16.

4 pupils will be leaving in July 2016.

5 pupils have been offered places for September 2016

SEPTEMBER 2016

2	6
	6
2	5
	5
1	4
5	3
	3
	3
	3
	3

10 places taken and 5 surplus places available 2016/17.

2 pupils will be leaving in July 2017.

There are an unknown number of pupils entering September 2017.

SEPTEMBER 2017

2	6
	6
1	5
5	4
	4
	4
	4
	4
Unknown Y3	

8 known places taken and 7 known available places for 2017/18

2 pupils will be leaving in July 2018.

There are an unknown number of pupils entering September 2018.

SEPTEMBER 2018

1	6
5	5
	5
	5
	5
	5
Unknown Y4	
Unknown Y3	

6 known places taken and 9 known available places for 2018/19

1 pupil will be leaving in July 2019.

There are an unknown number of pupils entering September 2019.

SEPTEMBER 2019

5	6
	6
	6
	6
	6
Unknown Y5	
Unknown Y4	
Unknown Y3	

5 known places taken and 10 known available places for 2019/20

5 pupils will be leaving in July 2020.

There are an unknown number of pupils entering September 2020.

SEPTEMBER 2020

Unknown Y6
Unknown Y5
Unknown Y4
Unknown Y3

CORNELI Learning Resource Centre

SEPTEMBER 2015

8	6
	6
	6
	6
	6
	6
	6
	6
3	5
	5
	5
1	4
3	3
	3
	3

15 places taken and 0 surplus places available 2015/16.

8 pupils will be leaving in July 2016.

1 pupil has been offered a place for September 2016

SEPTEMBER 2016

3	6
	6
	6
1	5
3	4
	4
	4
1	3

8 places taken and 7 surplus places available 2016/17.

3 pupils will be leaving in July 2017.

There are an unknown number of pupils entering September 2017.

SEPTEMBER 2017

1	6
3	5
	5
	5
1	4
Unknown Y3	

5 known places taken and 10 known place available for 2017/18

1 pupil will be leaving in July 2018.

There are an unknown number of pupils entering September 2018.

SEPTEMBER 2018

3	6
	6
	6
1	5
Unknown Y4	
Unknown Y3	

4 known places taken and 11 known places available for 2018/19

3 pupils will be leaving in July 2019.

There are an unknown number of pupils entering September 2019.

SEPTEMBER 2019

1	6
Unknown Y5	
Unknown Y4	
Unknown Y3	

1 known place taken and 14 known places available for 2019/20

1 pupil will be leaving in July 2020.

There are an unknown number of pupils entering September 2020.

SEPTEMBER 2020

Unknown Y6	
Unknown Y5	
Unknown Y4	
Unknown Y3	

There are the following admissions into the three Moderate Learning Difficulties Learning Resource Centres between 2010 and 2016:

Cefn Cribwr

2016: 5 pupil
 2015: 1 pupil
 2014: 2 Pupils
 2013: 2 pupils
 2012: 4 pupils
 2011: 1 pupil
 2010: 4 pupils

Corneli

2016: 1 pupil
 2015: 3 pupils
 2014: 1 Pupil
 2013: 3 pupils
 2012: 8 pupils
 2011: 5 pupils
 2010: 0 pupils

Pil

2016: 0 pupils
 2015: 0 pupils
 2014: 0 Pupil
 2013: 0 pupils
 2012: 1 pupils
 2011: 2 pupils
 2010: 2 pupils

Total: 19 pupils

Total: 21 pupils

Total: 5 pupils

Grand Total: 45 pupils over 7 years.

- On average 6.5 pupils per year between the three schools.
- (One pupil in Pil moved to Corneli so those figures have been considered in Corneli)

If Pil were to close these numbers would be distributed between two schools.

Predictions

Consider 3 pupils per year in Cefn Cribwr; predictions would be:

2017: 11

2018: 12

2019: 14

2020: 12

Consider 3.5 pupils per year (3 and 4 pupils on alternate years) in Corneli; predictions would be:

2017: 9 (+4 pupils)

2018: 11 (+3 pupils)

2019: 12 (+4 pupils)

2020: 14 (+3 pupils)

Based on these predictions there should be enough capacity in Cefn and Corneli LRCs should Pil close.

Travelling distances

- Cefn Cribwr Primary is 1.9 miles from Corneli Primary – a 5 minute journey by car.
- Pil Primary is 0.9 miles from Corneli Primary – a 4 minute journey by car.

APPENDIX (ix)

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 Pil Primary School
Date assessment completed	26 April 2016

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 20th January 2016. The recommendation from the EIA Screening was that a Full Equality Impact Assessment would be required.

The consultation is to invite your views on the proposal to close the moderate learning difficulties learning resource class for 15 pupils with Moderate Learning Difficulties at Pil Primary School.

A consultation exercise lasting from 16 March until 28th April 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 2016.

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: Focused 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, Bridge members, schools texting service, Local Service Board, citizens panel
How will you ensure your consultation	The council is mindful that as wide a	

<p>is inclusive?</p>	<p>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 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 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.</p>	
<p>What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality</p>	<p>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</p>	

but may have information you can use	difficulties class at Pil Primary School with effect from 1 September 2016 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.	
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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 Pil Primary School	22 nd March 2016. 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.
Pil Primary school staff (1 meeting)	22 nd March 2016. 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 Pil Primary School	22 nd March 2016. 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 Pil Primary School	22 nd March 2016. 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.

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 Pil 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	There will be no impact on Religion and	None

service on people of different religious and faith groups.	Belief as a result of this proposal if it is approved.	
Sexual Orientation	Impact or potential impact	Actions to mitigate
Identify the impact/potential impact of the service on gay, lesbian and bisexual people.	There will be no impact on Sexual orientation as a result of this proposal if it is approved.	None
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 Marriage and Civil Partnership as a result of this proposal if it is approved.	None

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 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 - 18	Actions to mitigate

<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>The Corporate Improvement Plan. 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>
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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 its 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.

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

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 in the primary schools in order to build capacity	Team Manager ALN. Cognition and Learning Teachers	Ongoing from September 2016	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.

Signed:- Michelle Hatcher

Date: 26th April 2016.

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](#)

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR – EDUCATION & FAMILY SUPPORT

CORPORATE HEALTH & SAFETY POLICY REVIEW

1. Purpose of Report.

- 1.1 To gain approval from Cabinet for the amended Corporate Health and Safety (H&S) Policy Appendix A.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 The H&S Policy statement includes the overall aim of the Council and its priorities.
- 2.2 Corporate governance details the development and maintenance of Directorate risk register to support prioritisation for H&S improvements to be included in business plans.

3. Background.

- 3.1 The current H&S Policy was agreed by Cabinet in March 2016 with a three year review period.

4. Current situation / proposal.

- 4.1 A review of the H&S Policy is required following the organisational structure changes that were approved at Council on the 13th April 2016. These changes are detailed on page 3 of the policy document and include:
- Structural changes to Lead Officers within the H&S procedures.
 - Directorate titles and organisation detail overviews have been changed to reflect the structural changes.
 - Directorate titles have been changed in the specific responsibility matrix.
- 4.2 The Corporate Directorate of Education and Family Support will take on the corporate governance of H&S performance across the council, chairing the Corporate H&S Steering Group.
- 4.3 The H&S Policy is available in Welsh and English.

5. Effect upon Policy Framework & Procedure Rules.

- 5.1 No effect.

6. Equality Impact Assessment

6.1 No impact

7. Financial Implications.

7.1 Whilst there are no financial implications within this Report, failure to adhere to the H&S Policy could result in financial penalties for the Council.

8. Recommendation.

8.1 Cabinet approves the revised Corporate Health and Safety Policy April 2016 (Appendix A).

Deborah McMillian
Corporate Director of Education and Family Support
22nd April 2016

Contact Officer: Claire Howells
Health and Safety Manager

Telephone: (01656) 642872

E-mail: Claire.Howells@bridgend.gov.uk

Postal Address Waterton Depot, Bridgend CF31 3YP

Background documents

Health & Safety Policy March 2016

Report of the Chief Executive – JNC Officer Structure & appointment of Section 151 Officer - 13 April 2016

Cyngor Bwrdeistref Sirol



Corporate Health & Safety Policy

Title:	Corporate Health and Safety Policy	Owner:	Corporate H&S Unit					
Status:	Draft	Issue Date:	May 2016	Review Date:	May 2019	Version:	3	Page 1 of 13

1.1 CONTENTS

Section 1.1 Contents

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Section 1.3 Health & Safety Management System

Section 1.4 Scope & Application

Section 1.5 Health & Safety Policy Statement

Section 1.6 Structure & Responsibilities

Section 1.7 Glossary

1.2 MANUAL ISSUE AND CONTROL

All documents will be held electronically by Bridgend County Borough Council and as such all documents within the health & safety management system will be available and accessible to all via the [Bridgend website](#).

