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Bridgend County Borough Council



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Gwasanaethau Gweithredol a Phartneriaethol / Operational and Partnership Services

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Gofynnwch am / Ask for: Andrew Rees

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Wednesday, 13 December 2017

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, 19 December 2017 at 2.30 pm.**

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members.
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 3 - 14
To receive for approval the Minutes of the meeting of Cabinet of 28 November 2017
4. Additional Learning Needs Reform - Recommendations of the Subject Overview and Scrutiny Committee 1 15 - 18
To present Cabinet with the recommendations of the Subject Overview and Scrutiny Committee 1 on the subject of ALN Reform; and to ask Cabinet to forward a small number of recommendations from the Committee to Welsh Government for consideration as part of the implementation of the Bill and ALN Reform.
5. Outcome of the Consultation 'Shaping Bridgend's Future' 19 - 56
To inform Cabinet of the outcome of the 'Shaping Bridgend's Future' 2017 consultation which asked citizens to share their views on a number of key budget proposals being considered over the Medium Term Financial Strategy period and provide an overview of the budget consultation activities, analysis and key findings.
6. Extension of the Financial Information System Contract 57 - 60
To inform Cabinet of the intention to go out to tender for the provision of a financial information system with a contract start date of 1 April 2018; subject to this, and if the award is to a new supplier, authorise the Corporate Director – Operational and Partnership Services to enter into a fixed term contract of 12 months with the current provider, Advanced

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Business Software and Solutions Limited, to allow for the mobilisation and build of a new financial information system.

7. Porthcawl Regeneration Scheme 61 - 72
To update Members on the Porthcawl Regeneration Scheme; advise that a proposal has been received from the Evans' families, to sell to the Council their leasehold interest in Phase 1 – land at Salt Lake Car Park; present the terms of this proposal, and set out the consequential impact on the remainder of the Porthcawl Regeneration Scheme. To advise members of the 'due diligence' that has been undertaken to date, and the further measures which will be put in place to protect the public interest; recommend that the offer be accepted; and seek agreement from Cabinet to present a report to Council for approval for a revised capital programme for 2017-18 to 2026-27.
8. School Modernisation Programme: Outcome of Public Notice on Proposal to Make a Regulated Alteration to Coychurch Primary in the Form of an Enlargement 73 - 78
To inform Cabinet of the outcome of the Public Notice on the proposal to make a regulated alteration to Coychurch Primary School, by permanently enlarging the school with effect from 1 January 2018; and to request that Cabinet issue a Determination as per the proposal.
9. Healthcare Needs Policy 79 - 124
To seek Cabinet approval of the Healthcare Needs Policy.
10. Welsh in Education Strategic Plan 125 - 170
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.
11. 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.

Yours faithfully

P A Jolley

Corporate Director Operational and Partnership Services

Councillors:

HJ David

CE Smith

Councillors

PJ White

HM Williams

Councillors

D Patel

RE Young

CABINET - TUESDAY, 28 NOVEMBER 2017

MINUTES OF A MEETING OF THE CABINET HELD IN COMMITTEE ROOMS 1/2/3 - CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON TUESDAY, 28 NOVEMBER 2017 AT 2.30 PM

Present

Councillor HJ David – Chairperson

CE Smith
RE Young

PJ White

HM Williams

D Patel

Officers:

Randal Hemingway	Head of Finance & Section 151 Officer
Darren Mepham	Chief Executive
Mark Shephard	Corporate Director - Communities
Andrew Jolley	Corporate Director Operational & Partnership Services
Mark Galvin	Senior Democratic Services Officer - Committees
Lindsay Harvey	Corporate Director Education and Family Support
Jackie Davies	Head of Adult Social Care
Lynne Berry	Partnership and Integration Manager
Martin Ridgeway	Housing Strategy Team Leader

104. APOLOGIES FOR ABSENCE

Apologies for absence were received from the Corporate Director – Social Services and Wellbeing

105. DECLARATIONS OF INTEREST

RESOLVED: (1) The following Officers declared an interest in Agenda Item 4 and left the meeting whilst this report was being considered:-

- A. Jolley
- M. Shephard
- L. Harvey
- J. Davies
- R. Hemingway

(2) Councillor RE Young declared a personal interest in Agenda Item 18, as a local authority appointed School Governor.

106. APPROVAL OF MINUTES

RESOLVED: That the Minutes of a meeting of Cabinet dated 31 October 2017, be approved as a true and accurate record.

107. JNC PAY STRUCTURE

The Chief Executive presented a report that sought Cabinet approval to recommend to Council the implementation of a new approach to senior management pay.

He explained that the Authority's pay band structure currently, had large gaps between the senior management tiers, most notably a £32k gap between Group Managers and

Heads of Service, a £25k gap between Heads of Service and Directors, and a £27k gap between Directors and the Chief Executive.

The intention explained the Chief Executive, subject to consultation, was to have the proposed new pay structure in place by the end of the financial year.

The Chief Executive confirmed that there were no financial implications arising from the report's recommendations, though it was intended that the proposed changes could facilitate a reduction in the overall cost of senior manager salaries by up to £500k over the next 2 years.

A Member asked if there had been any consultation carried out on the proposals, and also if a benchmarking exercise had been conducted with neighbouring authorities in order to ascertain what JNC Pat Structure they adopted.

The Chief Executive stated that all local authorities had variations in their pay structures for JNC staff, and that there was no one to consult with in respect of the proposals. However, he advised that there would be some effect upon terms and conditions of posts affected in terms of evaluating the existing roles of these.

RESOLVED: That Cabinet approved for submission to Council the new JNC pay structure with an effective date of 1 April 2018.

108. **MEDIUM TERM FINANCIAL STRATEGY 2018-19 TO 2021-22**

The Section 151 Officer presented a report, the purpose of which was to present Cabinet with the draft Medium Term Financial Strategy 2018-19 to 2021-22.

He referred to the background of the report, and pointed out to Cabinet that the process for the Budget this year had followed the same principle of last year.

The report commenced with a Budget Narrative and then outlined the current situation and the financial context of the Council's MTFs. He reminded Members that the Welsh Government had announced its draft Budget for 2018-19 on 3 October last, with the most significant headline of this, being that there would be an additional £230m in 2018-19 and £220m in 2019-20 for the Welsh NHS. The Cabinet Secretary had highlighted the risk to the Welsh Government of the UK Government's £3.5 billion of unallocated cuts for 2019-20, which could result in a further cut of up to £173m to the Welsh budget dependent upon where the unallocated cuts fall.

The Section 151 Officer then advised that Councils received their provisional settlements from Welsh Government on 10 October. The headline figure is a reduction of £19 million, or 0.5%, across Wales and, for Bridgend, a reduction of 0.6% in Aggregate External Finance (AEF), or £1.16 million. However when adjustments are made for new responsibilities in respect of homelessness prevention (£236,000 for Bridgend), the true impact for Bridgend is estimated to be a like-for-like reduction of £1.396 million or -0.73%. Welsh Government has reported that the settlement also includes an additional £42 million across Wales in recognition of social services pressures and £62 million in respect of school funding, but these amounts, which are not ring-fenced or notified at individual authority level, are already included in the figures above. The settlement also includes £1.8 million floor funding to ensure that no authority has to manage with a reduction of more than 1% to its Revenue Support Grant next year.

The provisional settlement compares favourably to the -3.2% “most likely” assumption that is contained within the Council’s original MTFs for 2018-19 and is better even than the “best” case scenario assumption of -1.5%.

He then highlighted that unlike previous years, Welsh Government had provided an indication of funding levels for 2019-20, being a further budget reduction in 2019-20 of 1.5%.

Paragraph 4.8 then referred to specific grants, and the Section 151 Officer stated that though the full picture on these was as of yet unclear, there would be a deficit compared to previous years.

The report then identified that there was highly likely that there would be a Council Tax increase of 4.2% for 2018-19, with an assumed annual increase of 4.5% for the period of 2019-2022.

Paragraphs 4.12 to 4.14 of the report then gave information in table format of the Current Year 2017-18 financial performance as at September 2017. This showed that as of this date, there was a net spend of £2.495m, comprising £710,000 net over spend on Directorates and £3.208m net under spend on corporate budgets.

The next section of the report concentrated on the MTFs for the period 2018-19 to 2021-22, with the Principles of this being detailed in paragraph 4.18 of the report and remaining unchanged.

The 2018-19 AEF figure is a reduction of -0.6% based on the published Provisional Settlement. In the July report to Cabinet on the MTFs, it was stated that the Council would continue to work towards a most likely scenario in its planning assumptions for 2018-22 of an annual reduction in AEF of -3.2% and an assumed increase in Council tax of 4.2% in 2018-19 and 4.5% for each year thereafter, recognising the ongoing uncertainty around our funding in future years. However, as outlined in paragraph 4.7 the Cabinet Secretary has stated that the indicative settlement for 2019-20 is a further reduction of 1.5%. Given this message, and in recognition both of the twin risks around public sector pay (uncertainty around future pay awards and possible equal pay issues driven by the National Living Wage) and elevated inflation, it is proposed that the 2019-22 MTFs assumptions are adjusted to include:

- A most likely annual reduction of -1.5% in AEF, with best and worst case scenarios of -1.0% and -3.0% respectively
- An uplift to the assumed annual provision for pay, prices, demographic and unavoidable pressures for the outer three years of the MTFs

Table 4 in paragraph 4.20 of the report, showed the Council’s potential net budget reduction requirement based on the forecast resource envelope, which confirmed that during the current life period of the MTFs, the most likely scenario was that over the 4 years the Council would be required to make savings amounting to £31.914m.

Paragraph 4.22 of the report included Table 5 that showed the current position in respect of addressing this most likely forecast budget reduction. It also reflected that £13m of budget reduction proposals have already been identified over the period of the MTFs, including the full £6.123m required for 2018-19. The table further showed that the Council still needs to develop proposals to the value of £18.7m and a range of options were under consideration in order to deliver the shortfall. The Section 151 Officer pointed out to Members, that £4.882m in terms of Budget Reduction Proposals for 2018-19 were presently Amber on the RAG status.

He then referred to the Budget Reduction Proposals identified by categorisation, and he was pleased to inform Cabinet that 78% of these had been/were being targeted by making Smarter Use of Resources.

With regard to paragraph 4.28 of the report headed Scrutiny and Challenge, the Section 151 Officer confirmed that a full consultation i.e. 'Shaping Bridgend's Future' was launched in early October and would run until 3 December. The report explained what this would cover and that the results would be collated and presented to Cabinet in December, in order to further inform decisions on the final MTFS.

The Draft Revenue Budget was then broken down by Directorate and Department in table format at paragraph 4.29 of the report, whilst the next section of the report gave a resume on pressures, such as Pay, Prices and Demographics. He explained that National pay increases for public sector workers have been capped at 1% for a number of years, and that over recent months, pay offers to both the police and fire services have both been above 1%, implying, if perhaps not a total abandonment, then at least a relaxation of pay restraint. Whilst no agreement has yet been reached for national pay bargaining, 1% has been assumed in the 2018-19 draft budget. Any increase above this will undoubtedly place additional pressure on Council resources, and may result in further budget reductions if not funded by Welsh Government. Funding for pay increases will be retained centrally until further information is known he added.

He then further added, that price inflation has been allocated to service budgets, where known, and that these would be further reviewed for the final budget and amended where necessary with updated inflation rates. It was likely that this would be a much bigger consideration over the period covering the MTFS.

Paragraph 4.34 of the report then confirmed the budget proposed for Schools, and that for 2018-19 the 1% efficiency target set last year would be lifted due to a better than expected settlement. Also, in recognition of the detrimental impact which the Welsh Government's decision to reduce the Education Improvement Grant is forecast to have, it was recommended that an additional £500k be delegated to school budgets also.

The Section 151 Officer then referred to Appendix A to the report, where information was provided in respect of Budget Pressures, both the type that were unavoidable and discretionary.

He then advised that in order to support service improvement, there were a number of areas which it is proposed to increase in the draft Budget. These represented the conscious choice of members to invest in enhancements, and were outlined in paragraph 4.36 (Table 8) of the report.

In terms of Budget Reduction proposals, £6.123m had been identified from service and corporate budgets, in order to achieve a balanced budget, (Appendix B to the report referred.)

In respect of Corporate Budgets, he explained that it was proposed to implement reductions totalling £2.610m, for temporary relief for unforeseen over spends.

Fees and Charges were referred to in paragraph 4.39 of the report, whilst Council Reserves were as had been reported to Cabinet in October explained the Section 151 Officer.

The next part of the report referred to the Capital Programme and Capital Financing Strategy developed in line with the MTFS principles, which reflect the Welsh

Government draft capital settlement for 2018-19, providing general capital funding of £6.328m.

Table 10 in paragraph 4.43 of the report, showed the 2017-18 Annual Allocations of Capital Funding, which were in the process of being reviewed for any further opportunities to release capital for new schemes.

The Capital Financing Strategy principles in the next section of the report remained unchanged confirmed the Section 151 Officer.

In respect of Capital Receipts the Council estimated that around £21m could be generated in 2014, and thus far, circa £15.8m had been delivered, with £5.2m to be realised over the next 2 years.

The Section 151 Officer with reference to paragraph 4.49 of the report stated that In recognition of the scale and importance of future capital expenditure requirements, the 2018-19 draft revenue budget includes £500,000 as a recurrent revenue budget to meet the costs of additional unsupported borrowing. In line with prudent accounting practice, the costs of any investments made will be repaid within the life of the particular asset. Whilst the funding has not yet been earmarked for specific investments, it is estimated that the funding will provide between £5 - £15m of capital works, depending upon the type of investments approved by Council.

The Deputy Leader thanked the Finance team for preparing the report and emphasised that the document was a draft and still open for amendment at this stage. Cabinet would take on board the responses of the public budget consultation, along with comments from Scrutiny prior to presenting the final version of the Medium Term Financial Strategy to Council on 28 February 2018.

The Leader stated that he was encouraged that Members had already begun to consider the process of the Medium Term Financial Strategy via the Budget Research and Evaluation Panel (BREP). He looked forward to their input and the contribution of all Members via the BREP, the Overview and Scrutiny Committees and the workshops organised. He added that whilst the majority of savings made so far and proposed, were due to improved efficiency, reduced administrative costs and greater collaboration. Some savings had been made and will have to be made by reducing or cutting frontline services to balance the Budget.