The revision and issue status of the health & safety management system is summarised in the table below:

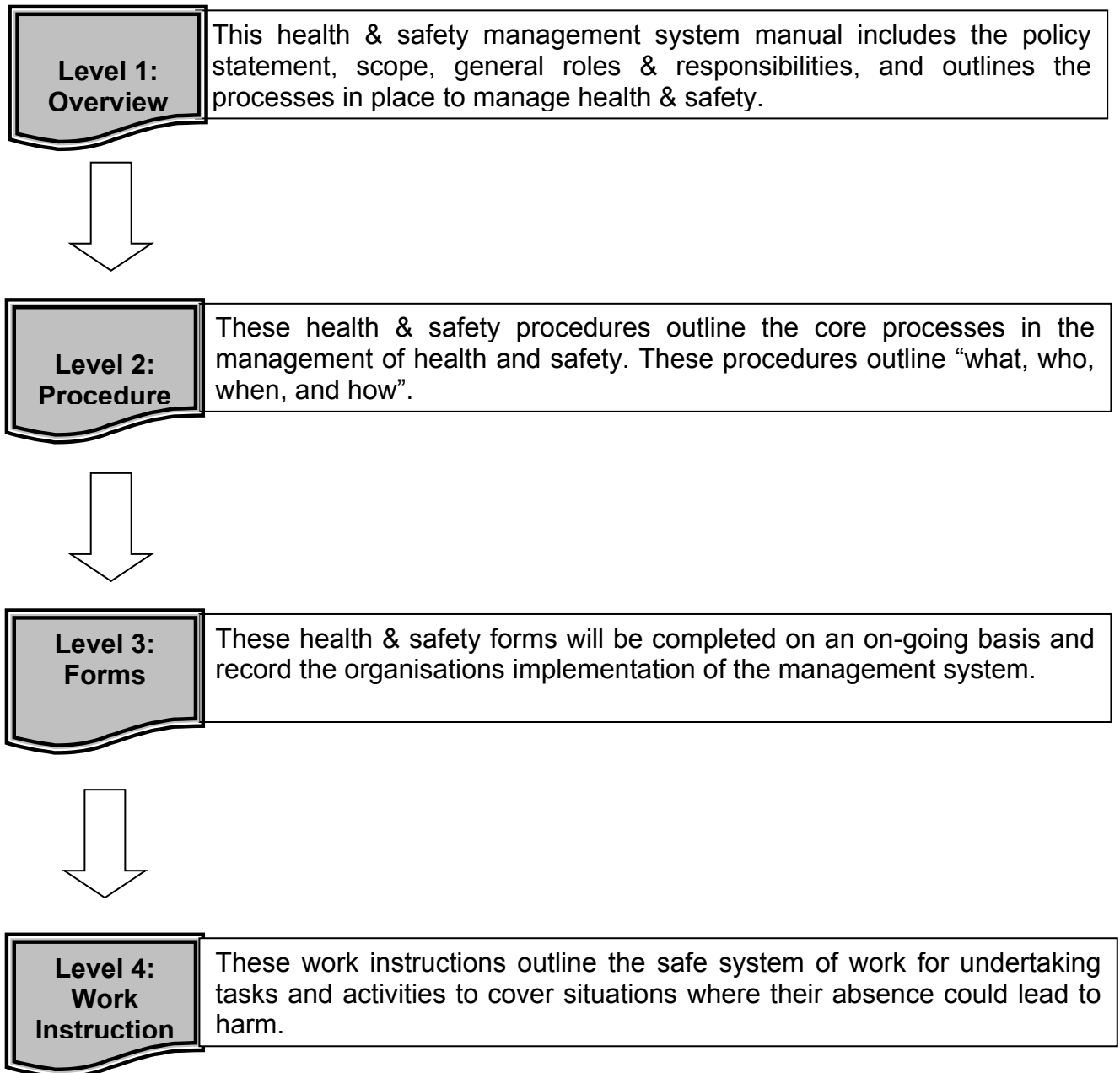
Section No.	Revision No.	Date Issued	Changes Made and Reason for change	Approved By
1.3	2	Oct 14	Change of title for lead officers	M C Howells
1.4	2	Oct 14	Organisational details changed	M C Howells
1.5	2	Oct 15	Policy statement change pictorial to plan, do, check and act.	M C Howells
1.6	2	Oct 15	Structure – changes to job titles and responsibilities	M C Howells
1.6.2	2	Oct 15	Directorate title changes	M C Howells
1.6.3	2	Oct 15	Structural and responsibilities changes for support services	M C Howells
Front Cover	2	Oct 15	Remove colours for ease of printing	M C Howells
1.3.2	2	Feb 16	Changes to job title	M C Howells
1.5	2	Feb 16	Changes to corporate priorities	M C Howells
1.4	2	Feb 16	Organisational details changed	M C Howells
1.32	3	April 16	Changes to job title	M C Howells
1.41	3	April 16	Changes to directorate structure and titles	M C Howells
1.6.1	3	April 16	Changes to job title	M C Howells
1.6.3	3	April 16	Changes to directorate structure and titles	M C Howells

The health and safety management system is maintained and updated by the Corporate Health and Safety Unit for Bridgend County Borough Council.

1.3 HEALTH & SAFETY MANAGEMENT SYSTEM

1.3.1 System Structure

The structure of the health & safety management system is outlined below:



The health and safety management system will be supported by a library of H&S guidance available via the [health and safety bridgenders web pages](#).

1.3.2 Health & Safety Procedures

The Level 2 Procedures within the Health & Safety Management System are listed below:

Ref	Procedure Title	Lead Officer	Associated Documents	Standards OHSAS 18001
P001	H&S Risk Assessment	General Health & Safety Manager Head teacher		4.3.1
		Service user Head of Adult Social Care Head of Safeguarding & Family Support Head of Strategic, Partnerships and Commissioning Head teachers		
P002	Legal Requirements	Health & Safety Manager		4.3.2
		Director of Operational Partnerships and Services		
P003	Leadership & Business Planning	Director of Operational Partnerships and Services		4.3.3, 4.3.4
		Head Teacher		
P004	Change Management	Director of Education and Family Support		4.3.4 4.4.6
		Head Teacher		
P005	Recruitment & Selection	Group Manager Human Resources		4.4.2
		Head Teacher		
P006	Competency, Awareness & Training	Health and Safety Manager		4.4.2
		Head Teacher		
P007	Consultation & Communication	Communications Manager		4.4.3
		Head Teacher		
P008	Documentation, Data Control & Records	Health & Safety Manager		4.4.4 4.5.3
		Head Teacher		
P009	Safe Systems of work	Health & Safety Manager		4.3.1 4.4.6
		Head Teacher		
P010	Facilities Management, Maintenance & Servicing	Director of Education and Family Support Director of Communities		4.3.1 4.4.6
		Head Teacher		
P011	Contractors	Director of Operational Partnerships and Services		4.3.1 4.4.6
		Head Teacher		
P012	Hazardous Materials	Health & Safety Manager		4.3.1 4.4.6
		Head Teacher		
P013	Emergency Preparedness & Response	Group Manager Business Support, Communities		4.4.7
		Head Teacher		
P014	Accidents, Incidents & Near Misses	Health & Safety Manager		4.5.2
		Head Teacher		
P015	Corrective & Preventive Action	Health & Safety Manager		4.5.2
		Head teacher		
P016	Audits	Health and Safety Manager Internal Audit Manager		4.5.4
P017	Monitoring & Review	Director of Education and Family Support		4.5.1 4.6
P018	Construction Design & Management	Director of Education and Family Support		4.3.1 4.4.6
		Head teacher		

The framework above includes the strategic “owners” for ensuring the continued suitability, effectiveness, and efficiency of each relevant procedure.

All schools are encouraged to use the council’s procedures to support their health and safety performance which provides process, forms and guidance. However, schools are able to operate their own management system providing that it meets these expected standards of legislative and best practise requirements.

1.4 SCOPE AND APPLICATION

1.4.1 Organisation details

The Corporate Management Board, led by the Chief Executive, oversees the day-to-day running of the council. Approximately 4,600 council staff are employed to deliver or commission the delivery of services within Bridgend County Borough. The authority also works in partnership with other bodies to deliver services.

The council is undergoing a modernisation programme to improve the way local services are delivered. Part of this programme has involved changing the way the council is structured to enable services to be more responsive to the needs of the boroughs' residents, businesses and those who visit the area.

This structure is designed to better reflect council priorities, make the authority more efficient in its use of resources and management costs, and create better opportunities for services to interact more efficiently both within the authority and with partner agencies – for example, by bringing all services for children and young people into one directorate.

The Corporate Health and Safety Unit are based within the Built Environment Service in the Education and Family Support Directorate. The unit provides assistance on health, safety and wellbeing matters arising from all the council's activities.

Education & Family Support - This Directorate supports all children, young people and their families across the county borough with the focus on both education and early help services. Our vision is clear to help all children and young people to thrive and make the best use of their talents; live healthy and safe lives; be confident and caring individuals; and know and receive their rights. In addition, the Directorate hosts the councils Built Environment Service delivering corporate building design, maintenance and contract management along with supporting the whole authority in health and safety and energy management.

Communities - The Communities directorate is actively seeking to take a balanced approach to improving the wellbeing of communities through social, physical, cultural and economic improvements, in order to achieve a safe, pleasant & sustainable environment for residents of and visitors to Bridgend County Borough. The Directorate brings together a wide range of services that are committed to renewing the physical, social and environmental fabric of the County Borough and enhances its overall economic wellbeing.

Operational and Partnership Services - This directorate provides a mix of front line and support services (Legal, Human Resources, ICT, Procurement, Democratic Services, Registrars and Housing). It is committed to delivering high quality services to the public and the authority.

Social Services & Wellbeing – Social Services in Bridgend aims to provide a range of support and services that are responsive and proportionate to need whilst also ensuring that children young people and adults are safeguarded and protected from harm. Our vision is to actively promote independence, wellbeing and choice that will support individuals in achieving their full potential. The Social Services and Wellbeing Directorate is responsible for the planning, commissioning, assessment and, where appropriate, the direct provision of Social Services. The sport, play and active wellbeing team is also part of this directorate and this service has been able to focus on developing the wellbeing and preventative agenda to ensure that children, young people and adults are given every opportunity to improve their wellbeing and keep active regardless of their skills and abilities. We will particularly aim to promote sport play and active wellbeing into new early intervention and preventative models of commissioning service delivery.

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1.4.2 Scope

This Health & Safety Management System outlines the Bridgend County Borough Council plan to satisfy health & safety requirements.

The manual is a "controlled" document, however "uncontrolled" copies can be distributed to any interested party upon approval of the Corporate Health and Safety Unit.

This manual is intended to describe the core elements of the management system and their interaction.

1.4.3 Application

This Health & Safety Management System is intended to directly meet the requirements of the following legislation and regulations:

Health & Safety at Work Act 1974 – Section 2(3) requires organisations to have a health & safety policy which should include:

Statement of Intent (i.e. health & safety mission)

Organisation (i.e. structure, roles & responsibilities)

Arrangements (i.e. procedure and guidance)

Management of Health & Safety at Work Regulations 1999 – Regulation 5 requires organisations to have arrangements for undertaking effective planning, organisation, control, monitoring and review of the preventive and protective health and safety measures.

HSG65 Successful Health & Safety Management – This guidance outlines the management system requirements for implementing the arrangements required within regulation 5 of the Management of Health and Safety at Work Regulations 1999.

This plan, do, check, act approach will provide the mechanism for managing other legislative, regulatory and policy requirements (e.g. risk assessment, training, etc).

1.4.4 Enforcement

The name and address of enforcing authority whose Health & Safety Inspectors cover Bridgend County Borough Council workplaces:

Health and Safety Executive
Government Buildings
Phase 1
Ty Glas
Llanishen
Cardiff
CF14 5SH

Telephone number: 0300 003 1747

Fax number: 029 2026 3120

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1.5 HEALTH & SAFETY POLICY STATEMENT

Our vision is to work together to improve lives across the county borough.

The Corporate Plan confirms our three priority themes to realise this vision. Our Medium Term Financial Strategy, developed alongside the Corporate Plan, and the Change Programme will ensure that the way we work and spend is geared towards delivering the key outcomes for our citizens.

- **Supporting a successful economy**
- **Helping people to be more self-reliant**
- **Smarter use of resources**

Statement of Intent

We are committed to providing and maintaining a healthy and safe working environment for all our employees and ensuring our work does not adversely affect the health and safety of other people such as service users, visitors and contractors. Our employees are our most important asset and we will therefore aim to promote their good health and wellbeing as well as preventing their injury and ill health. We will comply with relevant legislation and management standards to effectively manage all significant risks associated with our activities, workplaces, equipment and facilities.

The organisation is committed to the continual improvement of its health & safety performance and recognises the health and safety management system as a core management function. The management system will effectively and efficiently meet changing business, legislative and regulatory needs. This will be achieved through proactive implementation of its health and safety risk management system.

The organisation’s health & safety management system provides the framework for planning, doing, checking and acting on health & safety performance. This framework helps the council ensure that health, safety and wellbeing issues are addressed and identify areas for further improvement.

Bridgend Council will widely promote its health & safety policy to demonstrate its commitment to the health & safety of its employees, service users and those it comes into contact with. The council will use its health & safety framework to review the implementation of its policy providing continual improvement and promote a positive health and safety culture.



Chief Executive

Council Leader

May 2016

May 2016

1.6.2 GENERAL RESPONSIBILITIES

The general health and safety roles and responsibilities of management and employees are outlined in the shaded areas within the matrix below:

What		Who								
		Cabinet/Elected members	Chief Executive	Corporate Management Board School Governors	H&S Steering Group Members	Heads of Service/ Head teachers	Group Managers Internal management structure of schools	Corporate H&S Unit	Line Managers Internal management structure of school	Trade union and H&S Representatives
1.	Ensure so far as is reasonably practicable, employees' health, safety and wellbeing at work.									
2.	Appoint a Director/Cabinet Member with board level responsibility for Health and Safety.									
3.	Appoint a Health & Safety Competent Person (and/or outside competent support) for advice and guidance for health and safety matters.									
4.	Implement, maintain & co-ordinate a health and safety management system.									
5.	Assign adequate resources including funds, materials, equipment and human resources to implement the health & safety management system									
6.	Ensure that reports on the performance of the OH&S management system are presented to top management for review and as a basis for improvement of the management system.									
7.	Consider the health & safety implications of all strategic planning, budgeting and decision making processes.									
8.	Lead by example and provide visible demonstration of commitment to continual improvement of OH&S performance (e.g. inspecting departments, issuing messages of support, promotion of rules and procedures, reflect health & safety in decision making, etc)									
9.	Ensure all employees have received adequate information, instruction and training									
10.	Supervise and enforce conformance to health & safety rules, procedures, and safe working practices.									
11.	(a) Take reasonable care for their own health (b) Take reasonable care for their own safety (c) And of anyone who may be affected by their actions.									
12.	Co-operate with employer or any other person to enable legal obligations to be met.									
13.	No person must misuse or interfere with anything provided in the interests of health and safety at work.									
14.	Make full and proper use of any equipment or system of work provided.									
15.	Report any change in their own condition i.e. ill health, injury, pregnancy etc; that may affect their ability to carry out their duties.									
16.	Report any workplace defects or hazards, accidents, incidents or near misses that could have resulted in injury or harm. e.g. dealing with difficult or aggressive behaviours.									
17.	Use all work items as trained and instructed.									
18.	Ensure appropriate items of personal protective equipment are used in the appropriate manner.									
19.	Take reasonable care of any premise or equipment provided, report any loss, damage or obvious defects, and ensure it is returned to its place after use.									
20.	Represent Department at Health & Safety Committee meetings by raising concerns expressed by colleagues and providing feedback.									

Please note that specific roles & responsibilities within the health & safety management system (e.g. undertaking risk assessments, statutory inspections, etc) are covered directly either within the relevant procedure which outlines "what, who, when, and how" and/or the output of a relevant procedure (e.g. risk assessment, corrective action, etc).

1.6.3 SPECIFIC RESPONSIBILITIES

The shaded areas of the following matrix outline the specific responsibilities of line managers within each department and/or site and/or project for implementing the health & safety management system. The matrix indicates whether responsibilities are deployed or centrally initiated.

What		Who									
Procedure Title	Key Responsibilities	Employee	Line Manager	Education and Family Support; Communities; Operational Partnerships and Services; Social Services and Wellbeing			Support Services				
				Senior Managers (Group Managers/ HOST & CMB)	HROD inc Occ health	Emergency Planning Health & Safety	Built Environment Service	Procurement	Property Services	Finance inc Insurance	
P001- Risk Assessment	Classify tasks/activities requiring risk assessments within a planned programme										
	Implement and review risk assessments within frequencies of planned programme										
	Initiate formal actions to address weaknesses / significant risks / improvement themes										
	Communicate findings or risk assessments and associated control measures.										
P002 - Legal Requirements	Review new legislative, regulatory and other requirements impacting upon the organisation										
	Communicate new legislative, regulatory and other requirements to relevant stakeholders.										
	Be aware of relevant legislative, regulatory and other requirements impacting upon the departments' activities.										
P003 – Leadership & Business Planning	Initiate health & safety objectives, targets and programmes of action										
	Initiate health & safety performance indicators (proactive / reactive)										
	Monitor and review status of objectives, targets, programmes of action, and performance indicators										
P004 - Change Control	Seek approval for significant changes										
	Approve proposed significant changes										
P005 - Recruitment & Selection	Review competencies prior to recruitment										
	Implement induction plan for new and transferred employees										
	Evaluate effectiveness of induction process										
P006 - Competency, Awareness & Training	Define and review job competencies										
	Identify training needs										
	Provide information, instruction & training										
	Evaluate effectiveness of training										
P007 - Consultation & Communication	Involve employees in decisions										
	Ensure health & safety employee representatives exist and are released to perform their roles										
	Maintain notice boards with required information										
	Disseminate information, performance, and other best practices through newsletters, etc.										
P008 – Doc, Data Control & Records	Maintain register of critical documentation/records										
	Retain documentation/records as specified										
P009 - Safe systems of work	Implement control measures										
	Monitor continuing suitability / adequacy of controls										

What		Who																		
Procedure Title	Key Responsibilities	Employee	Line Manager	Senior Managers (Group Managers/ HOST & CMB)	Education and Family Support; Communities; Operational Partnerships and Services; Social Services and Wellbeing						Support Services									
					HROD	inc	Occ	health	Emergency Planning	Health & Safety	Built Environment Service	Procurement	Property Services	Finance	inc	Insurance				
P010 - Maintenance	Inform Built Environment Service of items to be subject to planned maintenance/ servicing (e.g. electrical equipment)																			
	Maintain facilities management, maintenance, servicing system																			
P011 - Contractors	Review and approve new contractors																			
	Maintain contractors database																			
	Monitor and review contractors																			
P012 - Hazardous Materials	Review and approve new hazardous materials																			
	Maintain hazardous materials database																			
P013 - Emergency Preparedness & Response	Identify foreseeable emergency situations																			
	Implement emergency response plans																			
	Maintain programme of testing emergency plans																			
	Inform group of new emergency scenarios/events																			
P014 - Accidents, Incidents & Near Misses	Directly action identified hazards																			
	Report all accident, incident, near miss and other significant events																			
	Undertake an investigation																			
	Initiate and closeout corrective/preventive actions																			
	Maintain accident, incident, and near miss database																			
	Review and advise upon quality and adequacy of investigations and associated actions																			
P015 - Corrective & Preventive Action	Initiate corrective and preventive actions																			
	Monitor status of corrective and preventive actions																			
	Verify and closeout corrective and preventive actions																			
P016 - Audits	Generate audit and inspection programmes																			
	Undertake audits and inspections																			
	Initiate corrective and preventive actions																			
	Monitor audit and inspection findings																			
P017 - Monitoring & Review	Maintain meetings and review matrix																			
	Participate in meetings and reviews																			
	Initiate corrective and preventive actions																			
	Monitor quality, status, and effectiveness of meetings and reviews																			
P018 - Construction, Design & Management	Compliance with CDM requirements																			

1.7 Glossary

Accident

“Undesired event giving rise to death, ill health, injury, damage or other loss”

Audit

“Systematic examination to determine whether activities and related results conform to planned arrangements and whether these arrangements are implemented effectively and are suitable for achieving the organisation’s policy and objectives”