RESOLVED: That Cabinet submitted for consultation the 2018-19 Annual Budget and development of the MTFs 2018-19 to 2021-22, as set out in this report.

109. **AMENDMENT TO THE FINANCIAL PROCEDURE RULES (FPRS) WITHIN THE COUNCIL'S CONSTITUTION**

The Head of Finance and S151 Officer submitted a report that sought agreement from Cabinet to present a report to Council for approval on the proposed amendments to the Constitution which reflect changes to the Financial Procedure Rules.

He confirmed that the management of the Council's financial affairs are conducted in accordance with the Financial Procedure Rules set out in Part 4 of the Constitution.

He referred Members to Appendices A and B to the report, outlining the existing Financial Procedure Rules with tracked changes showing the proposed changes in Appendix A, and a clean version of the revised Financial Procedure Rules for approval at Appendix B.

The report highlighted that these would need further revision in the forthcoming year to reflect legislative changes when the Data Protection Act is replaced by the Data Protection Bill.

A Member referred to paragraph 3.1.2 (c) of the FPRs and asked why a forward indication of the MTFs comprising the revenue budget for the first year and indicative budgets for the subsequent two years had been changed to three years.

The Head of Finance and S151 Officer advised that this had been altered in line with the MTFs which had within the last few years, covered an extended period to that of previously.

She asked further questions with regard to why paragraph 3.3.3 in respect of supplementary estimates had been deleted and replaced by an alternative paragraph, to which the Head of Finance and S151 Officer confirmed he would obtain this information and give a response to her outside of the meeting.

The Member also noted that in this section of the FPRs (i.e. 3.3.5) reference was being made to over-spending against budget, however, no similar reference was made to any under-spending.

The Head of Finance and S151 Officer confirmed that this was due to the fact that when earmarked reserve requests were submitted for the future at Year end, these were considered, and where appropriate processed in accordance with their corporate risk factor, in order to protect the financial position of the Authority. This approach under the Council's Contract Procedure Rules meant that he was adopting the correct behaviour in respect of the Budget, whilst also adopting a "One Council" approach.

RESOLVED: That Cabinet recommended to Council the amendments to the Financial Procedure Rules contained within the report

110. **EXTENSION OF THE SUPPLY OF FRESH, FROZEN AND COOKED MEATS CONTRACT**

The Interim Corporate Director Education and Family Support presented a report, the purpose of which, was to suspend those parts of the Council's Contract procedure Rules (CPR's) in respect of the procurement requirements relating to the tendering of the supply of the above, and also to authorise the Interim Corporate Director Education and Family Support to enter into a contract with the current contractor Mid Glamorgan Provisions Ltd for an additional three month period.

He advised Cabinet that the current call off contract from the WPC Framework with Mid Glamorgan Provisions Ltd was due to expire on 31 December 2017, and at this time it had been decided that to exchange Contractors was high risk, whilst conversely, it was considered low risk to maintain the current Contractor.

With regard to the reports financial implications, the estimated value of the Contract is £115k and there was a minimal cost differential associated with the extension of the Contract compared to the cost of the new provider. The Contract costs would be met within existing budgets he concluded.

RESOLVED: That Cabinet:

- (1) Suspended those parts of the Council's Contract Procedure Rules in respect of the procurement requirements relating to the tendering of this proposed Contract.
- (2) Authorised the Interim Corporate Director Education and Family Support to enter into a Contract with the current Contractor for a further 3 month period.

111. PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN) - ESTABLISHING A LEARNING RESOURCE CENTRE FOR PUPILS WITH AUTISTIC SPECTRUM DISORDERS AT YSGOL GYFUN GYMRAEG, LLANGYNWYD

The Interim Corporate Director Education and Family Support submitted a report, which informed Cabinet of the outcome of the consultation on proposals to establish a Learning Resource Centre (LRC) for pupils with autism spectrum disorders (ASD) at Ysgol Gyfun Gymraeg, Llangynwyd.

The report gave some background information, and then confirmed that consultation exercises on the proposal had been carried out between 6 September and 17 October 2017, with staff, governors, parents and pupils of the School, as well as the wider community under the School Organisation Code.

The Interim Corporate Director Education and Family Support referred Cabinet to Appendix 1 to the report, which contained the Consultation Report that also included feedback from Estyn.

He advised further that responses to the consultation exercises had also been followed up and acted upon, where necessary.

The next stage of the process he added, and on the basis of Cabinet approval of this report, was to publish a statutory notice outlining the proposals which would need to be published for a period of 28 days, during which, any formal written objections would be invited during this period.

The Interim Corporate Director Education and Family Support then concluded his submission by advising of the report's financial implications as was detailed in paragraph 7 of the report.

A Member was pleased to see issues developing in the area of ALN, including in Welsh Medium Schools.

A Member also welcomed positive feedback from Estyn as detailed in Appendix 1 to the report, and he wished to clarify that the monies committed to establishing this Learning Resource Centre, was over and above that which had been committed to schools under the MTFs.

The Leader concluded debate on this item, by stating that he was encouraged also with the fact that there was further support being given in terms of those with ALN in classes that accommodated mainstream pupils.

RESOLVED:

That Cabinet:

- (1) Noted the outcome of the consultation with interested parties as detailed in the Consultation Report attached at Appendix 1 to the covering report.
- (2) Approved the Consultation Report for publication.

Authorised the publication of a Statutory Public Notice on the proposal.

112. NANTYMOEL COMMUNITY FACILITIES

The Corporate Director Communities presented a report, in order to seek Cabinet approval of the submitted business plan from a representative Community Group in Nantymoel, to allow the existing Nantymoel Boys and Girls Club to be extended. This would ensure that additional community use can be accommodated in that facility and that the capital funding of £200k can be released for this purpose.

The background of the report referred to the former Berwyn Centre facility and that when this had closed due to a state of disrepair, and that a sum of £200k had been set aside to invest in the provision of replacement community facilities in Nantymoel.

Though there had been a delay in spending this funding, due to the fact that there had been difficulty in the local community reaching a consensus as to what facility they feel would be an appropriate alternative (to the Berwyn Centre), the Corporate Director Communities confirmed that this had now been resolved.

Additionally, he confirmed that the Council had been investigating with the Charity Commission, the feasibility and the necessary process to follow, in order to also release a sum of approximately £49k held in trust by the elected Members of the Council as Trustees, on behalf of the community of Nantymoel, for this same purpose.

Paragraph(s) 4. of the report then outlined the current situation and that which was proposed, and that the Local Community Group which had now evolved into a charitable incorporated organisation, recognised as the Nantymoel Boys and Girls Club and Community Centre with equal trustee representation from other partners detailed in paragraph 4.2 of the report, had with the support of others, developed their own Business Plan. This had been based on a preferred option of extending the existing Nantymoel Boys and Girls Club which is within the immediate vicinity of the former Berwyn Centre site. The Business Plan was shown at Appendix 1 to the report.

The Corporate Director Communities then referred to paragraph 4.5 of the report, and that the sum of £49k was intended to support the local community, as this had accrued from the original development of the Berwyn Centre. The Community Group had also requested that the Council follow the necessary process in order to release this sum of money and the area of land covering the footprint of the previous Berwyn Centre.

A Member stated that she hoped that the funding in respect of the trust would still be committed to the project, even though this was being transferred from the previous trustee, Nantymoel Workmen's Institute to the new incorporated charity, and wished that this be reflected in the Cabinet decision.

RESOLVED: That Cabinet:

- (1) Approved the submitted business plan proposing an extension to the existing Nantymoel Boys and Girls Club and thereby agreed to commit the capital allocation of £200,000 towards the proposed development under terms to be agreed and set out by the Council's Section 151 Officer, and that a further extension for the expenditure of the capital sum be agreed, initially to 31st March 2019.
- (2) That Cabinet noted that officers will request that the Wales Co-operative Centre continues to support the Community

Group, assisted where necessary by the Council's Rural Development team, to bring forward the proposed development, and work with local stakeholders to secure further external funding, in line with the submitted funding plan.

- (3) That Cabinet also noted that it will be necessary to submit a report to all of the Council's elected Members, acting as Trustees of the Charity Nantymoel Workmen's Institute, to seek release of monies and land held in trust, to a new charity set up for the purpose of developing additional facilities for the local community of Nantymoel, namely Nantymoel Boys and Girls Club and Community Centre, and that it will also potentially be necessary to hold a public meeting for this purpose to gain the explicit support of local people as set out in the Nantymoel Workmen's Institute Charity Commission scheme.
- (4) That it be further noted that the release of money for the land held in Trust be applied Cy Pres to the new charitable trust.

113. FORWARD WORK PROGRAMME

The Corporate Director Operational and Partnership Services presented a report, in order to seek Cabinet approval for items to be included on the Forward Work Programme (FWP) for the period 1 January – 30 April 2018.

He advised that the Council's Constitution explains that the FWP will be prepared to cover a period of 4 months.

Paragraph 3.2 of the report, then advised that the FWP would contain matters which the Cabinet, Overview and Scrutiny Committees and Council are likely to consider, and gave examples of these category of items.

Attached at Appendix 1 to the report were the current Cabinet and Council FWP, whilst Appendix 2 detailed the Overview and Scrutiny FWP.

The Leader advised that the Cabinet meet with the Chairpersons of each of the Overview and Scrutiny Committees on a regular basis, in order to ensure that the Cabinet and the Scrutiny FWP's were in sync with each other, in order that the Authority had a corporate approach in terms of its FWP's.

RESOLVED: That Cabinet:

- (1) Approved the Cabinet Forward Work Programme shown at Appendix 1 to the report.
- (2) Noted the Council and Scrutiny Forward Work Programme, as shown at Appendix 1 and 2 of the report, respectively.

114. REPRESENTATION ON OUTSIDE BODIES & JOINT COMMITTEES

The Corporate Director Operational and Partnership Services submitted a report, the purpose of which, was to nominate one member representative to serve on the Margam Crematorium Joint Committee.

The report confirmed that the Authority is represented on a number of different Outside Bodies and Joint Committees by elected Members, and that a vacancy had recently arisen on the Margam Crematorium Joint Committee due to the need to replace a previous Member, namely Councillor M Kearn.

The Corporate Director Operational and Partnership Services, confirmed that any appointment on to a body such as this, would be for a term of one year, except where earlier revocation of appointment is appropriate.

He added that all appointments were made with the assumption that appointees represent BCBC. Should any appointee cease to be a BCB Councillor, they would cease to represent the Authority and therefore would be expected to relinquish their appointment as necessary.

Paragraph 4.3 of the report confirmed that it was proposed that Councillor S Smith replace the above named Member on this body.

RESOLVED: That Cabinet nominated Councillor S Smith as one of the Authority's elected Member representatives on the Margam Crematorium Joint Committee.

115. **SOCIAL HOUSING ALLOCATIONS POLICY (SHAP) - AMENDMENT**

The Partnership and Integration Manager Housing presented a report that was looking to seek Cabinet approval in respect of proposed changes to the Social Housing Allocation Policy (SHAP) attached at Appendix 1 to the report.

She advised that there was a statutory requirement for every housing authority to have a Housing Allocation Scheme for determining priorities and a procedure to be followed in allocating housing accommodation. The current SHAP was approved by Cabinet in late 2014.

The Partnership and Integration Manager Housing advised that there were 4 RSL's in Bridgend who were party to the SHAP and the Common Housing Register, and these were V2C, Linc Cymru, Hafod and Wales and the West Housing Association.

She referred Cabinet to paragraphs 4. of the report, and the fact that the local authority and its partner RSL's, had recently re-evaluated the effectiveness of the SHAP, and had considered additional procedures to take account of, and formalise, requirements of the Housing Act 1996 and the Code of Guidance for Local Authorities on Allocation of Accommodation and Homelessness 2015.

The reasons for making changes to the SHAP were itemised in this section of the report, and the Partnership and Integration Manager outlined each of these for the benefit of Members.

She then confirmed that the four RSL's in Bridgend had been consulted, and had approved the recommended amendments proposed for the SHAP.

As a Board Member of V2C a Member welcomed the introduction of a 3rd Band, and felt that this would lead to improved joint working between the Council and its RSL partners, as well as giving more flexibility to tenants who are seeking a certain type of housing accommodation, i.e. appropriate in size to cater for their specific needs.

Another Member noted the high demand for 1 bed and single occupancy accommodation and hoped that this would continue to be addressed. He added also of

the need to tackle with RSL partners, the need to ensure empty homes are wherever possible occupied.

RESOLVED: That Cabinet approved the amended Social Housing Allocation Policy (SHAP) attached as Appendix 1 to the report, in particular the creation of a new Band C for rehousing applicants assessed as having no housing need:

- Who are willing to reside in an area of low demand, or
- Who meet the requirements of a Local Lettings Policy

116. **THE CORPORATE REPORT TEMPLATE**

The Monitoring Officer presented a report in order to request approval of the revised corporate template for reports that are presented to Council, Cabinet and their Committees.

The report proposed, that the report template be updated to reflect the implementation of the Well-Being of Future Generations (Wales) Act 2015 (WFGA), and to include a standardisation of the Corporate Priorities.

The Monitoring Officer advised that the WFGA Assessment template was attached at Appendix 1 to the report, and would be made available on the Intranet for report authors to access. An example of a completed assessment was also shown at Appendix 2 to the report, to show the level of detail that may be required.

He advised that there would be some training put in place for the above, in order that Officers could be explained of the requirement to consider the implications of this latest legislation in terms of decision making.

A Member referred to page 257 in Appendix 1, and asked if reference to the word 'Sex' under the sub-heading Protected Characteristics could be changed to read "Gender." It was agreed that this amendment would be made.

RESOLVED: That Cabinet approved the use of the revised Corporate Report Template for all reports being presented to Committees from 1 April 2018, following the completion of appropriate training for report authors and awareness sessions for elected Members.

117. **AUTHORISATION FOR A WAIVER, UNDER RULE 3.2.3 OF THE CONTRACT PROCEDURE RULES (CPRS) - MODERN.GOV COMMITTEE ADMINISTRATION SYSTEM**

The Corporate Director Operational and Partnership Services presented a report, seeking authorisation for a waiver, under Rule 3.2.3 of the Contract procedure Rules (CPRs), from obtaining tenders for the provision of a Committee Administration System.

Following some background information, the report confirmed that Modern.Gov was presently operational in 20 Welsh Authorities, and presently provides the committee administration service to 306 authorities, with 270 of these being in UK/Ireland.

The report then outlined the benefits that the system had introduced, upon which the Corporate Director Operational and Partnership Services expanded upon, for the benefit of Cabinet.

Paragraph 7 of the report then outlined the costs for the system for the next 3 years following 2017.

RESOLVED: That Cabinet approved a waiver from the requirement to tender to procure a Committee Administration System from Modern.Gov, in accordance with Rule 3.2.3 of the Contract Procedure Rules.

118. **INFORMATION REPORTS FOR NOTING**

The Corporate Director Operational and Partnership Services presented a report that informed Cabinet of the Information Reports for noting published since its last scheduled meeting, as contained in paragraph 4.1 of the report.

A Member welcomed the report in respect of the Smart System and Heat Programme, and felt that this was an excellent initiative. He advised those present, that BCBC were only one of three Authorities in the UK that were providing heat in this very innovative way. He wished to place on record his thanks to Officers for securing this grant offer of £6,498,943.

RESOLVED: That Cabinet acknowledged the publication of the two documents contained in the covering report.

119. **URGENT ITEMS**

None.

120. **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 item of business as it contains exempt information as defined in Paragraph 14 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.

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

121. **APPROVAL OF EXEMPT MINUTES**

RESOLVED: That the exempt Minutes of a meeting of Cabinet dated 31 October 2017, be approved as a true and accurate record.

The meeting closed at 4.08 pm

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

19 DECEMBER 2017

REPORT OF THE CORPORATE DIRECTOR OPERATIONAL AND PARTNERSHIP SERVICES

ADDITIONAL LEARNING NEEDS (ALN) REFORM – RECOMMENDATIONS OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

1. Purpose of Report.

1.1 The purpose of the report is to:

- a) Present Cabinet with the recommendations of the Subject Overview and Scrutiny Committee 1 on the subject of ALN Reform;
- b) Ask Cabinet to forward a small number of recommendations from the Committee to Welsh Government for consideration as part of the implementation of the Bill and ALN Reform.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1 This report relates to the following Corporate Priorities:

- Supporting a successful economy
- Helping people to become more self-reliant
- Smarter use of resources

3. Background.

3.1 At its meeting on 14 September 2017, the Subject Overview and Scrutiny Committee 1 received a report on ALN and specifically the status and development of the Additional Learning Needs and Education Tribunal (Wales) Bill.

At this meeting Members received evidence from external third sector representatives as well as Officers.

4. Current situation / proposal.

4.1 Following their consideration of the item and the evidence received, the Committee agreed to make a series of comments and recommendations for submission to the Education and Family Support Directorate as well as two recommendations to be forwarded to Welsh Government for consideration in the development of ALN Reform.

4.2 Recommendations to Cabinet

The Committee recommend that:

- a. Any new funding provided by Welsh Government be ring-fenced by the Local Authority and Schools to ensure it is used to meet the needs of the Bill and the needs of young people with ALN;
- b. The Authority identify and allocate additional specific funding for Post-16 ALN provision as an invest to save measure;
- c. Cabinet recognise and incorporate the significant role of the Educational Psychologist in the establishment and delivery of future support and services for those with ALN;
- d. Cabinet consider apprenticeships as a method for young people with ALN to progress into employment;
- e. With reference to recommendations a) and b), suitable support and resources be allocated to support frontline staff such as ALNCOs and Teachers in order to ensure they are able to deal with the extra responsibilities under the Bill and manage with increased workloads;
- f. Allowance be made for the associated costs for frontline staff based on the expected need for Job Evaluation on any new appointments or additional duties;
- g. The Authority works towards ensuring that a minimum of 80% of the budget allocated to ALN pupils is delegated to individual schools and that mechanisms should be in place to ensure those schools are using the funding for its stated purpose of supporting ALN;
- h. The Local Authority considers how home to school transport arrangements will be affected as part of the new provisions contained in the Bill;
- i. The Authority learns from best practice from local authorities from Wales and beyond in an effort to improve the academic performance of those young people with ALN achieving level 2 threshold inclusive which currently stands at 26.3%;
- j. The Authority assesses the required resources, workforce planning and training arrangements to support implementation of the Bill;
- k. The Authority looks to strengthen its relationship with the FE sector in Bridgend to make the provisions of the Bill work effectively, especially in the challenging transition to further education and work-based learning.
- l. The Authority explore whether any work has been carried out in the third sector on analysis of the resulting costs associated with support for adults who have not had sufficient educational provision as a young person. Furthermore that if this has not already been undertaken by those in the third Sector that the Authority look to commission an independent analysis of these associated costs, both directly to the LA as well as indirectly to other public services. Such an analysis would help put the costs of supporting children with ALN into perspective;

4.3 Recommendations to Welsh Government

- a) That budgeted gross expenditure on ALN provision for 2018/19 be increased in preparation for the implementation of the new legislation to assist in the transition period;
- b) That job coaching schemes be considered for introduction in Wales, based on the success experienced in England for young people with ALN accessing work through such schemes;
- c) That more funding and provision be provided in Wales for schemes such as 'Access to Work' to assist individuals with Additional Learning Needs in gaining employment;

5. Effect upon Policy Framework & Procedure Rules.

- 5.1 The work of the Overview & Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Council's Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend.

6. Equality Impact Assessment

There are no equality implications directly attached to this report, however equality impact assessments will be necessary for any future developments within the Authority in relation to the implementation of the ALN and Education Tribunal (Wales) Bill.

7. Financial Implications.

There are no financial implications directly associated with this report however any future developments and changes within the Authority in response to the Bill and in response to the recommendations of the Committee will have associated financial implications.

8. Recommendation.

- 8.1 Cabinet is asked to:

- a) Consider the recommendations at paragraph 4.2 from the Subject Overview and Scrutiny Committee 1 in relation to the Authority's response to the ALN Bill and ALN Reform;
- b) Forward the recommendations at paragraph 4.3 above from the Subject OVS Committee 1 to Welsh Government, for consideration as part of the implementation of the ALN and Education Tribunal (Wales) Bill and ALN Reform.

Andrew Jolley
Corporate Director, Operational and Partnership Services

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Scrutiny Officer

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Civic Offices,
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CF31 4WB

Background documents

Reports and Minutes – Subject Overview and Scrutiny Committee 1 - 14 September 2017

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

19 DECEMBER 2017

REPORT OF THE HEAD OF FINANCE AND SECTION 151 OFFICER

OUTCOME OF THE CONSULTATION 'SHAPING BRIDGEND'S FUTURE'

1 Purpose of Report

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the 'Shaping Bridgend's Future' 2017 consultation which asked citizens to share their views on a number of key budget proposals being considered over the Medium Term Financial Strategy (MTFS) period.
- 1.2 This report provides an overview of the budget consultation activities, analysis and key findings.

2 Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The 'Shaping Bridgend's Future' 2017 consultation sought to obtain views on specific budget reduction proposals across council directorates. In addition the allocation of financial resources determines the council's ability to meet its corporate objectives. As such the report links to all corporate priorities.

3 Background

- 3.1 Following further reductions in funding from central government, all councils across the country are continuing to change the way they work and the services they provide so that they can manage with less. Bridgend County Borough Council has made reductions from its budget of £36 million over the last four years, with an expectation of significant further reductions required.
- 3.2 Respondents were asked to share their views on a range of budget proposals being considered between 2018-19 and 2021-22, including: proposed increases to council tax, considering which services to protect and/or cut over others, investments and commercial services, regulatory services, back office administration, leisure and cultural services (our partnerships with Awen and Halo Leisure), social services and nursery education.
- 3.3 Budget consultation exercises have been undertaken annually since 2013-14. This 'Shaping Bridgend's Future' 2017 consultation exercise has built on the knowledge gained from the previous consultations and further developed the consultation to include new ways for people to participate and engage with the council. For example, further work has been done to encourage more views from younger people this year. As a result, responses to the youth survey have increased to 121 compared with 46 last year, a 163% increase.

- 3.4 The budget consultation overview, document and different surveys were made available between 12 October and 3 December 2017. The surveys were available on the council's website at: www.bridgend.gov.uk/future, while paper copies were available to complete at local libraries and other venues.
- 3.5 The consultation aimed to reach the following key stakeholders: citizens of Bridgend County Borough, schools, BCBC cabinet members/councillors, local businesses, the third sector, council staff, town and community councils, partner organisations, community and equality groups, youth services/council and local media.
- 3.6 The consultation was supported by a full communications and promotional plan. The main activities included: a Wales Online package (Glamorgan Gazette and targeted digital campaign), various press release/editorials in the Glamorgan Gazette and other local media, a social media/web campaign, poster/sign campaign, direct marketing to key target audiences e.g. businesses, schools, youth council and internal communications for staff and elected members.
- 3.7 Methods of engagement included a survey (available online and paper copies at all local libraries), community engagement events (open to the public to attend), elected member workshops, other meetings/networking events, social media debates and comments, and a dedicated Citizens' Panel survey (available online and paper copies). A bespoke survey was also designed for youth engagement and an accessible version of the survey was also available. Survey completions and/or comments were collated as part of the different events and meetings. Feedback to the consultation was also welcome via letter, email or telephone.

4 Current Situation / proposal

- 4.1 The attached consultation report (appendix 1) sets out in detail the views expressed by those who participated.
- 4.2 Overall, the council has received 2619 responses via the various consultation mechanisms identified in 3.7. The 2619 interactions total 1.83% of the Bridgend County Borough population and represents a 3.4% increase on last year's figure of 2533.
- 4.3 The response rate, in summary:
- 1858 responses to the surveys were received in total. This represents a 13.9% increase on last year's total of 1630.
 - Overall 152 people attended the various events, workshops and meetings. This represents a 76.7% increase on last year's total of 86.
 - A total of 593 interactions were received via social media. This includes 226 interactions from the live question and answer (Q&A) session. This represents a 7.49% decrease for overall interactions compared to last year's figure of 641 but an 83.74% increase compared to last year's figure of 123 for the Q&A.

- 16 comments were received by email and telephone. No responses were received via letter.

4.4 These figures are broken down and where comparable an increase or decrease as a percentage figure against last year's responses is indicated in the table below:

METHOD	Number	%Increase/decrease
Shaping Bridgend's Future survey	Online: 1172	56% increase
	Paper: 9	0%*
	Youth :118	157% increase
	Accessibility: 50	0%*
Citizens' Panel survey	Online: 318	36% decrease
	Paper: 187	44% decrease
	Youth :3	0%*
	Accessibility: 1	0%*
Community Events (workshops and closed groups)	115	51% increase
Elected Members Workshop	37	270% increase
Social media interactions	593	7% decrease
Emails	9	0%*
Phone calls	7	0%*
TOTAL	2619	N/A

* 0% increase/decrease has been recorded where the difference is negligible.

4.5 To date 11 paper copies of the survey have been received after the consultation has closed and have not been included in the above figures or subsequent analysis.

4.6 Headline figures and themes include:

Council increase/decrease and protecting/cutting services

Summary key statistics:

- Of the five choices, the most popular response was that people were not prepared to increase council tax in order to help protect current service levels with 25% of respondents agreeing overall. 17% of respondents were however prepared to increase council tax by 5%. Demographically more respondents over 65 were prepared to increase council tax by 5% whilst those under 65 were only prepared to increase it by 1%.

- 21% of respondents chose to protect 'care of older people and services for disabled people' through an increase in council tax whilst knowing that the council would have to cut other services more severely to achieve this. This was closely followed by 19% of respondents wishing to protect 'schools, youth services and children's social services'.
- Based on survey responses, in order to minimise the increase on council tax and save other services, 'cultural services including libraries, art centres and theatres' and 'sports and recreational services' are the two main services the public are willing to cut by 39% and 31% respectively. 30% of participants also said they did not want to cut any services.

Other key findings:

- When considering the council's investment ambitions and available funds the most popular response was 23% for 'schools' as the priority for investment. The second highest response was 'roads' with 21% followed by 'regeneration projects' with 20% of the responses. The lowest ranked priorities with 5% was 'sea defences', closely followed by 'don't prioritise' with 6% of the responses.
- The survey results show that 50% of respondents are willing to accept higher charges. These included charging extra for 'sports pitches' (40%), 'libraries' (42%) and 'pest control' (36%). However, 22% of respondents are not willing to accept higher charges, in particular for 'burials' (48%) and 'car parking' (43%).
- 43% of respondents agreed with the proposed savings to regulatory services knowing that it might mean some services may take longer to provide. Similarly 51% of respondents agreed with reducing administration costs of different council departments even if it meant paying suppliers later or taking longer to respond to correspondence.
- 75% of respondents think that further efficiencies are possible within leisure and cultural services but did not believe the council should reduce the current service level in order to achieve this.
- 50% of respondents agreed that the current approach for transforming social services was the right approach and accepted that this takes time. 32% agreed but felt that social services must make the savings somehow to avoid further cuts to other council services.
- Upon collectively analysing the 'open comments' responses the following was noticed:
 - 35% of respondents believed further efficiencies could be made with waste and recycling with 14% of respondents believing that the council could charge more for this service when asked about services the council should charge for.

- 16% of people believed the council could make further efficiencies in staff reduction/managers/councillor wages. It was also noticed that 31% believed the council could save money on cutting senior staff and economic privileges i.e. wages, expense and pensions.
- 14% thought the council should charge for on road parking in relation to fines for obstruction, resident parking and blue badge holders.
- Similar themes were noted across social media e.g. 18% of comments related to councillors/senior staff and cutting wages and expenses etc.

4.7 Survey completions are able to measure demographic information which allows us to understand which stakeholders have engaged with us. In some cases this information was already known e.g. Citizens' Panel members. Providing this information was optional for other respondents, however this question was not included in the accessible version of the survey.

Key statistics:

Age	Total
Under 18	50
18 - 24	66
25 - 34	105
35 - 44	180
45 - 54	203
55 - 64	200
65 - 74	178
75+	80
Prefer not to say	25
Grand Total	1087

4.8 Digital engagement methods such as online surveys, social media and the digital part of the Wales Online package received larger levels of engagement and interaction compared to more traditional methods such as events and paper-based surveys. Key statistics:

- The consultation webpage was viewed 15,129 times during the consultation period, which compares with 6,744 for last year.
- Of the 15,129 webpage views, 41% of views were as a direct result of the Wales Online digital campaign which replaced the radio campaign adopted in previous years.
- The number of completed online surveys (stand alone and Citizens' Panel only) this year was 1490 with 196 paper copies. This represents a 23% increase in online completions and a decrease in paper completions of 41% compared to last year.