Continual Improvement

“Process of enhancing the OH&S management system, to achieve the improvements in overall occupational health & safety performances in line with the organisation’s OH&S policy”

Hazard

“Source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the workplace environment, or a combination of these”

Hazard Identification

“Process of recognizing that a hazard exists and defining its characteristics”

Incident/ Near Miss

“Event that gave rise to an accident or had the potential to lead to an accident”

Interested Parties

Individual or group concerned with or affected by the OH&S performance of an organisation

Non Conformance

“Any deviation from work standards, practices, procedures, regulations, management system performance, etc that could either directly or indirectly lead to injury or illness, property damage to the workplace environment, or a combination of these”

Objectives

“Goals in terms of OH&S performance that an organisation sets itself to achieve”

Occupational Health & Safety

“Conditions and factors that affect the well being of employees, temporary workers, contractor personnel, visitors and any other person in the workplace”

OH&S Management System

“Part of the overall management system that facilitates the management of the OH&S risks associated with the business of the organisation. This includes the organisational structure, planning activities, responsibilities, practices, procedures, processes and resources for developing, implementing, achieving, reviewing and maintaining the organisation’s OH&S policy”

Organisation

“Company, operation, firm, enterprise, institution or association, or part thereof, whether incorporated or not, public or private, that has its own functions and administration”

Performance

“Measurable results of the OH&S management system, related to the organisation’s control of health and safety risks, based on its OH&S policy and objectives”

Risk

“Combination of the likelihood and consequence(s) of a specified hazardous event occurring”

Risk Assessment

“Overall process of estimating the magnitude of risk and deciding whether or not the risk is tolerable”

Safety

“Freedom from unacceptable risk of harm [ISO/IEC Guide 2]”

Tolerable Risk

“Risk that has been reduced to a level that can be endured by the organisation having regard to its legal obligations and its own OH&S policy”

Title:	Corporate Health and Safety Policy	Owner:	Corporate H&S Unit					
Status:	Draft	Issue Date:	May 2016	Review Date:	May 2019	Version:	3	Page 13 of 13

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT BY THE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

APPOINTMENT OF LOCAL AUTHORITY GOVERNORS

1. Purpose of Report

- 1.1 The purpose of this report is to seek approval from Cabinet for the appointment of Local Authority (LA) governors to the school governing bodies listed in paragraph 4.1 and 4.2.

2. Connection to Corporate Improvement Plan / Other Corporate Priority

- 2.1 The work of 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:

- Supporting a successful economy.

3. Background

- 3.1 In accordance with the council's '*Guidance on the appointment of local education authority governors*' approved by Cabinet on the 14th October 2008, an officer panel from the Education and Family Support Directorate met on Tuesday 12th April 2016 to consider applications received for current and forthcoming vacancies of LA Governors on governing bodies (see paragraphs 4.1, 4.2 & Appendix A). The officer panel scrutinised all application forms.

4. Current situation / proposal

- 4.1 For the 5 schools below, the 6 applicants met the approved criteria for appointment as LA governors and there was no competition for any of the vacancies. Therefore, the recommended appointments are:

Mr David Boland	Ogmore Primary School
Miss Sarah Edwards	Oldcastle Primary School
Mr Matthew Bater	Penyfai Church in Wales Primary School
Mr Kevin Pascoe	Penyfai Church in Wales Primary School
Miss Stephanie Robinson	St Roberts Primary Catholic School
Mrs Anwen Worsfold	Ysgol Gynradd Gymraeg Y Ferch O'r Sger

- 4.2 There was competition, however, for one vacancy at one school. The officer panel scrutinised the applications received and recommended the following appointment:

NAME OF SCHOOL	APPLICANTS
Trelales Primary School	Dr Louisa Evans Mrs Laura Clarke
As Mrs Laura Clarke had no previous experience as a governor, and in line with the Council's selection criteria, it was agreed to recommend Dr Louisa Evans based on her attendance record at governing body meetings in the previous two years.	

4.3 Subject to the above appointments being approved, there are still 15 vacancies that need to be filled (see Appendix A).

5. Effect upon Policy Framework and Procedure Rules

5.1 There is no effect upon the Policy Framework or Procedure rules.

6. Equality Impact Assessment

6.1 An assessment of the appointment of Local Authority governors shows that there are no equalities issues related to this report.

7. Financial Implications

7.1 There are no financial implications regarding this report.

8. Recommendation

8.1 Cabinet is recommended to approve the appointments listed in paragraphs 4.1 and 4.2.

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Director of Education and Family Support

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Background documents

- Bridgend County Borough Council's 'Guidance on the appointment of local education authority governors', approved by Cabinet on 14th October 2008. (See Appendix B)
- The Government of Maintained Schools (Wales) Regulations 2005.

List of LA Governor vacancies up until MAY 2016

NAME OF SCHOOL	List of Current & Forthcoming Vacancies
YSGOL GYFUN GYMRAEG LLANGYNWYD	1
ABERCERDIN PRIMARY SCHOOL	1
AFON Y FELIN PRIMARY SCHOOL	2
BETWS PRIMARY SCHOOL	1
FFALDAU PRIMARY SCHOOL	1
MYNYDD CYNFFIG PRIMARY SCHOOL	2
NANTYMOEL PRIMARY SCHOOL	1
OLDCASTLE PRIMARY SCHOOL	1
PORTHCAWL PRIMARY SCHOOL	1
ST MARY'S PRIMARY CATHOLIC SCHOOL	1
TYNRYHEOL PRIMARY SCHOOL	1
YSGOL GYMRAEG BRO OGWR	1
YSGOL GYNRADD GYMRAEG CWM GARW	1
TOTAL VACANCIES	15

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

TUESDAY, 14TH OCTOBER 2008

REPORT BY THE CORPORATE DIRECTOR - CHILDREN

APPOINTMENT PROCESS OF LEA GOVERNORS

1. Purpose of Report.

1.1 The purpose of this report is to seek Cabinet approval for revisions to the process and criteria for the appointment of LEA governors on school governing bodies.

2. Connection to Corporate Improvement Plan / Other Corporate Priority.

2.1 The appointment of LEA Governors contributes to the corporate priority of "Creating Learning Communities".

3. Background.

3.1 Section 127 of the School Standards and Framework Act (SSFA) 1998 required the Secretary of State, to issue a Code of Practice for securing effective relationships between LEAs and maintained schools. The National Assembly for Wales 'Code of Practice on LEA – School Relations' was issued in 1999.

3.2 Paragraph 26 of the "Code of Practice on LEA – School Relations" provides that –
"The strength of the LEA's relationship with the governing body will depend on a number of factors. From the LEA side they include:

- ❖ The prompt appointment of effective governors;*
- ❖ The quality of the information which the LEA provides to governing bodies;*
- ❖ The quality and timing of LEA consultation with governing bodies and local governor associations;*
- ❖ The quality of any governor training, clerking and support obtained by the school from the LEA; and*
- ❖ The quality of the advice and support on staffing and other matters obtained by the school from the LEA.*

From the governing body side, there needs to be a willingness to recognise the LEA's role in securing an effective schools' service in the area, to contribute effectively to raising standards, and to respond constructively if the LEA raises concerns about the school's performance or operation."

- 3.3 Paragraph 74 provides that - *“...the governing bodies of all categories of school governors include governors appointed by the LEA.LEA governors are appointed representatives of the LEA on a school governing body. They may represent the LEA’s view in the same way as other categories of governor represent the views of their constituency. But like other governors, LEA governors are not delegates and cannot be mandated by the LEA to take any particular line. Their first loyalty should be to the school and the community it serves.”*
- 3.4 Furthermore, paragraph 75 goes on to state: – *“LEAs should publish the process and criteria by which they identify candidates for appointment as LEA governors, and should ensure that appointments are made promptly when vacancies arise.”*
- 3.5 Under the Authority’s current arrangements, decisions on the appointment and removal of LEA governors can only be made by Cabinet.
- 3.6 The Authority’s current “Guidance on the Appointment of LEA Governors” was devised and published in January 2006 and revised in July 2007. The guidance assists the LEA in ensuring that the appointment of LEA governors complies with legislative guidance and provides a framework for officers within the Children’s Directorate to process the appointment of LEA governors. This report suggests further amendments.

4. **Current situation / proposal.**

4.1 The experience of officers in applying the criteria contained in “Guidance on the Appointment of LEA Governors” and comment by Cabinet members when considering recommendations for the appointment of LEA governors has highlighted the need for some adjustment to the appointment process.

4.2 The proposed criteria is as follows:

Current criteria:

- *Local ward member for the school;*
- *Elected member, outside the local ward for the school;*
- *Current and/or previous experience as a governor based on:*
 - *relevance of the phase of education;*
 - *attendance record at governor training events;*
 - *attendance record at governing body meetings in the previous two years;*
- *Experience and/or relevant knowledge of educational issues;*
- *A knowledge and understanding of the role and functions of the LEA.*

Proposed criteria

- *Local ward member for any part of the school’s catchment area;*
- *Elected member, outside the local ward for the school;*
- *Community Councillors - for Secondary and Special Schools only (*please see note below);*
- *Current and/or previous experience as a governor based on (in priority order):*
 - *attendance record at governing body meetings in the previous two years;*
 - *attendance record at governor training events;*
 - *relevance of the phase of education;*
- *Experience and/or relevant knowledge of educational issues;*
- *A knowledge and understanding of*

*** NOTE The Government of Maintained Schools (Wales) Regulations 2005 already provides for the governing bodies of any community, voluntary or foundation primary school and maintained nursery school's to include one community governor nominated by the community council, therefore these schools have not been included in the above criteria**

4.3 The School Standards & Framework Act 1998 gives local authorities powers of intervention in schools causing concern. One of those powers is the appointment of additional LEA governors to strengthen the school's capacity to deal with the areas of concern. In all cases, such additional governors need to bring particular skills or experience to the governing body and these will vary depending on the weaknesses apparent in the particular school in question. There is also likely to be some urgency about the appointments. Because of these factors, the usual appointment process is not a suitable mechanism for appointing additional LEA governors to support schools causing concern. To enable the Council to respond rapidly and appropriately in cases where there are significant concerns about a school (including those which are identified by Estyn as requiring special measures), it is proposed that the power to appoint additional governors be delegated to the Corporate Director – Children in consultation with the Cabinet Member for Children and Young People.