- Although social media interactions in total were down by 7% this year compared with last year, there was significant increase in the Q&A element of this at 84%. Visibility of the messages during the Q&A were up 30% for Twitter and 46% for Facebook compared with last year.

5 Effect upon Policy Framework and Procedure Rules

- 5.1 There are no proposed changes to the policy framework and procedure rules.

6 Equality Impact Assessment

- 6.1 An Equality Impact Assessment has been carried out and no equality issues have been identified. Budget reduction proposals pursued will be subject to the appropriate equality impact assessment prior to implementation.

7 Financial Implications

- 7.1 The consultation report seeks to inform and aid cabinet members' decisions on the future direction of the council and how to meet the challenging budget constraints in the years ahead.

8 Recommendation

- 8.1 Cabinet is recommended to note the outcome of the consultation with interested parties as detailed in the attached consultation report.

Randal Hemingway

Head of Finance & Section 151 Officer

13 December 2017

Ext.3302. E-mail: randal.hemingway@bridgend.gov.uk

**Appendix 1: Shaping Bridgend's Future Consultation Report
Background Documents - None**

Shaping Bridgend's Future

Consultation report

Date of issue: December 2017

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1. Overview

A public consultation reviewing Bridgend County Borough Council's proposed budget reductions from 18/19 to 20/21 was undertaken over an eight week period receiving 2619 responses from the various engagement methods. This paper details the analysis associated with the consultation.

2. Introduction

A public consultation on Bridgend County Borough Council's corporate budget and proposed reductions from 18/19 to 20/21 was conducted between 12 October and 3 December 2017.

In summary, participants were able to engage with the council via the following methods:

- Surveys
- Events, meetings and workshops
- Social media
- Letter, email and telephone

The consultation was supported by an integrated communications and marketing plan.

As an incentive, respondents were offered the opportunity to opt-in to a free prize draw to win a year's Halo Leisure membership or a family opening night pantomime pass (two adults and two children) at Awen's Grand Pavilion, Porthcawl.

3. Promotional tools and engagement methods

This section details the different engagement and promotional methods used to ensure target audiences were reached and that a variety of methods were available for respondents to share their views during the live period.

3.1 The budget survey

The survey was available to complete online for the duration of the consultation period, (in either English or Welsh) through a link on the consultation page of the council's website or by visiting www.bridgend.gov.uk/future. The content of the web page remains available online to view.

Paper copies of the survey were also made available for the duration of the consultation period at libraries, life centres and council offices across the borough. Paper copies were also available at the events, meetings and workshops and were sent directly to a recipient upon request.

An accessible version of the survey was also available (online and paper).

In total there were 23 budget reduction questions which required a reply from respondents; all other questions in the survey were optional. All survey responses offered the option of anonymity. The council's standard set of equalities monitoring questions were also included with the survey as well as questions to help us evaluate our communications and marketing activities.

A replication of the budget questions asked was sent to the 1609 Citizens' Panel members on 13 October for online respondents and 24 October for paper respondents. The same deadline of the 3 December was applied.

A link to the online surveys was communicated via all internal and external channels listed in this section over the eight week period and an image was also placed on the front page of the website and intranet homepage linking directly to the consultation page.

Residents who have previously identified themselves as 'interested in key consultations' were sent HTML emails directly to encourage interaction regarding the Shaping Bridgend's Future consultation.

3.1.1 The youth version of the survey

A bespoke youth survey was designed using a largely image based design in order to attract a younger audience. Questions were selected from the standard online budget survey that a younger audience would understand and would potentially be impacted by. All questions were written in a basic form and all questions were optional.

The survey was promoted to all admin and head teacher email accounts on two occasions and via the voluntary sector. The Youth Council was also made aware of the survey through a briefing and encouraged to share with their distribution lists.

The survey link was also tweeted to active school twitter accounts for additional promotion.

3.2 Events, meetings and workshops

Three community engagement workshops were undertaken across Bridgend County Borough:

Bridgend Life Centre	23 November	6-8pm
Porthcawl Y Centre	24 November	2-4pm
Ogmore Valley Life Centre	30 November	3:30-5:30pm

The events were all open to the public to attend. Attendees answered questions during the session using interactive polling clicker pads and a participant worksheet also accompanied the response card for accessibility purposes as well as to collate additional qualitative data. The engagement events followed the questions of the online budget survey allowing individuals to add to their presentation responses or suggest alternatives.

Two workshops were held with elected members on 26 October and 9 November. The workshops were designed for councillors to think about where the council should spend money and think about ways it could make savings and efficiencies. Councillors either voted through clicker pads as part of interactive polling or completed paper copies of the survey. They were then asked to discuss the most disputed outcomes from the presentation and share their collective opinions on how the council could save money and create income.

A presentation was delivered to the Bridgend Equality Forum (BEF) on 22 November and comments collated. Leading on from this links were emailed to different equality groups and paper copies of accessible versions of the survey were supplied as requested.

Contact was made with a variety of groups and organisations across the borough to see if we could attend their groups to talk with their members about the consultation. As a result of this, talks were delivered to community groups Men's Sheds on 30 November and to Bridgend Shout on 15 November. Comments and feedback were collated.

Businesses were engaged with via attendance at one of Bridgend Business Forum's speed networking events on 15 November and comments and feedback were collated.

A briefing was also delivered at a Youth Council meeting.

3.3 Social media

Information was posted to the council's corporate Facebook, Instagram and Twitter channels throughout the consultation period to raise awareness of the consultation, drive responses to the survey and to encourage citizens to share their views on the proposals.

The council currently has 9,450 followers on its corporate Twitter account, 9,073 on its Facebook page and 316 on Instagram. During the live period, the authority 'tweeted' about the consultation 117 times, and posted to Instagram three times and Facebook eight times. This content was seen 82,981,779, and 106,649 times respectively.

Paid Facebook advertising was used to reach a wider audience within the county borough. This comprised a general advert to raise awareness of and drive users to the consultation and survey, adverts to incentivise users to complete the survey through raising awareness of the associated prize draw, and adverts to encourage conversation through sharing videos that highlighted the difficult decisions faced by the authority in choosing which services should be protected over others. The adverts were seen 127,362 times by 29,889 individual Facebook users, generating 234 comments and 2,294 clicks through to the website.

A Live Twitter and Facebook Q&A session was held with Chief Executive Darren Mephram and Deputy Leader Councillor Hywel Williams on Wednesday 22 November, between 6.30–8pm. As well as being an opportunity to generate awareness about the consultation, the Q&A provided a platform for residents to engage in debate about the consultation while participants were also encouraged to complete the online survey.

The Chief Executive and Deputy Leader opened the session by inviting questions themed around the consultation. The Twitter account's tweets were seen 40,237 times on the day of the debate, an increase of 30.3% from 30,880 last year, while the Facebook session was seen 16,525 times, up by 46.2% from 11,304 last year.

Overall, the various activity on the council's corporate social media accounts was seen 317,771 times throughout the consultation period, contributing 593 consultation interactions, and 4,835 clicks through to the council's website.

3.4 Press and media

A total of three media releases were issued to coincide with the start, middle and end of the consultation to raise awareness and encourage participation.

These were featured in the Glamorgan Gazette and at the Wales Online website on 19/21 October, 16 November and 30 November.

The coverage of 19 October incorporated a front page lead story and an internal feature in the Glamorgan Gazette, and the coverage of 21 October incorporated an online feature at the Wales Online news website.

The media releases were included at the media centre of the council's website and were promoted as the lead news story on its home page.

Information was also included in elected member's columns in local publications and included in Council announcements.

A digital and print advertising package was also run via Wales Online. This included four half page adverts in the Glamorgan Gazette – (19 October, 2, 16 and 30 November).

The digital promotion included four 'In Your Area' (Bridgend) takeover adverts on Wales Online website, which were run on alternate weeks to the print adverts in order to maintain the momentum. Additionally, 25,000 mobile overlays (digital adverts geo-targeted to Bridgend County Borough) were run from the 1 November to the 3 December. 6,252 of the 15,129 views of the consultation webpage were as a direct result of this promotion.

All information was also made available on the Bridgend County Borough Council website via the consultation webpages or by visiting www.bridgend.gov.uk/future.

3.5 Other promotional/communication activities

- Posters promoting the budget survey were displayed in Civic Offices and distributed to libraries and life centres across the borough.
- Pull up banners were also displayed in the reception/waiting area of Civic Offices and business cards were handed out to customers with a link to the online survey. Paper copies of the survey were also available.
- Customers at the Civic Offices were also offered the opportunity to complete the survey with staff on an iPad.
- Details of the consultation were sent out to other contacts/databases including schools, Bridgend Business Forum members and the business directory, councillors and town and community councils.
- Adverts promoting the consultation were optional for staff to add to their email signatures files.

4. Response rate

In total there were 2619 interactions totalling 1.83 % of the Bridgend County Borough population. This represents a 3.40% increase on last year's figure of 2533. The response rate has been segregated into the following areas:

- 1858 responses to the survey were received in total. This represents a 13.9% increase on last year's total of 1630. A breakdown of survey completions via the different methods/versions is included in the table on page 7.

- Overall 152 people attended the various events, workshops and meetings. This represents a 76.7% increase on last year's total of 86. A breakdown of attendees per event is detailed on page 7.
- During the consultation period there were a total of 593 interactions using social media. This includes 226 interactions from the live question and answer (Q&A) session. This represents a 7.49% decrease for overall interactions compared to last year's figure of 641. For the Q&A session, this represents an 83.74% increase compared to last year's figure of 123.
- 9 comments were received by email.
- No comments were received by letter.
- 7 comments were received by telephone call.

These figures are broken down and where comparable an increase or decrease as a percentage figure against last year's responses is indicated:

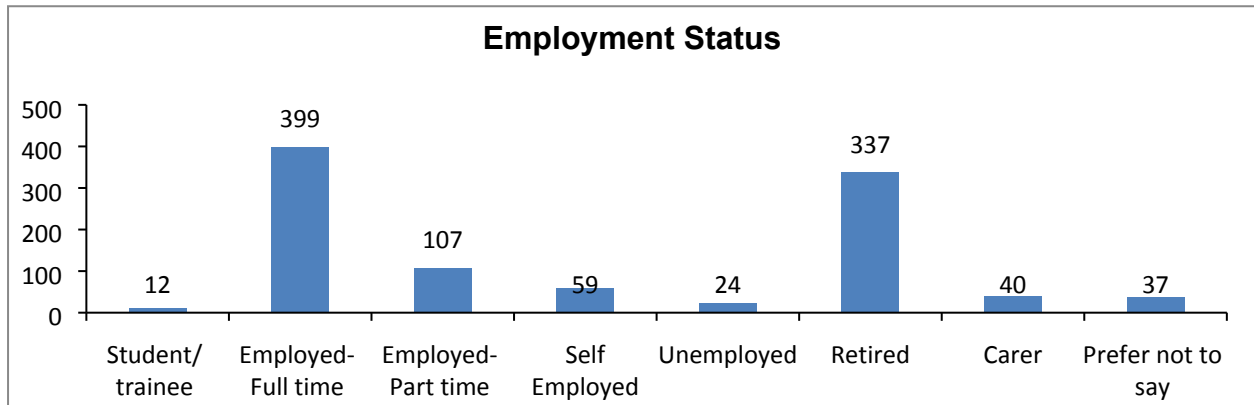
METHOD	Number	%Increase/decrease
Shaping Bridgend's Future survey	Online: 1172	55.85% increase
	Paper: 9	0%*
	Youth :118	156.52% increase
	Accessibility: 50	0%*
Citizens' Panel survey	Online: 318	36.14% decrease
	Paper: 187	44.0% decrease
	Youth :3	0%*
	Accessibility: 1	0%*
Community Events (workshops and closed groups)	115	51.32% increase
Elected Members Workshop	37	270% increase
Social media interactions	593	7.49% decrease
Emails	9	0%*
Phone calls	7	0%*
TOTAL	2619	N/A

* 0% increase/decrease has been recorded where the difference is negligible.

5. How effective was the consultation?

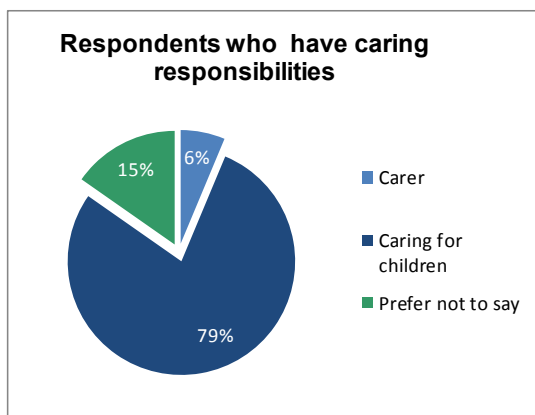
The budget consultation was conducted over an eight week period in which a range of marketing methods were used to create awareness of the consultation and encourage members of the public to engage with the council. The social demographic data reflects a good cross section of the county borough's population. When analysing the data for the Citizens' Panel and Shaping Bridgend Future surveys (not including the paper survey for Shaping Bridgend Future or the youth and accessibility surveys, due to the question not being available to the respondents) it was observed that there was a total of 1641 respondents available to answer the question with only 1015 responses to the question which created a 626 (38%) no response. 33.3% were in full time employment (339) closely

followed by retired respondents 33.2% (337), where students/ trainee (not including the youth survey) were the lowest respondents to the survey 1% (12).



Retired	Carer	Self employed	F/T employed	P/T employed	Student/ Trainee	Unemployed / looking for work	Prefer Not to say	#
337	40	59	399	107	12	24	37	1015

Of the 804 responses to the 'Do you have caring responsibility for a child/ children?' and 'Are you a carer?' question 79% identified themselves as caring for a child with 6% having other carer responsibilities, with the remaining 15% preferred not to say.



When looking at the male/ female ratio to the number of respondents to the surveys (not including 121 youth surveys) there was a total of 853 responses, which meant that 884 (51%) of people who completed the survey did not disclose their gender within the surveys. After analysing the data available to us the majority of respondents were female (+46) compared to males.

Male	female	other	prefer not to say
397	443	2	11

When looking at the age range of the respondents who answered the age category for the survey the results were below (not including accessibility survey due to the question not being asked):

Age	Shaping Bridgend's Future survey	Citizens' Panel	Youth survey	Total
Under 18	1	0	49	50
18 - 24	4	0	62	66
25 - 34	92	12	0	105
35 - 44	127	50	0	180
45 - 54	120	67	0	203
55 - 64	82	91	0	200
65 - 74	65	73	0	178
75+	17	19	0	80
Prefer not to say	6	3	10	25
Grand Total	514	315	121	1087

The data collection methods which include the various online surveys, paper surveys and a community engagement participation form, were all developed using plain English to increase understanding.

Data validation measures have been undertaken to ensure that the same respondent could not submit more than one response by cross comparing the consultation response details with the Citizens' Panel respondent details. A sample of 1,858 is robust and is subject to a maximum standard error of $\pm 2.26\%$ at the 95% confidence level on an observed statistic of 50%. Thus, we can be 95% confident that responses are representative of those that would be given by the total adult population, if a census had been conducted, to within $\pm 2.26\%$ of the percentages reported. This means that if the total adult population of Bridgend had taken part in the survey and a statistic of 50% was observed, we can be 95% confident that the actual figure lies between 47.74% and 52.26%.

6. Headline figures

Council increase/decrease and protecting/cutting services

Summary key stats:

- Of the five choices, the most popular response was that people were not prepared to increase council tax in order to help protect current service levels with 25.3% of respondents agreeing overall. 17.4% of respondents were however prepared to increase council tax by 5%. Demographically more respondents over 65 were prepared to increase council tax by 5% whilst those under 65 were only prepared to increase it by 1%.

- 21% of respondents chose to protect 'care of older people and services for disabled people' through an increase in council tax whilst knowing that the council would have to cut other services more severely to achieve this. This was closely followed by 19% of respondents wishing to protect 'schools, youth services and children's social services'.
- Based on survey responses, in order to minimise the increase on council tax and save other services, 'cultural services including libraries, art centres and theatres' and 'sports and recreational services' are the two main services the public are willing to cut by 39% and 31% respectively. 30% of participants also said they did not want to cut any services.

Other key stats:

- When considering the council's investment ambitions and available funds the most popular response was 23% for 'schools' as the priority for investment. The second highest response was 'roads' with 21% followed by 'regeneration projects' with 20% of the responses. The lowest ranked priorities with 5% was 'sea defences', closely followed by 'don't prioritise' with 6% of the responses.
- The survey results show that 50% of respondents are willing to accept higher charges. These included charging extra for 'sports pitches' (40%), 'libraries' (42%) and 'pest control' (36%). However, 22% of respondents are not willing to accept higher charges, in particular for 'burials' (48%) and 'car parking' (43%).
- 43% of respondents agreed with the proposed savings to regulatory services knowing that it might mean some services may take longer to provide. Similarly 51% of respondents agreed with reducing administration costs of different council departments even if it meant paying suppliers later or taking longer to respond to correspondence.
- 75% of respondents think that further efficiencies are possible within leisure and cultural services but did not believe the council should reduce the current service level in order to achieve this.
- 50% of respondents agreed that the current approach for transforming social services was the right approach and accepted that it takes time. 32% agreed but felt that social services must make the savings somehow to avoid further cuts to other council services.
- Upon collectively analysing the 'open comments' responses the following was noticed:
 - 35% of respondents believed further efficiencies could be made with waste and recycling with 14% of respondents believing that the council could charge more for this service when asked about services the council should charge for.
 - 16% of people believed the council could make further efficiencies in staff reduction/managers/councillor wages. It was also noticed that 31% believed the council could save money on cutting senior staff and economic privileges i.e. wages, expense and pensions.

- 14% thought the council should charge for on road parking in relation to fines for obstruction, resident parking and blue badge holders.
- Similar themes were noted across social media e.g. 18% of comments related to councillors/senior staff and cutting wages and expenses etc.

7. Question and analysis - consultation survey

Section seven of the report looks at

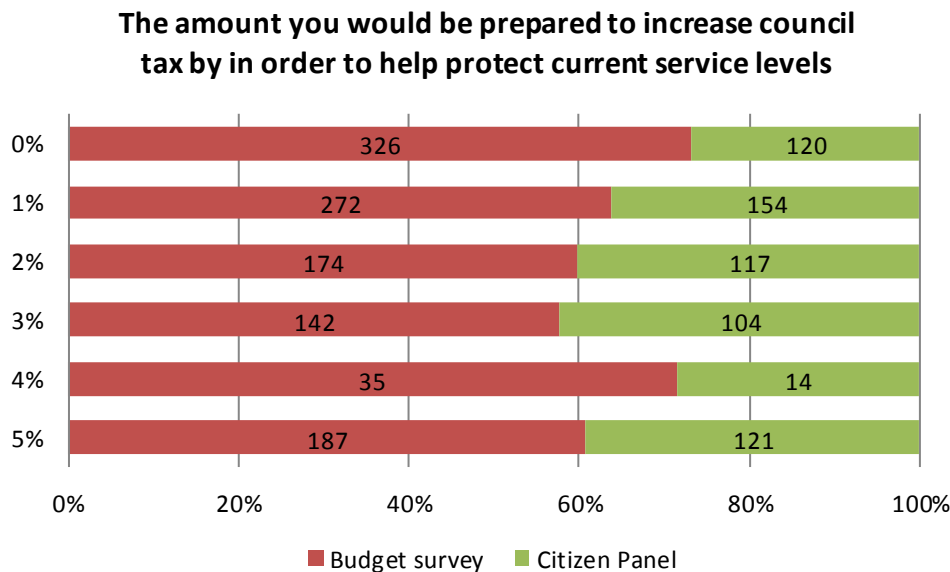
7.1 Please select a language to begin the survey.

Respondents to the consultation survey were initially asked which language they would like to complete the survey in. Overall 98.9% of respondents selected English with 0.6% selecting to complete the survey in Welsh.

Language	#	%
English	1848	99.4
Welsh	10	0.6
Total	1858	100

7.2 Council Tax

7.2.1 Please indicate below the amount you would be prepared to increase council tax by in order to help protect current service levels



Of the five choices, the most popular response was that people were not prepared to increase council tax in order to help protect current service levels with 25.3% of respondents agreeing overall. 17.4% of respondents were prepared to increase council tax by 5%. Most residents were opposed to a 4% increase with 2.8% of respondents opting for this increase.

When considering increasing council tax to protect current service levels, further analysis into the demographics revealed that more respondents over the age of 65 were prepared

to increase council tax by 5%, whereas respondents aged under 65 were prepared to increase council tax by only 1%. Full breakdown:

Council tax rise	Over 65	Under 65
5 %	31.8%	17.5%
4%	1.8%	2.9%
3%	21.8%	19.5%
2%	16.4%	14.9%
1%	17.3%	24.5%
0%	10.9%	20.7%
Total	100%	100%

When looking at the youth and accessibility survey many respondents 'didn't agree 'with increasing council tax'. Only 15.7% of youth and 25.5% of accessibility respondents thought it was a good idea compared with 82% of youth and 50.9% of accessibility respondents thinking it was a bad idea. With this in mind there were 16.5% of youth and 23.5% of accessibility respondents that opted for 'did not know/other' as a response to the question.

Those respondents that were 'self- employed' or 'not employed/looking for work' were more likely to 'not want an increase in council tax' with a total of 31.3% of self- employed and 50% of not employed/looking for work responding to the question choosing 0% increase in council tax. Many employed respondents chose an increase of 1%. There was also a difference in responses between male and female, where 24% were prepared to increase council tax by 3% whereas 28% of females were prepared to increase council tax by 1%. A full breakdown is below:

Group	Male (%)	Female (%)	Self Employed (%)	Employed Full time (%)	Not employed/ Looking for work (%)
5%	22	26	25	16	12.5
4%	4	0.8	0	4	0
3%	24	15.2	18.7	19	25
2%	5	18	6.3	15	0
1%	22	28	18.7	27	12.5
0%	23	12	31.3	19	50
Total	100	100	100	100	100

7.2.2 Which services (if any) would you most wish to PROTECT through an increase in council tax?

Options	#	%
None, don't protect any services through council tax	286	3.4
Care of older people and services for disabled people	1703	20
Schools, youth services and children's social services	1519	17.9
Libraries, arts centres, theatres and adult education	577	6.8
Recycling and waste	922	10.8
Sport and recreational services (including parks, leisure centre	749	8.8
Highways, street lighting and infrastructure improvements	1132	13.3
Environmental health, trading standards, planning and building control	754	8.9
Homelessness services	777	9.1
Other	84	1
Total	8503	100

Respondents were allowed to select more than one option in this section. The most popular response was to protect 'caring of older people and services for disabled people' (20%) and 'schools, youth services and children's services' (17.9%) through an increase in council tax. Out of the 8503 responses, some respondents were less likely to opt for not protecting any services through an increase in council tax (3.4%) as well as for protecting 'libraries, art centres, theatres and adult education' (6.8%).

For respondents selecting 'other', a further question was asked to specify what services they would want to protect. Of the 84 respondents selecting 'other' only 27 comments on what services they would protect were relevant to the question. The most popular theme (26%) protecting 'social services with education' and 'public transport' being the second most popular at 11%. The lowest amount of themes were 3.7% for 'employment', 'flooding and sea defences', 'highways, maintenance and regeneration'.

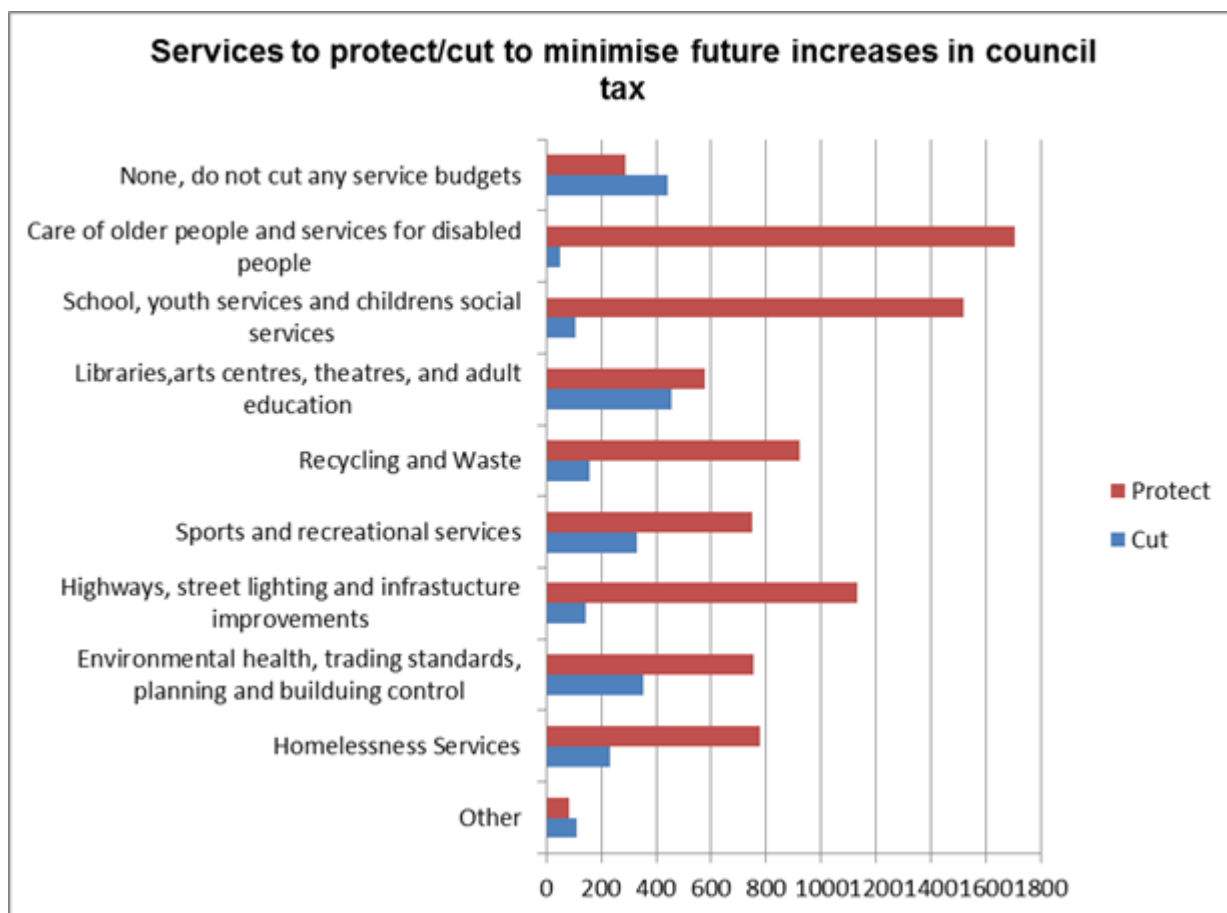
7.2.3 Which services (if any) would you be most willing to CUT in order to minimise future increases in council tax?

Respondents could again select more than one option. All respondents were asked if they believe the council should protect the level of funding for any of its service areas over others in the future. Respondents who agreed with this were subsequently asked which services they would cut in order to protect services important to them. 25% (457) respondents believed 'libraries, arts centres, theatres and adult education' should be cut and with 24% (442) of respondents choosing not to protect any services through council tax. 3% (50) of the respondents chose to cut 'care of older people and services for disabled people'.

Which service areas would you protect or cut?

Comparing the responses between services respondents want to protect verses what they are most willing to cut, 19% of respondents chose to cut 'libraries, arts centres, theatres and adult education' with only 7% choosing to protect this service. 18% opted to protect 'schools, youth services and children's social services' while only 4% are willing to cut the service. 20% of respondents wish to protect 'care of older people and services for disabled people' while only 2% want to cut the service.

The top three services to protect were 'care of older people and services for disabled people', 'schools, youth services and children's social services' and 'highways, street lighting and infrastructure improvement'. On the opposite side of the scale respondents top three services they were most willing to cut were; 'none', don't protect any services through council tax', 'libraries, arts centres, theatres and adult education' and 'environmental health, trading standards, planning and building control'.