4.4 The LEA has recently produced a Code of Conduct for governors and all governing bodies have been recommended to adopt the document as their own. When LEA governors have been appointed they are expected to meet the standards of conduct set out in the Code of Conduct attached (Appendix 2).

5. Effect upon Policy Framework & Procedure Rules.

5.1 There will be no direct effect upon the Policy Framework or Procedures rules.

6. Legal Implications.

6.1 The Authority is required to publish its process and criteria by which candidates for appointment as LEA governors are selected. The appended "Guidance on the Appointment of LEA Governors" will ensure the Authority complies with this requirement.

7. Financial Implications.

7.1 There are no financial implications regarding this report.

8. Recommendation.

8.1 It is recommended that:

- (i) the "Guidance on the Appointment of LEA Governors", attached as Appendix 1, be approved;
- (ii) cabinet delegates to the Corporate Director – Children in consultation with the Cabinet Member for Children and Young People the function of appointing additional governors in the circumstances set out in paragraph 4.3.

Ms Hilary Anthony
Corporate Director - Children
26 September 2008

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CF31 4AR

Background documents

- Welsh Assembly Government Code of Practice on LEA – School Relations (1999)
- The School Standards and Framework Act 1998
- Code of Conduct for School Governors

APPENDIX 1



GUIDANCE ON THE APPOINTMENT OF LOCAL EDUCATION AUTHORITY GOVERNORS

1. Role of Local Education Authority (LEA) Governors

- LEA Governors are representatives of the LEA and not delegates. This means that they cannot be directed by the LEA but they should represent the views of the LEA.
- An LEA Governor is expected to help the school improve and support the school's ethos and mission.
- An LEA Governor is expected to provide the school with the skills and experience that it needs.

2. Criteria for Identification of Candidates

An LEA Governor is expected to possess the following attributes:

- A commitment to raising the aspirations and achievement of young people
- Good communication skills and interpersonal skills
- An ability to respect confidentiality
- Tact, diplomacy and an open mind.
- A willingness to attend regularly meetings of the governing body
- An understanding and/or knowledge of the role of the LEA
- An interest in education and/or knowledge in this field
- A good knowledge of the area and community that the school serves
- An ability to absorb information
- An ability to work as part of a team
- A commitment to equal opportunities
- A willingness to undertake training

The LEA has produced a Code of Conduct for governors and governing bodies have been recommended to adopt the document as their own. When LEA governors have been appointed they would be expected to meet the standards of conduct set out in the Code of Conduct.

The LEA recognises that individual governors are bound by the corporate responsibilities of the governing body. The LEA may provide its representative governors with information from time to time but this will not replace the LEA's duty to communicate and consult with governing bodies (as required by the Welsh Assembly Government's Code of Practice on LEA - School Relations).

3. The Appointment Process

The Directorate will take a pro-active role in identifying existing and potential LEA governor vacancies and will endeavour to make appointments as soon as possible. In the first instance, where a vacancy for an LEA governor arises at a school:

- the local ward member(s) of the County Borough Council will be invited to declare an interest in being appointed at the school;
- where no ward member declares an interest, the vacancy will be open to other elected members;
- should the vacancy still exist, then nominations from elected members, headteachers and governing bodies will be considered. The LEA will also advertise locally to seek nominations from interested persons who wish to be considered for the position as an LEA governor;
- all candidates including local ward members will be required to complete an application form which is to be returned to the Governor Support Unit. Recommendations for appointment will be based on the information provided on the application form;
- application forms will be considered by an officer panel made up of the Corporate Director – Children, Head of Service and Group Manager for Learner Support Services, or their representatives. The panel will meet to consider applications on a regular basis as determined by the vacancy situation;
- the officer panel will make recommendations to Cabinet for approval of applicants who possess the most appropriate skills and/or experience. Where more than one application is received for the position, the panel will use the following criteria as tiebreakers (listed in descending order of priority):
 - Local ward member for any part of the school's catchment area;
 - Elected member, outside the local ward for the school;
 - Community Councillors - Secondary and Special Schools only (please see footnote below¹);
 - Current and/or previous experience as a governor based on (in priority order):

¹ NOTE The Government of Maintained Schools (Wales) Regulations 2005 already provides for the governing bodies of any community, voluntary or foundation primary school and maintained nursery school's to include one community governor nominated by the community council, therefore these schools have not been included in the above criteria.

- attendance record at governing body meetings in the previous two years;
- attendance record at governor training events;
- relevance of the phase of education;
- Experience and/or relevant knowledge of educational issues;
- A knowledge and understanding of the role and functions of the LEA.

The LEA is committed to ensuring that all applications received are regarded equitably and given due consideration regardless of gender, age, race, ethnic origin, sexual orientation or disability.

Once appointed, each applicant will be notified in writing and the LEA will provide its representative governor with information and support. LEA governors would be expected to comply with the Code of Conduct for School Governors that has been issued and recommended for adoption by individual governing bodies.

Re-appointment of Governors

Where there has been no significant change in circumstances. LEA governors applying for re-appointment may request their original application form to be re-considered. This request must be stated on an additional form where personal details will be included on the form and an extra section will be added so that any changes that have occurred over the past four years can be added.

Special Cases

The School Standards & Framework Act 1998 gives local authorities powers of intervention in schools causing concern. One of those powers is the appointment of additional LEA governors to strengthen the school's capacity to deal with the areas of concern. In all cases, such additional governors need to bring particular skills or experience to the governing body and these will vary depending on the weaknesses apparent in the particular school in question. There is also likely to be some urgency about the appointments. Because of these factors, the usual appointment process is not a suitable mechanism for appointing additional LEA governors to support schools causing concern. To enable the Council to respond rapidly and appropriately in cases where there are significant concerns about a school (including those which are identified by Estyn as requiring special measures), the power to appoint additional governors is to be delegated to both the Cabinet Member for Children and Young People and the Corporate Director - Children.

4. Removal of LEA Governors

- Only the Cabinet has the authority to dismiss an LEA governor but only after appropriate procedures have been followed. These procedures will ensure the individual is subject to the rules of natural justice and advice on the dismissal of a governor will be provided to the Cabinet by the Corporate Director- Children.
- Should any concerns arise during a governor's term of office, the Group Manager for Learner Support Services will act as an intermediary in an attempt to resolve the matter. Should removal be thought to be necessary, the governor will be

invited to a meeting of the officer panel to hear the concerns and to be given the opportunity to respond. Following the meeting the officer panel will make a recommendation to Cabinet on the issue of removal, and the individual governor and the Chair of Governors will be informed in writing of the Cabinet's decision.

- Such cases of removal might involve, but may not be limited to, any of the following:
 - Conduct or bias that is clearly not in the best interest of the school;
 - Serious failure to co-operate with the LEA, governors or the governing body as a whole;
 - An irretrievable breakdown in relationship between the LEA governor and the governing body;
 - Failure to attend governing body meetings;
 - Failure to meet the standard of behaviour set out in the Code of Conduct for School Governors.

Any LEA governor who is removed from office may not be appointed to a governing body as an LEA governor for a period of twelve months from removal. Should the governor concerned hold office on another governing body, that position would not be affected.

**For further information please contact the Governor Support Co-ordinator,
Children's Directorate, Governor Support Unit, Bridgend County Borough Council
Sunnyside, Bridgend CF31 4AR Tel: 01656 - 642661**



Code of Conduct for School Governors

Background

A Code of Conduct is to be used as a basis for clarifying the behaviour and conduct expected of all school governors. Whilst recognising that every governing body works and operates differently according to the type of school, there is nevertheless a general expectation of the standard of behaviour that is acceptable. This Code of Conduct seeks to articulate that expectation in a framework that can be easily understood by all governors and is recommended for adoption by your governing body.

If governors are to contribute effectively to their schools and communities, there is a general standard of behaviour that will be required. There is no legislation for enforcing such a Code of Conduct or for dealing with all situations where behaviour of governors is unacceptable. Hence, governing bodies need to take responsibility for ensuring high standards among their members.

By adopting this Code of Conduct, governing bodies are setting their own standard of behaviour and expectations from governors. The Code of Conduct should be reviewed from time to time.

Aims

- ▶ Governors make a positive contribution by giving of their time and bringing their experience to help the school provide the best possible education for each of its pupils;
- ▶ Governors contribute effectively to: the development of the school; its strategic framework; the character, aims, ethos and values of the school; and developing policies;
- ▶ Governors behave as “critical friends” to the school at all times. This includes monitoring and evaluating the work of the school, offering support, giving constructive advice and being a sounding board for ideas. This will also include challenging and asking questions of the Headteacher where necessary;
- ▶ Governors have a clear understanding of the role of the Headteacher which, through his/her day-to-day organisation and management of the school, is to deliver the curriculum and promote pupils’ well-being through the implementation of policies, plans and procedures agreed by the governing body;
- ▶ Governors act fairly and without prejudice, and in so far as the governing body has responsibility for staff, collectively fulfil all that is expected of a good employer;
- ▶ The governing body acts at all time in accordance with statutory legislation.

Commitment

- ▶ Governors accept that the role does require a significant level of commitment, time and energy;
- ▶ Governors will be actively involved in the work of the governing body, attend regularly, and accept their fair share of responsibilities, including service on committees and taking on links with curriculum subjects and areas of special responsibility;
- ▶ Governors will ensure they are prepared for meetings by reading all papers beforehand;
- ▶ Governors will make every effort to attend the Governors Foundation Course and any other relevant topical training courses in order to develop their role;

- ▶ Governors will get to know the school well and respond to opportunities to involve themselves in school activities;
- ▶ Governors will be conscious of, and act within, the limits of the responsibilities of the governing body and when necessary, seek and give due consideration to professional information, advice and guidance.