For the respondents that answered 'other' there was a total of 51 relevant comments and a total of 27 responses to protecting services, which are detailed below:

Cut	#
Councillors/Managers paid too high / Cut salaries / cut them both	17
Education	4
Health and wellbeing	1

Protect	#
Education	3
Employment	1
Flooding/ sea defences	1

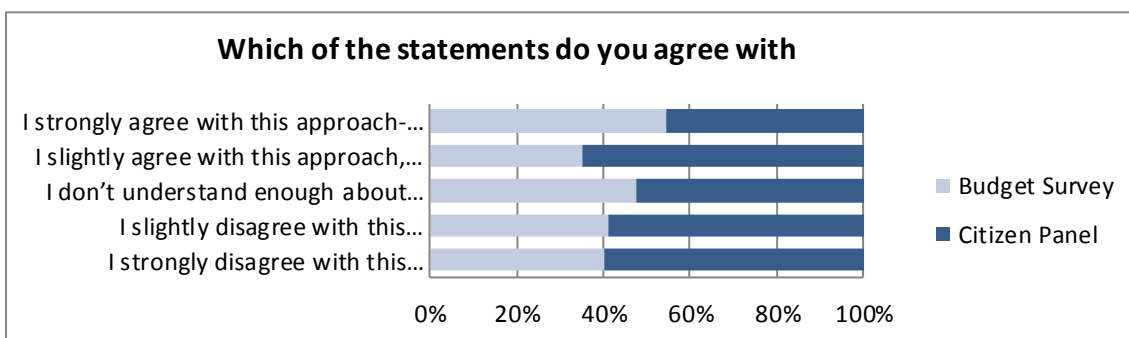
Inefficiency/be efficient	9
Maintenance	2
Parking	1
Recycling and waste	1
Reduce council wages and pensions / cut staff	7
Reduce council wages and pensions / cut staff	2
Charge for services	1
Other	3
Regeneration	2
Highways	1
Total	51

Highways	1
Inefficient/ be more efficient	2
Leisure	2
Maintenance	1
Public transport	3
Recycling/ Waste	2
Regeneration	1
Social services	8
Welsh Language	2
Total	27

7.2.4 Whilst all areas of the council have had to find savings, the level of cuts has been greater in some service areas than others. In particular, budgets for schools and social services have been more protected over other areas - together these make up around two thirds of the council's total budget. Other services such as highways, grass cutting, community centres and leisure services have much smaller budgets to begin with and so have needed to make much larger cuts as a consequence.

Which of the following statements do you agree with?

The most popular response was for 28% of respondents who 'agreed' with this approach; however felt schools and social services should be expected to make some savings too. 23% 'strongly agreed' with this approach and were willing to accept the necessary trade-off to protect schools and social services as much as possible. With the least favourable option (12%) responding to, 'I don't understand enough about council services and budgets to answer this question'.



There were no significant differences when analysing the three questions by demographics. The table below demonstrates the differences between the groups:

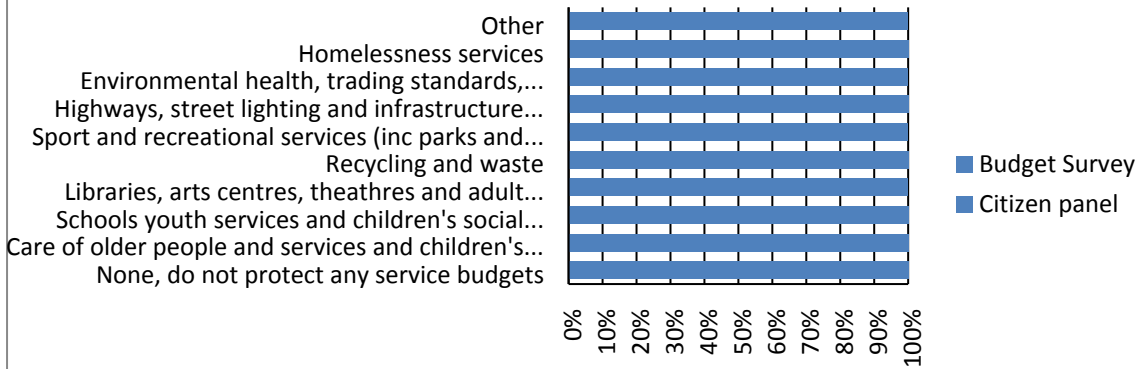
Option	Retired	All other working/	Male	Female
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	(%)	non-working respondents (%)	(%)	(%)
I don't understand enough about council services and budgets to answer this question	10.3	8.9	16	9.7
I slightly agree with this approach, however I believe schools and social services should be expected to make some savings too	30.3	33.3	38	32
I slightly disagree with this approach- I think it would be better if the council's services were treated more equally	10.3	18.6	15.7	16
I strongly agree with this approach- I am willing to accept the necessary trade-off to protect schools and social services as much as possible	18.7	22.4	23.9	29.2
I strongly disagree with this approach- I think all of the council's services are equally important	30.4	16.8	11.6	13.1
Total	100	100	100	100

7.2.5 Which services (if any) would you wish to PROTECT, knowing that you have to cut other services more severely to achieve this?

42% of respondents wanted to protect 'care of older people and services for disabled people' closely followed by 36% of respondents for protecting 'schools, youth services and children's social services'. The least favourable responses to protect were 7% of responses to 'none, do not protect any service budgets' and 10% stated 'libraries, art centres, theatres and adult education'. The below chart shows all responses:

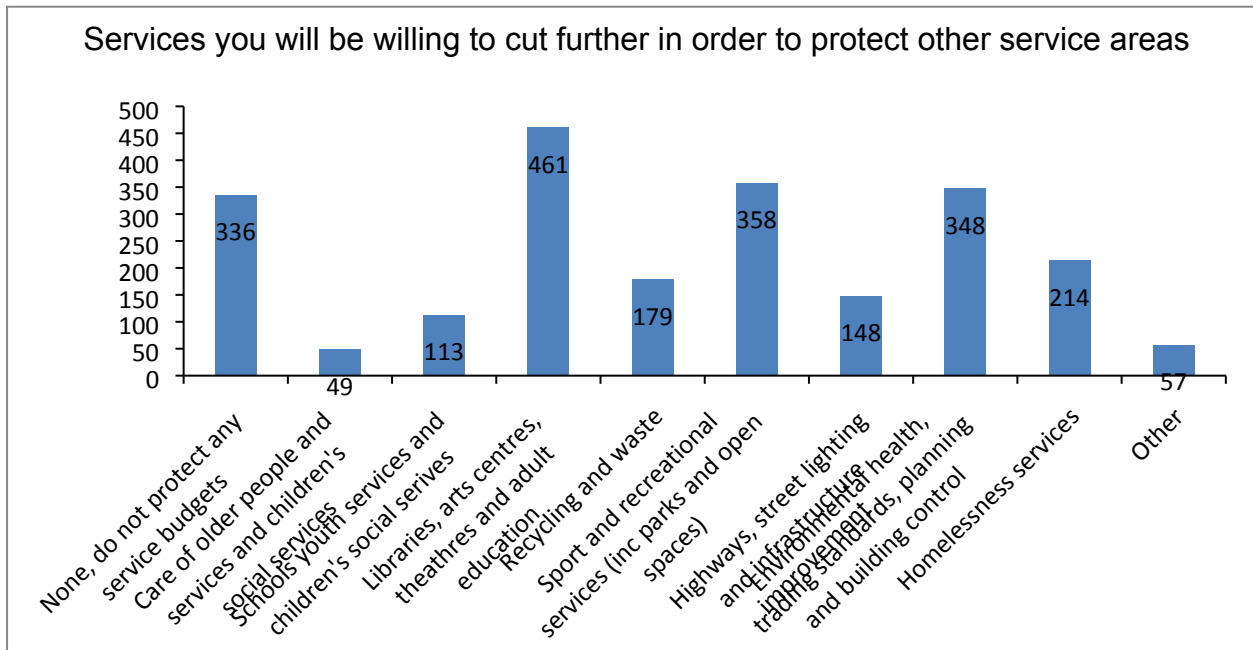
Services you will be willing to cut further in order to protect other service areas



7.3 Which services (if any) would you be willing to CUT further in order to protect other service areas?

25% of respondents supported cutting 'libraries, art centres, theatres and adult education', the second most favourable service to cut at 19% was 'sport and recreational services' (including parks and open spaces).

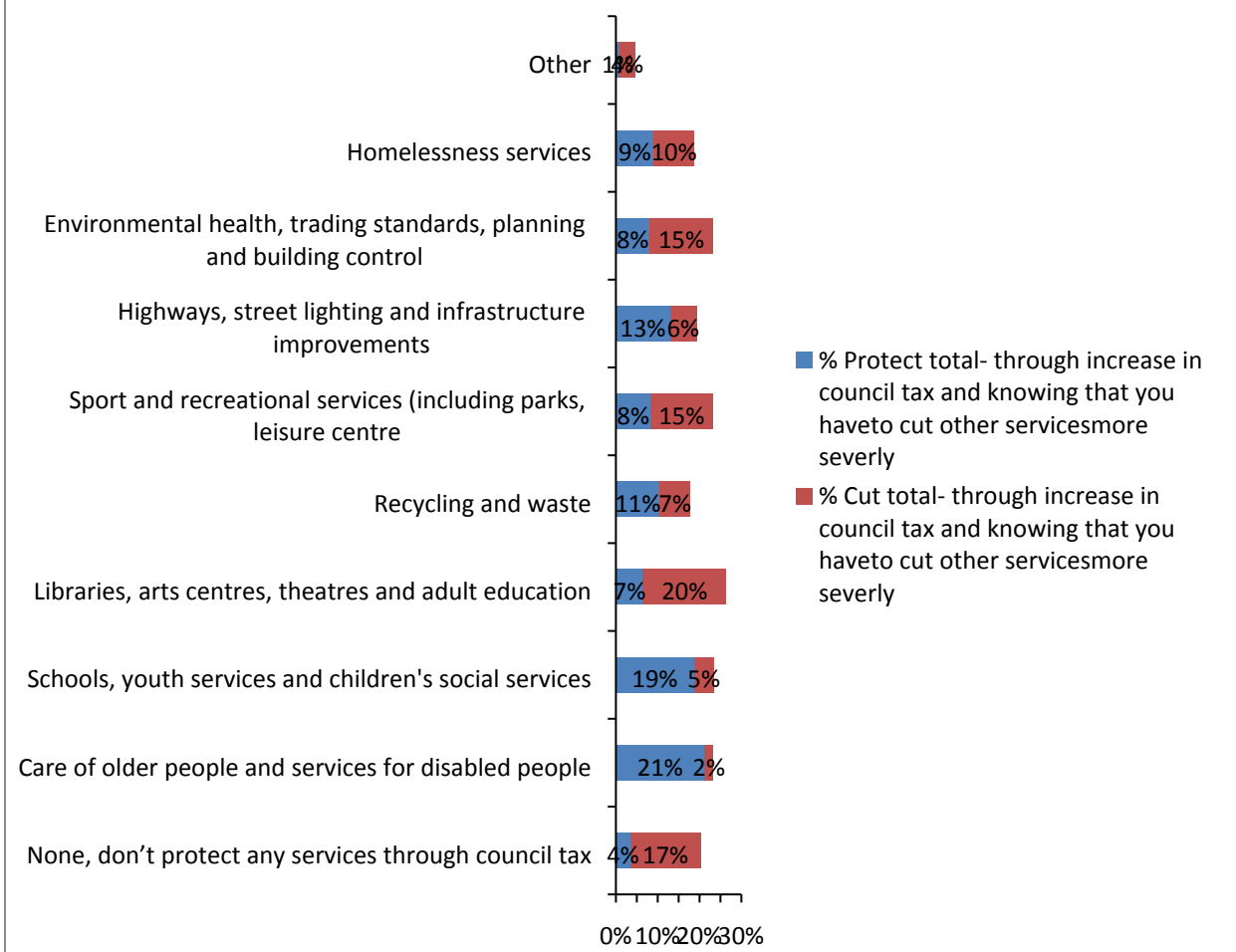
Services you will be willing to cut further in order to protect other service areas



Within the questions 'which services would you most wish to protect through increase in council tax' and 'which services would you wish to protect, knowing that you have to cut other services more severely to achieve this' the most popular response was to protect 'care of older people and services for disabled people' and the second most popular service was 'schools, youth services and children's social services'. The least favourable service to protect was 'not to protect any service budgets'.

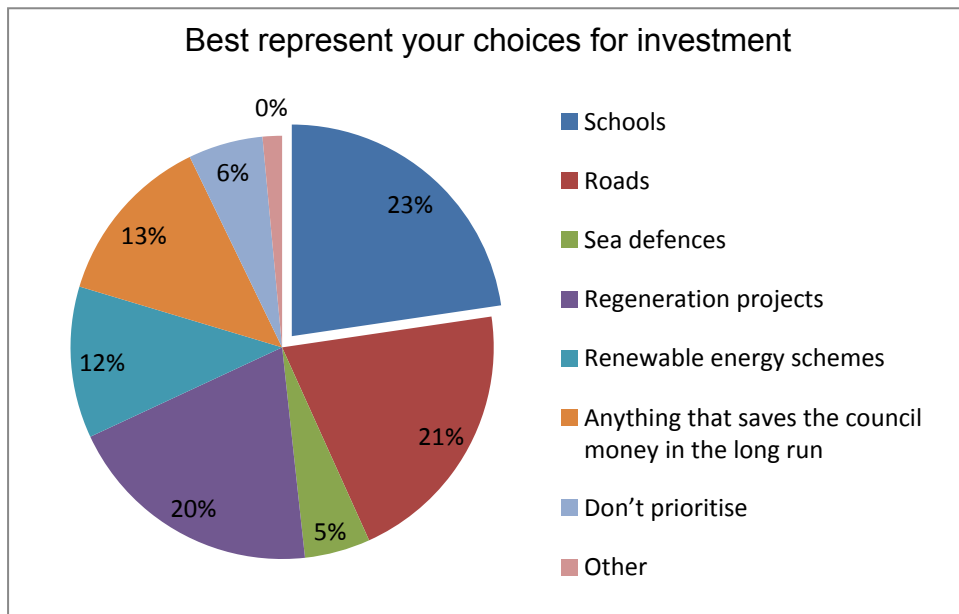
The most favourable option to cut in both questions is 'libraries, art centres, theatres and adult education' and 'sport and recreational services' (including parks and open spaces).

Protected services total compared to cut services total



7.3.2 Looking ahead, the council's investment ambitions for major improvements such as a new school or road improvements far exceed our available funds

Overall there were 3507 responses to this question including youth and accessibility. of the most popular response at 23% thought 'schools' were their priority for investment. The second highest response was 'roads' with 21% followed by 'regeneration projects' with 20% of the responses. The lowest ranked as the respondent's priorities was 'sea defences' with 5% closely followed by 'don't prioritise' with 6% of the responses. The below chart shows the % of each response:



Out of total of 3507 respondents across the board, there was 7% response rate from the youths. With the 273 youth responses, 23% youth respondents believed that ‘schools’ were the most important factor that best represents their priorities for investment, with 21% responding that ‘regeneration projects’ were their second priority and 15% responses to ‘roads’. There were a total of 124 responses from accessibility surveys, 18% of which chose ‘anything that saves the council money in the long run’ as being their priority for investment. This followed by 17% responses to ‘roads’ and 16% responses to ‘regeneration’.

There were a total of 35 responses to ‘other’, only 28 respondents specified their priorities. From these responses the following themes were recorded:

Theme	#
Social services	8
Regeneration	7
Highways	4
Education	3
Leisure	2
Affordable housing	1
Benefits	1
Not relevant	1
Total	27

7.3.3 The council could increase its available funding for major investments either by:

A) Reducing budgets for everyday council services

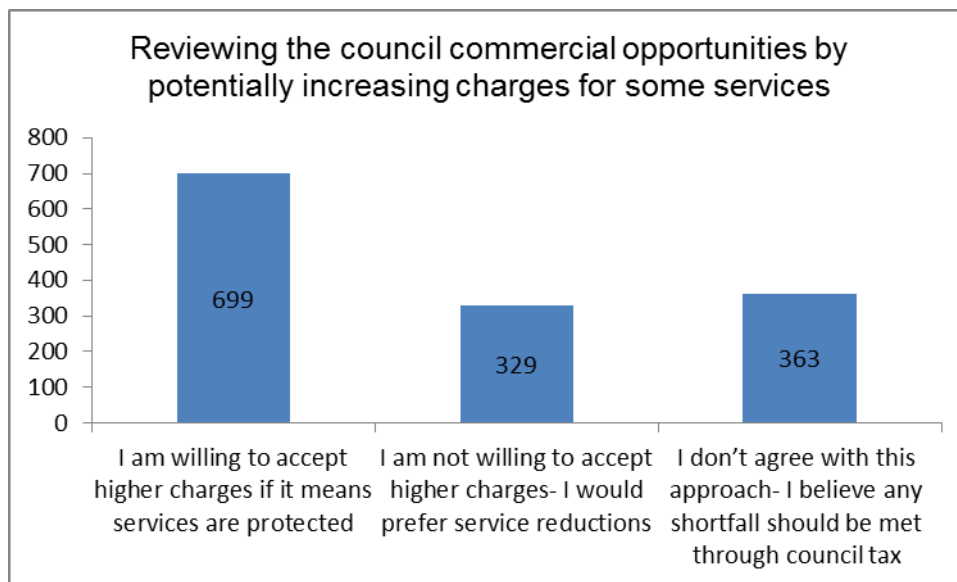
B) Borrowing money, which would require an increase in council tax to cover repayment costs in future years.

1385 responses were received to the above statement, 41% did not support either option. The lowest response rate was demonstrated by 249 responses (18%) for 'only reducing service budgets' to increase available funding for major investments.

	Online Survey	Paper surveys	Youth surveys	Accessibility survey	Total
Yes, do both	237	35	16	5	293
Only increase council tax	208	37	18	9	272
Only reduce service budgets	173	32	37	7	249
No, don't do either	406	85	50	30	571

7.3.4 The council is reviewing its commercial opportunities. These include potentially increasing charges for some services.

Out of the 1391 responses 50% of respondents were 'willing to accept higher charges if it meant services are protected'. 26% of respondents 'did not agree with this approach and believed that any shortfall should be met through council tax'. With 24% of respondents 'not willing to accept higher charges and would prefer service reductions'.



7.3.5 Please indicate which of the following (if any) you would be willing to accept higher charges for:

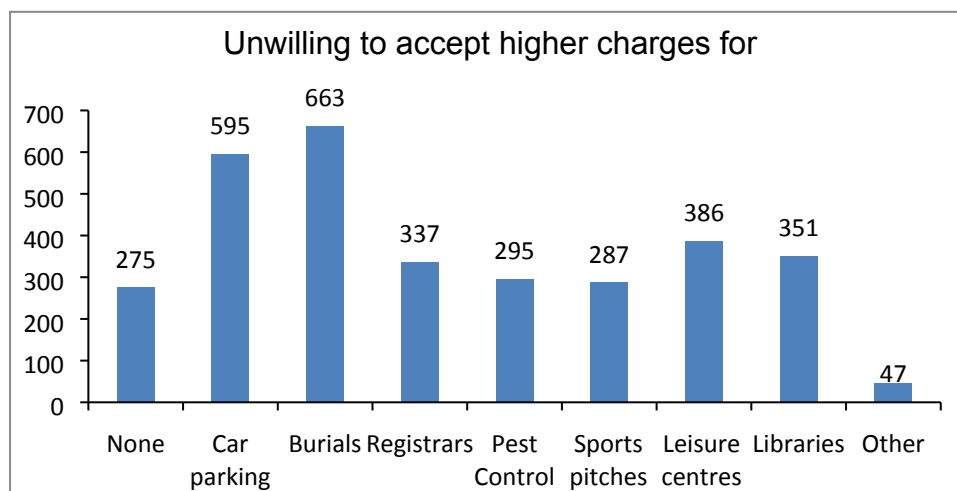
There were a total of 1297 responses to this question, the most popular response was people were willing to accept higher charges for leisure centres (17%) with sports pitches (16%). The respondents were less willing to accept higher charges for burials (7%). When looking at the different age demographic groups, respondents over 65 years old were more

willing to accept higher charges in 'pest control' (18%), 'sports pitches' (17%) and 'leisure centres' (15%). The age group under 65 years old had similar results whereby 15% of respondents were willing to accept higher charges for 'registrars' and 'leisure centres', 14% for 'pest control' and 'sport pitches'. The youth groups demonstrated a similar result whereby 16% of respondents were willing to accept higher charges for 'leisure centres' and 13% for 'sport pitches'. However the youth respondents demonstrated a difference whereby 15% of respondents were not willing to accept higher charges for anything.

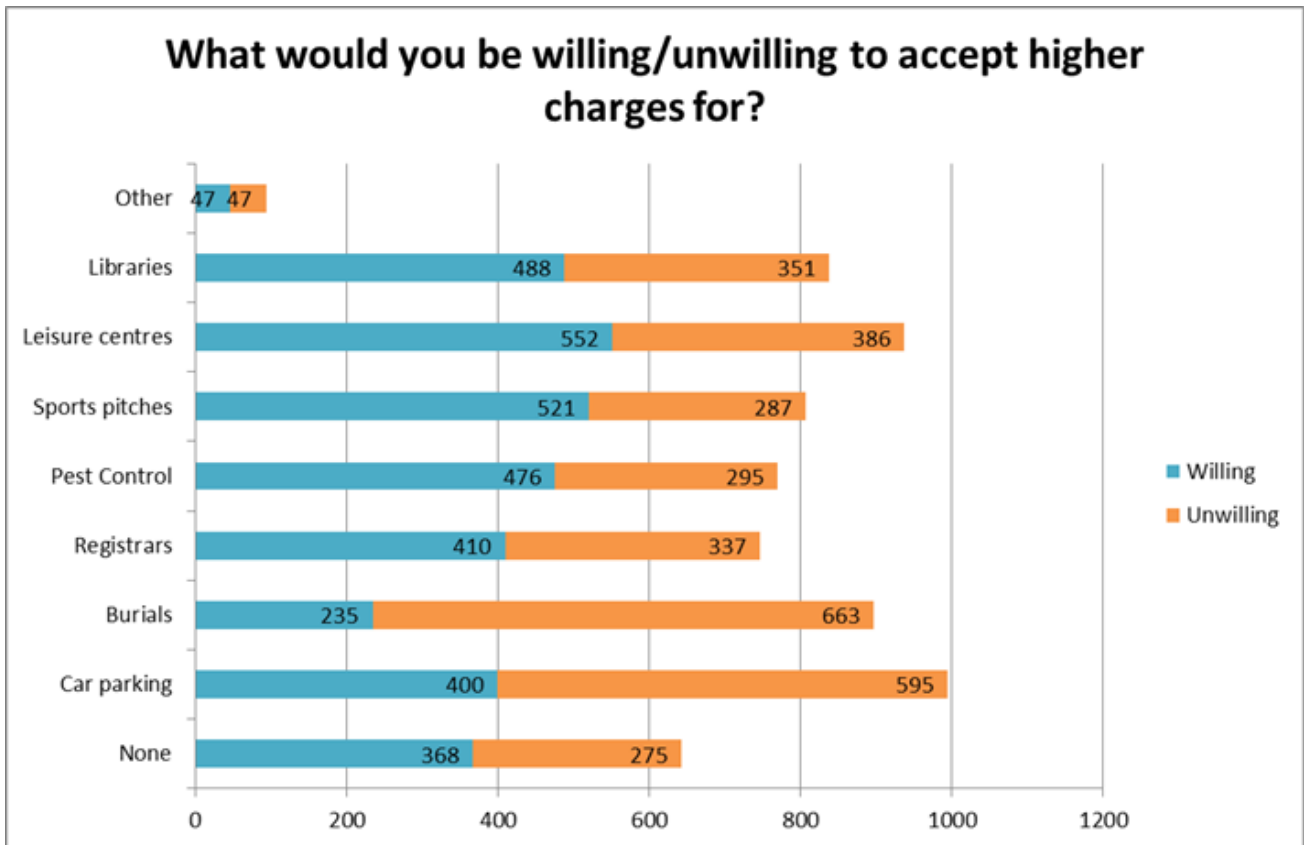
	Age range 65+ (%)	Age range 65- (%)	Youth
None	9%	8%	15%
Car parking	14%	12%	11%
Burials	5%	9%	6%
Registrars	10%	15%	12%
Pest Control	18%	14%	13%
Sport pitches	17%	14%	13%
Leisure centres	15%	15%	16%
Libraries	11%	11%	13%
Other	1%	1%	1%
Total	100%	100%	100%

7.3.6 Please indicate which of the following (if any) you would be unwilling to accept higher charges for:

Out of the 3236 responses received 20% were unwilling to accept higher charges for 'burials' and 18% for 'car parking'. 8% of respondents did not want to accept any higher charges for the options given.



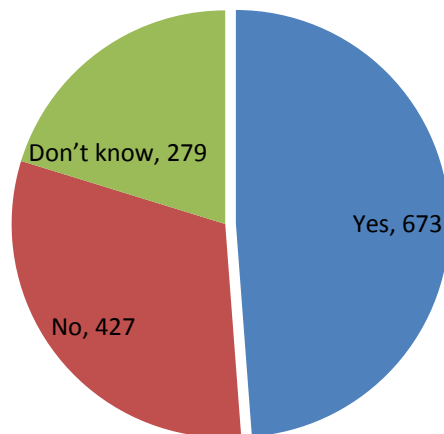
When comparing the two questions on what people would be willing and unwilling to accept higher charges for, the results were combined into the following graph, 'willing' (blue) and 'unwilling' (orange). From the graph, it is visible that to the most popular response was to accept higher charges for 'libraries', 'leisure centres' and 'sports pitches'. However they are unwilling to accept higher charges for 'burials' and 'car parks'.



7.3.6 Regulatory- The council is considering changes to its regulatory services such as environmental health, pest control and fly tipping. We believe we can save around £185,000 over three years, which is worth around 10% of the budget for these services. Achieving this may mean some services may take longer to provide. Do you agree with this proposal?

49% of respondents agreed with the proposal compared with 31% of respondents who did not agree with it, creating an 18% difference between where respondents agreed with the proposal or not and 20% did not know.

Regulatory- Do you agree with the proposal



7.3.7 If no, would you...?

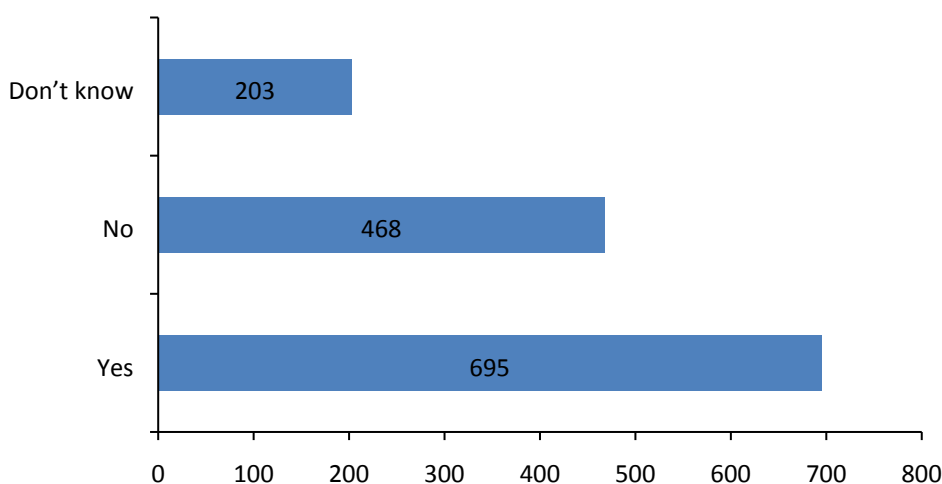
Respondents who answered 'no' were then asked whether they would give more funding or maintain current levels. 83% of the no respondents would like to 'maintain the current levels of funding', and 17% would like to 'give more funding'.

7.3.8 Back Office administration- The council is considering a number of different proposals to reduce administration costs of different council departments. We will try to make things as efficient as possible but it could mean that processing may take longer, resulting in longer response times to correspondence/ applications, or paying our suppliers later.

Do you agree with the proposal?

In total 1366 people responded to this question with the majority of people 'agreeing' with the proposal (51%). 34% 'did not agree' with 15% who 'did not know'.