Conduct

- ▶ Governors must accept collective responsibility for all decisions taken by the governing body, that is, they do not have the legal authority to act individually except when the governing body has delegated authority for them to do so (the chair has powers in certain situations);
- ▶ Governors must demonstrate a commitment to equality of opportunity and reflect this in developing and applying all school policies;
- ▶ Governors must act fairly and without prejudice, with the overall good of the school overriding any personal feelings or individual concerns they may have;
- ▶ Governors must behave in a way that will help the governing body to work as a team, there should be no personal attacks and it is not acceptable to undermine the contribution of others, and should be courteous and sensitive to the needs of others;
- ▶ Governors must be demanding and challenging rather than attacking and crushing by being tolerant of different points of view;
- ▶ Governors must encourage and participate in systems which provide for open and effective communication, helping to establish a clear vision of the school's development;
- ▶ Governors' decisions must always take account of the views of the staff, parents, pupils, community and other interested parties;
- ▶ Governors must also be conscious that the welfare of pupils should always come first in terms of child protection, health and safety and helping each child to develop their full potential;
- ▶ Governors' visits to the school must be carried out within a framework that has been established by the governing body and agreed with the Headteacher;
- ▶ Governors must declare any personal or financial conflict of interest arising from a matter before the governors or from any other aspect of governorship and should not use their position as governor to benefit him/herself or other individuals or agencies.

Confidentiality

- ▶ Governors must respect the governing body's right to deem certain matters to be confidential, restricting discussion of such matters, whether inside or outside governing body meetings, solely to fellow governors and in appropriate cases solely to discussion within governing body committees;
- ▶ Governors must exercise the highest degree of caution when involved in sensitive issues arising outside the governing body which may have an impact on the work of the governing body or the operation of the school.

Relationships

- ▶ Governors should encourage open governance and should be seen to be doing so;
- ▶ Governors should recognise that each member of the governing body has equal status irrespective of their appointing body (i.e. parents, staff, LEA, diocese or the governing body) unless particular responsibilities are conferred on them by the full governing body;

- ▶ Governors should develop effective working relationships with the Headteacher, senior management team, teachers, support staff, parents, LEA and other relevant agencies where appropriate;
- ▶ Governors should operate as a team and always in the best interests of the school.

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

REPORT OF THE CORPORATE DIRECTOR OPERATIONAL AND PARTNERSHIP SERVICES

INFORMATION REPORT FOR NOTING

1. Purpose of Report .

- 1.1 The purpose of this report is to inform Cabinet of the Information Report which has been published since its last scheduled meeting.

2. Connection to Corporate Improvement Objectives.

- 2.1 The report relates to the Corporate Priority Smarter Use of Resources by improving the way we communicate and engage with citizens.

3. Background.

- 3.1 At a previous meeting of Cabinet, it was resolved to approve a revised procedure for the presentation to Cabinet of Information Reports for noting.

4. Current situation / proposal.

4.1 Information Reports

The following information report has been published since the last meeting of Cabinet.

<u>Title</u>	<u>Date Published</u>
School Modernisation Programme: Outcome of the Tender Process for the Design and Construction of Brynmenyn Primary School	4 May 2016
Wales Extremism and Counter Terrorism Unit (WECTU) And Counter-Terrorism and Security Act 2015	4 May 2016

4.2 Minutes for Noting

There have been no minutes of Joint Committees published since the last meeting of Cabinet.

4.3 Availability of Documents

The document has been circulated to Elected Members electronically via Email and placed on the BCBC website. The document has been available from the date of publication.

5. Effect upon Policy Framework and Procedure Rules.

5.1 This procedure has been adopted within the procedure rules of the Constitution.

6. Equality Impact Assessment

6.1 There are no negative equality implications arising from this report.

7. Financial Implications.

7.1 There are no financial implications regarding this report.

8. Recommendation.

8.1 That Cabinet acknowledges the publication of the document listed in this report.

P A Jolley
Corporate Director Operational and Partnership Services
3 MAY 2016

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Background documents: Report referred to in this covering report.

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

10 MAY 2016

REPORT OF THE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

SCHOOL MODERNISATION PROGRAMME: OUTCOME OF THE TENDER PROCESS FOR THE DESIGN AND CONSTRUCTION OF BRYNMENYN PRIMARY SCHOOL

1. Purpose of Report

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the first stage of the tender process for the design and construction of Brynmenyn Primary School.

2. Connection to Corporate Plan/Other Corporate Priorities

- 2.1 The school modernisation programme supports many of the corporate priorities, in particular:
- Supporting a successful economy
 - Smarter use of resources

3. Background

- 3.1 On 3rd March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend. Five key principles were set out to inform the organisation and modernisation of our schools:
- 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 focussed schools, where the school actively engages with its local community.
 - Value for money.
- 3.2 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.
- 3.3 The principles which are particularly relevant in the context of this project are the size of primary schools (to ensure that “all Bridgend’s primary schools are large enough to make the full range of necessary provision”) and value for money, efficiency and effectiveness (“narrowing the gap between the most and the least expensive provision currently”).
- 3.4 In order to relieve the pressure on primary school places in the Valleys Gateway area, Cabinet gave approval for statutory procedures to be followed to make a regulated alteration in respect of an enlargement to Brynmenyn Primary School and also gave approval for the proposed enlarged primary school to be relocated from its existing site at Bryn Road, Brynmenyn CF32 9LA to the site adjacent to Coleg

Cymunedol Y Dderwen, Heol yr Ysgol, Ynysawdre CF32 9EL. The relocation of the school was not subject to statutory procedures as the proposed school site would be less than 1 mile from the existing school site.

- 3.5 The statutory process was undertaken as prescribed by the School Organisation Code. There were no objections to the proposal and on 1st September 2015 Cabinet determined to implement the proposal to open the enlarged primary school with effect from 1st January 2018. Subsequently a decision notice was issued to this regard on 7th September 2015.
- 3.6 Cross directorate meetings have been held to determine the best way forward regarding the design and construction of the school. Officers have agreed that the preferred option would be to utilise the existing, South East Wales Schools Capital Procurement Framework (SEWSCAP).
- 3.7 Cabinet approved the use of the SEWSCAP framework which was used successfully for the procurement of Coleg Cymunedol Y Dderwen and the new Coety Primary School at Parc Derwen.
- 3.8 It was also agreed that the Council would pursue an Option A fixed cost contract. The appointed project manager and cost manager would look after the Council's interest in the project and manage the NEC contract on a day to day basis.

4. Current situation

- 4.1 The mini tender was developed by the external project manager and cost consultant for the appointment of a contractor. The Project Manager in Property Services within the Resources Directorate co-ordinated the tendering process in consultation with legal and procurement officers to ensure that the external project manager and cost consultant procured to look after the authority's interest in the scheme, fulfilled their role effectively as per their contract.
- 4.2 Lot 4 of the SEWSCAP framework consisted of five contractors and all were invited to tender for the scheme. The tenders were evaluated using a scoring criteria based on 60% cost and 40% quality. The contractors provided financial and quality submissions which included an interview where the companies were asked to present their proposed designs for the school.
- 4.3 The tenders were evaluated by Council officers, representatives from Brynmenyn Primary School and the externally appointed Project Manager and Cost Manager.
- 4.4 The project teams and the designs put forward for the scheme from each contractor were of high quality. The evaluation of the financial and quality submissions resulted in BAM Construction Limited (BAM) being the most economically advantageous tenderer.
- 4.5 Delegated authority (Delegated Powers No. CHI-PR-16-8 dated 13.4.16) has been received for BAM to undertake the pre-construction design stage for the Brynmenyn Primary School project. The cost of this stage is £238,649.24.
- 4.6 The second stage of the procurement process involves the contractor submitting the cost for the construction of the school. The Council will then submit the full

business case (FBC) to Welsh Government. Subsequently, Cabinet will receive a further report detailing the cost of the scheme, the outcome of the FBC submission and seeking authority to enter into a separate contract for the construction stage with BAM Construction Limited.

5 Effect upon Policy Framework and Procedure Rules

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

6. Equality Impact Assessment

6.1 An Equality Impact Assessment has been undertaken; the assessment has concluded that there is no negative impact on the duties of the Council towards protected groups.

7. Financial Implications

7.1 The cost of constructing the new school for Brynmenyn and the appointment of the project manager and cost manager will be met from the Welsh Government's 21st Century Schools Programme, for which we have had 'approval in principle' and the Council's capital programme as approved by Council in March 2016. The authority will progress the necessary business case procedures in line with Welsh Government requirements.

7.2 The costs of the scheme will be contained within the approved capital programme budget of £8.1 million. Some highways works are expected to be required to ensure safe access to the new school, but guidance from the Welsh Government explicitly states that *"where a capital project requires works to be done to improve highways access to the school this would not qualify for Welsh Government grant, and would fall to the Local Authority to fund"*. The highways works are currently estimated to cost in the region of £250,000, which constitutes part of the overall £8.1 million scheme budget. The Welsh Government will provide half of the funding for the eligible elements of the scheme with the remainder coming from capital receipts that Council has agreed will be ring fenced for the School Modernisation Programme and relevant S106 payments.

7.3 Whilst there will be increased revenue costs as a result of making the school larger, the new building will be more sustainable and energy efficient. Any increase in running costs will have to be met from within the overall Individual Schools Budget (ISB).

8. Recommendations

8.1 Cabinet is recommended to:-

- 1) Note the outcome of the tender process and cost of the pre-construction stage for the appointed contractor, BAM Construction Limited.
- 2) Note that a further report regarding the cost for the construction of the school, the outcome of the full business case submission to Welsh Government and seeking authority to enter into a construction contract with BAM, dependent on the outcome of the FBC submission will be submitted in due course.

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Background Documents

Council Report 13th September 2006: "LEARNING COMMUNITIES – SCHOOLS OF THE FUTURE – STRATEGY, PRINCIPLES, POLICY AND PLANNING FRAMEWORK"

Cabinet Report 12th December 2006: "Learning Communities: SCHOOLS OF THE FUTURE" – SCHOOL MODERNISATION PROPOSALS"

Cabinet Report 2nd November 2010: "THE SCHOOL MODERNISATION PROGRAMME OVERVIEW AND BRIDGEND'S 21ST CENTURY SCHOOLS' STRATEGIC OUTLINE PROGRAMME SUBMISSION TO Welsh Assembly Government"

Cabinet report 21st February 2012: "SCHOOL MODERNISATION PROGRAMME: BRIDGEND'S 21ST CENTURY SCHOOLS' STRATEGIC OUTLINE PROGRAMME REVISED BAND A SUBMISSION TO WELSH GOVERNMENT"

Cabinet report 16TH SEPTEMBER 2014: "CONTINUED SUPPORT OF THE SOUTH EAST WALES SCHOOLS CAPITAL PROCUREMENT FRAMEWORK (SEWSCAP)"

Cabinet Report 13th January 2015: "SCHOOL MODERNISATION PROGRAMME: PROPOSAL TO CONSULT ON PRIMARY PROVISION IN THE VALLEYS GATEWAY AREA"

Cabinet Report 3rd March 2015: "PRINCIPLES DOCUMENT"

Consultation Document 23rd March 2015: "PROPOSAL TO MAKE A REGULATED ALTERATION IN THE FORM OF AN ENLARGEMENT TO BRYNMENYN PRIMARY SCHOOL AND RELOCATE IT INTO A NEW BUILDING ON SURPLUS LAND ADJACENT TO COLEG CYMUNEDOL Y DDERWEN"

Cabinet Report 16th June 2015: "SCHOOL MODERNISATION PROGRAMME: OUTCOME OF CONSULTATION ON PROPOSAL TO MAKE A REGULATED ALTERATION IN THE FORM OF AN ENLARGEMENT TO BRYNMENYN PRIMARY SCHOOL AND RELOCATE IT INTO A NEW BUILDING ON SURPLUS LAND ADJACENT TO COLEG CYMUNEDOL Y DDERWEN"

Cabinet Report 1st September 2015: “OUTCOME OF PUBLIC NOTICE ON THE PROPOSAL TO RELOCATE BRYNMENYN PRIMARY SCHOOL TO LAND ADJACENT TO COLEG CYMUNEDOL Y DDERWEN AND MAKE A REGULATED ALTERATION IN THE FORM OF AN ENLARGEMENT”

Decision Notice 7th September 2015: “PROPOSAL TO MAKE A REGULATED ALTERATION TO BRYNMENYN PRIMARY SCHOOL, BRYN ROAD, BRYNMENYN, BRIDGEND, CF32 9LA IN THE FORM OF AN ENLARGEMENT TO THE SCHOOL AND RELOCATING THE SCHOOL TO A NEW BUILDING ON LAND ADJACENT TO COLEG CYMUNEDOL Y DDERWEN”

Cabinet Report 27th October 2015: “PROCESS FOR THE PROCUREMENT OF THE CONTRACTOR FOR BRYNMENYN PRIMARY SCHOOL”

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

10 MAY 2016

INFORMATION REPORT OF THE CORPORATE DIRECTOR - OPERATIONAL AND PARTNERSHIP SERVICES

WALES EXTREMISM AND COUNTER TERRORISM UNIT (WECTU) AND COUNTER-TERRORISM AND SECURITY ACT 2015

1. Purpose of Report.

- 1.1 The purpose of this report is to advise Cabinet Members of new duties and responsibilities applied to local authorities following the enactment of the Counter-Terrorism and Security Act 2015 (“the Act”) and to ask Cabinet to note the steps being taken to comply with them.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 The Strategic Equality Plan (SEP) is a cross cutting, statutory plan that impacts on the whole of the council. Within the SEP are various strategic equality objectives that are linked to fostering good relations and community cohesion. Additionally, the following Corporate Plan Priorities are supported:

- Priority 1. Supporting a successful economy
- Priority 2. Helping people to be more self-reliant
- Priority 3. Smarter use of resources

3. Background.

- 3.1 On 14 January 2016 Cabinet Committee – Equalities received a report from the Corporate Director – Resources on the South Wales Police Wales Extremism and Counter Terrorism Unit (WECTU), informing Committee of the current threat level existing across the United Kingdom which stands at ‘Severe’ whilst providing local context .
- 3.2 As summarised in that report, WECTU was established in 2006 and created one Special Branch for the whole of Wales. Its remit covers international terrorism and domestic extremism and it is governed by the Government’s Counter Terrorism Strategy known as CONTEST. WECTU has officers who represent it on the Western Bay CONTEST Board (as detailed at para 3.3 below). At a local level a prevent officer from WECTU has established working links with the Chair of the Channel panel (as detailed at para 3.4 below).
- 3.3 The Western-Bay Regional CONTEST Board was established in 2013 and is currently chaired (for 1 year) by an officer from Neath Port Talbot Council. The agenda covers key elements of the strategy namely, Prepare; Protect; Prevent; Counter Terrorism Local Profiles (CTLP’s) and updates from ‘Channel’ panel chairs.

3.4 Channel is a multi-agency safeguarding programme run in every local authority area in Wales and England. It works to support vulnerable people from being drawn into terrorism and provides a range of support such as mentoring, counselling, assistance with employment, etc. Channel is about early interventions to protect vulnerable people from being drawn into committing terrorist-related activity and addresses all types of extremism. A local Channel Panel was established in Bridgend in 2013, The Terms of Reference are attached at Appendix A. The Panel is chaired by BCBC's Principle Community Safety Officer and currently meets quarterly. The Channel Chair attends the Western-Bay CONTEST Board meetings to represent Channel. Below is the current list of agencies and BCBC staff represented on the Channel Panel:

- **BCBC** Principal Community Safety Officer (Chair);
- **BCBC** Children and Adult and Safeguarding Services;
- Youth Offender Service Officers;
- Community Safety Partnership;
- **BCBC** Community Mental Health Team;
- South Wales Police – Central BCU (West);
- South Wales Police Mental Health Liaison Officer;
- Health Bridgend Locality ABMU;
- National Probation Service;
- Community Rehabilitation Company (CRC);
- Bridgend College; and
- Wales Extremist Counter Terrorist Unit (WECTU).

There are further Channel Panels across the region covering Swansea and Neath Port Talbot. Recently the UK Government has enacted the Counter-Terrorism and Security Act 2015 ("the Act") to make certain provisions related to terrorism. Although Chanel Panels were in existence prior to the Act, under s.36 of the Act as set out in para 4.5 below, Channel was placed on a statutory footing and the functions and membership of the Panel confirmed.

3.5 Through working collaboratively with Welsh Government officers; Western-Bay Regional CONTEST Board; and members local Prevent and Emergency Planning, WECTU aims to work more effectively in its response to the threat from national and international terrorism and extremism. It seeks to keep the people of Wales safer by building confidence and trust in our communities by working with the public and partners to identify, target and disrupt terrorists and extremists.

3.6 The Council has a legal duty under Section 17 of the Crime and Disorder Act 1998 to carry out all its various functions with due regard to the need to prevent Crime and Disorder in its area. The new duties under the Counter-Terrorism and Security Act 2015 ("the Act") complement the existing duty.

4.0 Current situation / proposal.

4.1 The Act has a staggered implementation date from the 12th February 2015 onwards. The Act is made up of 7 parts, with Part 5 being of particular relevance to BCBC. Part 5 is made up of two Chapters: the first deals with Preventing People Being Drawn into Terrorism and the second with Supporting People Vulnerable to Being Drawn into Terrorism. BCBC must have in place methods to comply with the new statutory duties. Since the implementation of the Act compliance by Bridgend County Borough Council has been achieved by establishing its Channel Panel and

representation on the Western-Bay Contest Board and is further outlined below.

- 4.2 Firstly, with regards Chapter One, a new duty came into force on 1st July 2015 under s.26 of the Act for Local Authorities specified in Schedule 6 of the Act to have due regard to the need to prevent people from being drawn into terrorism in the exercise of their functions (“the s.26 Duty”). This means that Local Authorities, including Bridgend County Borough Council, must place an appropriate weight on the need to prevent people from being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. The s.26 Duty does not confer new functions on any specified authority.
- 4.3 Section 29 of the Act provides a power to the Home Secretary to issue statutory guidance to local authorities as to how the s.26 Duty should be carried out. Current statutory guidance is set out in “Revised Prevent Duty Guidance: for England and Wales” (“the Statutory Guidance”) originally issued on 12th March 2015 and revised on 16th July 2015. In complying with the s.26 Duty all specified authorities should demonstrate an awareness and understanding of the risk of radicalisation in their S area. There are three themes through the Statutory Guidance: effective leadership; working in partnership and appropriate capabilities. Part E of the statutory guidance deals with specific guidance to Local Authorities. It deals with:
- Partnership
 - Risk Assessment
 - Action plan
 - Staff training
 - Use of Local Authority resources
 - Collaboration between areas
 - Prevent priority areas
 - Other agencies and organisations
 - Out of school settings supporting children
- 4.4 There is specific statutory guidance for schools and child care providers to assess the risk of children being drawn into terrorism and this is found in “Prevent Duty Guidance: for further education institutions in England and Wales”.
- 4.5 If a Local Authority fails to discharge the s.26 Duty s.30 sets out the ability of the Secretary of State to give directions which can then be enforced by a mandatory order. Other legislation provides other enforcement powers available to the Secretary of State and Welsh Minister, such as the Local Government Act 1999 and the Local Government (Wales) Measure 2009.
- 4.6 Dealing with Chapter Two, s.36 of the Act makes provision for a Local Authority to protect vulnerable people from being drawn into terrorism. The Act:
- requires each local authority to establish and chair a local multi-agency Panel for this purpose;
 - details out when the police may refer people considered vulnerable to the Panel;
 - sets out the functions of the Panel to include the carrying out an assessment of risk and to establish appropriate plans to support people identified as being

vulnerable to being drawn into terrorism and then to keep those plans under review;

- prescribes the core membership of the Panel to be the police and the Local Authority and confirms the chairing of the Panel to be the relevant Local Authority's responsibility; and
- requires that the partners of a Panel must, so far as is appropriate, and reasonably practical, act in co-operation with the Panel.

4.7 Section 37 of the Act provides a power to local authorities to determine procedures for conducting the business of the Panel.

4.8 The proposals for Bridgend County Borough Council ("BCBC") to comply with the new statutory duties are as set out below which Cabinet Members are now asked to endorse:

4.9. In order to comply with the s.26 Duty a few separate steps are being taken:

- A Home Office one-off ring fenced grant of £10,000 has been allocated to BCBC specifically to deliver prevent training and awareness of the new duties across the Authority's workforce, including wider agencies contracted to the authority. In accordance with the conditions of the grant, the money is being used to:
 - a. support a rolling interactive programme of prevent awareness training for frontline staff which will continue into 2016 providing an improved understanding of the process so that all staff can make a prevent referral.
 - b. purchase new IT equipment to increase capacity for training as described above, which is being coordinated by the authorities' principle training officer.
 - c. publish improved Restorative Justice and mediation information folders and leaflets for the Restorative Approaches by the Education Lead officer with the Youth Offender Service in schools and communities and by BCBC's Community Safety and Welfare officer for mediation purposes working with agencies such as the police to increase awareness of the new law
- Commencing in 2014 when it was agreed to form a regional Contest Board, officers of Bridgend County Borough Council have been working with officers from the City and County of Swansea and Neath Port Talbot County Borough Councils to develop a Gap Guidance to set out compliance with the s.26 Duty and the Statutory Guidance through the Western Bay Regional CONTEST Board and Adult and Children Safeguarding Board. Members agreed to develop a gap analysis template for use across Swansea, Neath Port Talbot and Bridgend to monitor how each area is progressing.

- 4.10 In order to comply with s.36 a few separate steps are being taken, including:
- Establishing a Channel Panel in Bridgend which meets quarterly with the ability to meet at short notice on the authority of the chair and ensuring that:
 - All panel meetings are recorded;
 - All members are required to sign a confidentiality statement before each meeting; and
 - All panel members have undertaken Home office approved Wrap prevent training course.
 - Setting up secure emails for relevant employees to allow for sharing confidential information
- 4.11 In order to comply generally with the spirit of the Act, BCBC's Corporate Director Communities and Principle Community Safety Officer attends the Western Bay Contest Board meetings where officers from WECTU provide national and local threat and risk context through the Counter Terrorism and Local Profile (CTLP's). BCBC' Community Safety Officer has established working links with WECTU's prevent officer regarding local Channel referrals.

5. Effect upon Policy Framework & Procedure Rules.

- 5.1 The report has no direct effect upon the policy framework or procedure rules but is required to effectively implement the Council's statutory duties in relation to equalities and human rights.

6. Equality Impact Assessment

- 6.1 A full Equality Impact Assessment has not been undertaken as there are no implications in relation to age; disability; gender and transgender; race; religion or belief and non-belief; sexual orientation on this matter..

7. Financial Implications.

- 7.1 The financial implications of the new duties & powers to BCBC (such as staff training and IT infrastructure) will be fully met from the Home Office grant award outlined in paragraph 4.9.

8. Recommendation.

- 8.1 That Cabinet receives and considers this report, and

8.1.1 Note the steps being taken to comply with the s.26 Duty and associated statutory guidance issued by the Home Secretary; and

8.1.2 Note the local Channel Panel arrangements to secure compliance by the Local Authority with s.36 of the Counter-Terrorism and Security Act 2015 and associated statutory guidance issued by the Home Secretary.

Andrew Jolley
Corporate Director Operational And Partnership Services
Date: 13th April 2016

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'Background Documents: None'

Appendices: Appendix A: Bridgend Community Safety Partnership, Prevent Channel Panel Terms of Reference, 2016-17

Pen-y-bont ar Ogwr
Mwy Diogel



Safer Bridgend

www.saferbridgend.org.uk

**Bridgend Community Safety Partnership
Prevent Channel Panel
Terms of Reference
2016-17**

1. Introduction

Safer Bridgend is the statutory Community Safety Partnership for Bridgend County Borough covering the South Wales Policing area of Central BCU (West).

Section 26 of the Counter-Terrorism and Security Act 2015 (CT&S Act 2015) places a duty on certain bodies in the exercise of their functions to have due regard to the need to prevent people from being drawn into terrorism .

Section 29 of the Act provides a power to the Home Secretary to issue statutory guidance to local authorities as to how their general duty to pay “due regard to the need to prevent people from being drawn into terrorism” should be carried out. Current statutory guidance is set out in “Prevent Duty Guidance”.

Section 36 of the Act makes provision to protect vulnerable people from being drawn into terrorism.

2. Membership

Below is the current list of agencies represented on the panel;

Bridgend County Borough Council (BCBC) (Chair);
BCBC Children and Adult and Safeguarding Services;
Youth Offender Service;
Community Safety Partnership;
Community Mental Health Team;
South Wales Police – Central BCU (West);
South Wales Police Mental Health Liaison Officer;
Health Bridgend Locality ABMU;
National Probation Service;
Community Rehabilitation Company (CRC);
Bridgend College; and;
Wales Extremist Counter Terrorist Unit (WECTU).

3. Roles and Responsibilities

Like child protection, Channel is a multi-agency safeguarding programme run in every local authority area in Wales and England. It works to support vulnerable people from being drawn into terrorism and provides a range of support such as mentoring, counselling, assistance with employment etc. Channel is about early interventions to protect vulnerable people from being drawn into committing terrorist-related activity and addresses all types of extremism.

Participation in Channel is voluntary. It is up to an individual, or their parents for children aged 17 and under, to decide whether to take up the support it offers. Channel does not lead to a criminal record. (Home Office 2016)

The panel; will receive WECTU vulnerability assessed referrals, to consider and agree appropriate local interventions leading to the production of a bespoke action plan to meet the needs of the referred individual or group.

In producing the action plan the panel; will identify which organisation is responsible for taking forward each element of the recommended supportive interventions.

The panel; will review and evaluate the progress of the action plan and when appropriate request for a referral to exit the 'Channel' process.

Members will inform the Chair immediately of any issue that has the potential to detrimentally affect the referred individual / group, delivery of the action plan or otherwise impact on the risk assessment of the referral.

Intervention / support plans recommended by the panel; will be proportionate, justified, necessary, legal and where appropriate SMART.

The panel; will be responsible for highlighting **emerging tensions** as they relate to the 'Channel' process and any specific referrals.

The panel may also encourage attendance from other statutory, and 'Third Sector' organisations as and when required to influence issues associated with the work of the panel.

Membership of the panel will be subject to higher police vetting as appropriate.

The panel is currently chaired by the BCBC's Principle Community Safety Officer.

The Chair will represent the panel on the Western-Bay Regional Contest Board, as well as the Bridgend CSP Executive Group and LSB Chairs Board providing updates on important matters.

Delegation of attendance to Channel meetings is discouraged.

Delegation should only be considered as a last resort and members should be mindful of the 'restricted' nature of the matters under consideration. Details of any anticipated deputies must be forwarded to the 'Channel' Chair in advance for submission to WECTU. Continual or repeated delegation of attendance will lead to a review of that organisations membership status.

All panel members will be asked to confirm their support to the above priorities and objectives and to work within the terms of reference and achieving the aims of the panel through constructive working with other members; and that they are able to devote the necessary time to attend meetings, attend training and to network with a wide range of interests outside meetings.

Any member attending meetings or events relating to the business of this group in their 'Channel' capacity are required to inform the Chair to ensure records are maintained and the messages taken forward by 'Channel' members are consistent.

4. Information Sharing

The Western-Bay Regional Contest Board has in place a bespoke information sharing protocol (Welsh Government Waspi compliant), which addresses the needs of the 3 panels across the region. The agreement enables the sharing of personal information with consent and data, for the purposes of the 'Channel' process.

5. Confidentiality

Members must not disclose information of a confidential nature divulged at meetings to any third party without the consent of a person authorised to give such consent.

Members must be mindful of the 'restricted / classified' nature of Channel papers and the protective marking which must be adhered to at all times.

All members will be required to sign a confidentiality statement at the commencement of each meeting.

6. Administration

The panel secretarial and administrative functions will be provided by the; Chair.

Meetings of the panel will take place quarterly as a minimum and more frequently when necessary.

The times, dates and venues of the meetings will be agreed by the Chair, in consultation with members.

Agendas; will be agreed in advance of the meetings by the chair; ideally in consultation with the wider membership.

Members will be given a minimum of 10 working days' notice of meeting times, dates and venues unless circumstances require the panel to assemble at short notice.

In the spirit of partnership, decisions should be reached through the mutual consent of all members present. Where this is not possible, decisions can be reached through a simple majority vote. Where it is not possible to achieve a simple majority then the Chair retains the right to use a casting vote.

7. Equalities

The above work is constructed taking into account the three key Public Sector Equality Duty principles; namely:

- Develop good relations between those who have protected characteristics and those who do not;
- Eliminate discrimination, victimisation and harassment and;
- Advance equality of opportunity between groups.

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Regulations 2000.

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