Back office administration- Do you agree with the proposal



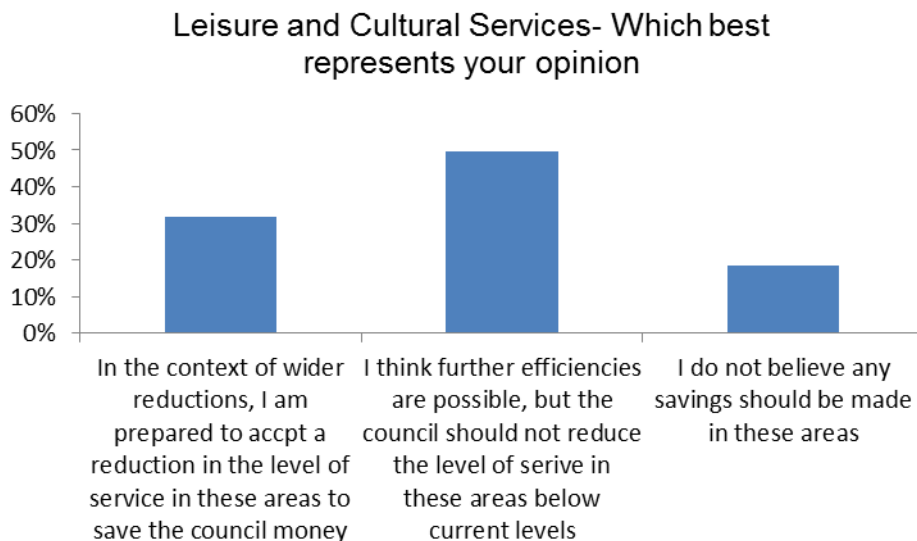
If no, would you...?

If the respondent answered no to the proposal, they were given the option to say whether they would want 'to deliver what efficiencies are possible', 'maintain current response times or increase expenditure in this area, to improve response times'. From this there was an extra 81 responses to the question (gained from the paper copies of surveys). 79% (435) respondents wanted the council to deliver what efficiencies were possible, with 21% (116) responses to increase expenditure in this area, to improve response times.

7.3.8 Leisure and Cultural Services- The council has transferred its leisure centres, libraries and cultural services such as The Grand Pavilion Porthcawl to partners over previous years. Efficiency savings and Innovative delivery from our partners Halo and Awen has saved the council around £2millions over the last four years, which is about a third of the council's expenditure in this area, with limited negative impact. Further cuts to these service areas may mean a reduction in the level of service such as closing services altogether or reducing opening hours.

Which of the following best represents your opinion?

The majority of respondents who answered the question (694) representing 75% think further efficiencies are possible, but the council should 'not reduce the level of service in these areas below current levels', with the lowest amount of responses (258) representing 37% 'do not believe any savings should be made in these areas'. The below table demonstrates the responses:



7.3.9 Social Services for adults and children- The council has been working extremely hard to transform social services across the county borough. The focus of this work has been to support people to be more self-reliant and therefore stay out of statutory services for longer. The council is working with partners in the NHS, independent providers and the voluntary sector to deliver this change.

We believe this is the right course of action, but this approach is taking longer than expected, and the aging population means that the number of people requiring support increases year on year. The increase in the last 12 months was approximately 300 people or nearly 5%. As a result, savings in this area are proving harder to achieve than expected. This may mean that cuts are required to balance the council's budget.

Which of the following best represents your opinion?

Overall there were a total of 1389 responses, whereby 50% of respondents 'agree this is the right approach and accept that this takes time', 32% 'agree with this approach, but social services must make the savings somehow to avoid other council services seeing further cuts' and 18% 'do not agree with this approach'. The below table demonstrates the figures on how people responded to the question across the different surveys. 49% of youth respondents 'agreed with this approach, but social services must make savings' compared to the majority of respondents who responded to the question via online, paper or accessibility, 95% 'agreed this is the right approach and accept this takes time'.

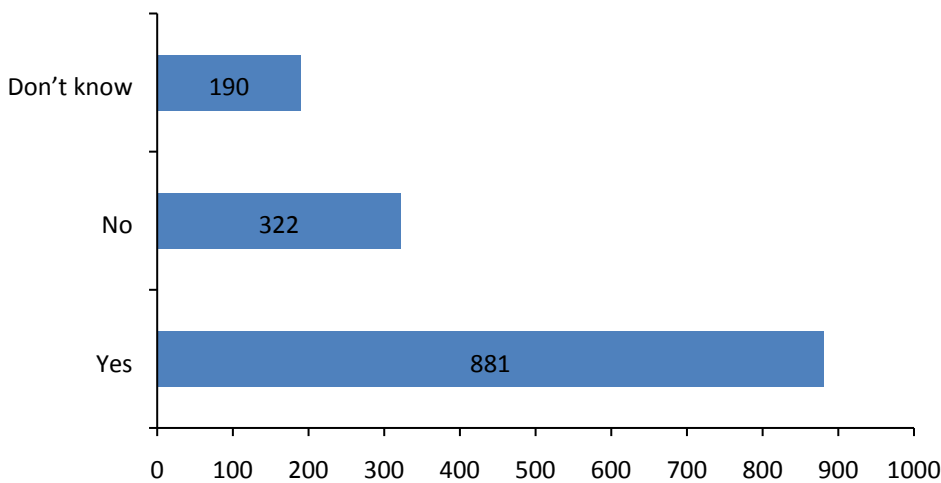
	Online	Paper Surveys	Youth survey	Accessibility Survey	Total
I agree this is the right approach and I accept that this takes time	544	100	34	20	698
I agree with this approach, but social services must make the savings somehow to avoid other council services seeing further cuts	312	52	59	17	440
I do not agree with this approach	170	39	28	14	251
Grand Total	1026	191	121	51	1389

.3.9 Education- In addition to our full time nursery offering in schools, the council currently spends £327,000 a year to fund places in private nurseries or other Early Years settings. We are considering reducing this by £100,000, which is around 30% of the budget for supporting private nurseries. This would mean fewer places available in private nurseries, so in future, there may be less choice or some parents may need to travel slightly further to access a full time place.

Do you agree with this proposal?

Only 75% of people who completed the survey answered this question with a total of 1393 responses. When considering the results, the majority (63%) of respondents ‘agreed’ with the proposal, compared to 23% who ‘didn’t agree’ and 14% who ‘didn’t know’.

Education- Do you agree with this proposal



7.5 Qualitative responses

Each response received from all methods across the survey were read and subsequently themed. Each theme was then measured to provide a quantitative figure to the qualitative responses. The responses are themed as per the below:

Are there any services that the council does not currently charge for that you believe it should?

Theme	Total Number	%
-------	--------------	---

On-road parking (i.e. fines for obstruction, resident parking, blue badges)	19	1%
Highways	3	0%
Refuse and Waste	19	1%
Leisure	6	0%
Education	8	0%
Environmental Health	4	0%
Regeneration	8	0%
Miscellaneous	67	4%
No Response/None	1702	93%
Total	1836	100%

Do you have any ideas for further efficiencies in this area (regulatory)?

Theme	Total Number	%
Refuse and Waste	61	35%
Decreased Benefits	4	2%
Outsourcing	3	2%
Management Wages	7	4%
Environmental Health	5	3%
Increased Fines	14	8%
Miscellaneous	79	46%
Total	173	100%

Do you have any ideas for further efficiencies in this area? – Office Admin

Theme	Total Number	%
Reduce Staff/Managers/Councillors + Wages	26	16%
Expenses/Subsidies	15	9%
Admin	7	4%
Council/ Dept. Merge	7	4%
Outsourcing	7	4%
Benefits	2	1%
Miscellaneous	98	60%
Total	162	100%

Social services - Do you have any ideas for further efficiencies in this area?

Theme	Total Number	%
Reduce Staff/Management/Councillor + Wages	16	14%
Cut Services (i.e. Social and Benefits)	43	38%
Merge Departments/ Services	4	4%
Admin	4	4%
Miscellaneous	47	41%
Total	114	100%

Education: Do you have any ideas for further efficiencies in this area?

Theme	Total Number	%
Education	64	57%
Employment	4	4%
Miscellaneous	44	39%

How the council can SAVE money:

Theme	Number	%
Cutting Senior Staff Economic Privileges (i.e. Wages, Expenses, Pensions)	41	31%
Cutting Services (i.e. Social Services and Benefits)	13	10%
Administration (i.e. cutting back on paper, charging for admin cost)	18	14%
Miscellaneous	60	45%
Total	132	100%

Additionally the responses received by email are themed below:

Email	#	%
welsh language	1	8%
not relevant	1	8%
highways	4	31%
Maintenance	2	15%
survey	3	23%
Manager wages	2	15%
Total	13	100%

8. Social media responses

External to the online survey all social media comments received during the live period were also collated together, themed and arranged into the table below:

Key Themes of all social media	#	%
not relevant	122	16%
all services are important	11	1%
angel walkway	19	3%
Refurb	29	4%
inefficiency/be more efficient	70	9%
car parking	17	2%
councillors/seniors paid to high/cut wages/cut both& expenses	135	18%
cut staff/ cut wages	15	2%
money reserves	5	1%
waste and recycling	37	5%
Highways	29	4%
council tax	35	5%
cut/merge councils	7	1%
dog Fouling/dog warden	7	1%
regeneration	79	11%
central government	7	1%
further efficiencies	24	3%
benefits	4	1%
schools	6	1%
social services	9	1%
survey comments& workshops	22	3%
outsourcing	5	1%
housing	3	0%
FOI	14	2%
Maintenance	6	1%
Sports pitches	25	3%
Transport	1	0%
welsh language	1	0%
Total	744	100%

9. Budget Overview

Each of the proposals have been outlined below combining the total responses of the questions relating to 'services to be protected through increase in council tax and by cutting other services more severely' and 'cutting services in order to minimise future increases in council tax and in order to protect other service areas'.

Rank	Proposal	Response	Total	%
2	Protect services	Older people and services for disabled people	325	21.5
3	Cut services	Libraries, arts centres, theatres and adult education	112	20
4	Cut services	None, do not cut any services	112	20
5	Protect services	Schools, youth services and children's social services	262	17.3

10. Conclusion

Data validation measures have been undertaken to ensure that the same respondent could not submit more than one response by cross comparing the consultation response details with the Citizens' Panel respondent details. A sample of 1,858 is robust and is subject to a maximum standard error of ± 2.26 per cent at the 95 per cent confidence level on an observed statistic of 50 per cent. Thus, we can be 95 per cent confident that responses are representative of those that would be given by the total adult population, if a census had been conducted, to within ± 2.26 per cent of the percentages reported. This means that if the total adult population of Bridgend had taken part in the survey and a statistic of 50 per cent was observed, we can be 95 per cent confident that the actual figure lies between 47.74 per cent and 52.26 per cent.

10.1 Prioritising particular services

67.4% of respondents believed certain services should be protected over others. 'Care for older people' 22.9%, 'schools, youth and children's social services' 18.5%, 'recycling and waste' 11.2% and 14% for 'highways, street lighting and infrastructure improvement'.

Areas selected to receive a cut in services in order to protect other services were 'libraries, arts and adult education' (21%), 'none, do not cut any services' (17.7%) 'sports and recreational services' (15.6%) and 'environmental health, trading standards, planning and building control.' (14.3%)

10.2 Budget proposals

The most popular response was for 'slightly agreeing' with the council's approach towards schools and social services having their budgets being protected more than others (33%). Many people would prefer to maintain current budget levels for council services and minimise council tax increases (40%). The most popular response to reviewing the council's commercial opportunities was that people were more willing to accept higher charges if it means services are protected (52%).

When respondents were asked whether they agree with the council when considering changes to the regulatory services such as environmental health, pest control and fly tipping the majority of people (51%) agreed to the proposal. It was also noticed that 50% of people agreed with the proposal to reduce administration costs of different council departments.. Also the most popular response to the council reducing funding in private nurseries or early years setting, the majority of people (69%) agreed with this proposal meaning fewer places being available in private nurseries in the future.

11. Appendices

Additional social media data.....Appendix 1

Appendix 1: additional social media data

Key themes of Facebook budget post comments (without Q&A)	#	%
not relevant	76	16%
all services are important	10	2%
angel walkway	19	4%
Refurb	28	6%
inefficiency/be more efficient	70	15%
car parking	4	1%
councillors/seniors paid to high/cut wages/cut both	85	18%
cut staff/ cut wages	11	2%
money reserves	5	1%
waste and recycling	9	2%
Highways	16	3%
council tax	27	6%
councillors	19	4%
cut/merge councils	6	1%
dog Fouling/dog warden	5	1%
regeneration	20	4%
central government	7	1%
expenses	4	1%
further efficiencies	20	4%
benefits	2	0%
schools	7	1%
social services	4	1%

shop rents	7	1%
survey	14	3%
outsourcing	2	0%
housing	3	1%
Total	480	100%

Facebook budget post comments, Q&A and visitor posts	#	%
Regeneration	57	9%
Benefits	4	1%
Merging Councils	7	1%
Refuse and Waste	28	4%
Council tax	32	5%
Dog Fouling	7	1%
Education	9	1%
Not relevant	105	17%
workshops	18	3%
Manager/ councillor Wages and expenses	102	16%
All services are important	11	2%
FOI	23	4%
Further efficiencies	22	4%
Highways	23	4%
Maintenance	3	0%
outsourcing	4	1%
Parking	11	2%
Refurb	29	5%
social services	8	1%
Sports pitches	1	0%
Transport	1	0%
angel walkway	19	3%
inefficiency/be more efficient	70	11%
cut staff/ cut wages	11	2%
money reserves	5	1%
councillors	19	3%
Total	629	100%

Twitter and Q&A	#	%
Council tax	3	3%
Education	3	3%
Expenses	2	2%
FOI	8	8%
Further efficiencies	2	2%
Highways	2	2%
housing	3	3%
leisure	23	22%

Maintenance	1	1%
Manager wages	9	9%
Not relevant	16	16%
Outsourcing	1	1%
Parking	5	5%
refuse and waste	7	7%
Regeneration	14	14%
wages	4	4%
Total	103	100%

Facebook visitor post	#	%
Survey	1	33%
Manager Wages	1	33%
Maintenance	1	33%
Total	3	100%

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

19 DECEMBER 2017

JOINT REPORT OF THE CORPORATE DIRECTOR – OPERATIONAL AND PARTNERSHIP SERVICES & THE HEAD OF FINANCE

EXTENSION OF THE FINANCIAL INFORMATION SYSTEM CONTRACT

1. Purpose of Report

1.1 The purpose of the report is to :-

- (1) Inform Cabinet of the intention to go out to tender for the provision of a financial information system with a contract start date of 1 April 2018;
- (2) Subject to this, and if the award is to a new supplier, authorise the Corporate Director – Operational and Partnership Services to enter into a fixed term contract of 12 months with the current provider, Advanced Business Software and Solutions Limited, to allow for the mobilisation and build of a new financial information system.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1 The continuation of the contract during any implementation period will support the delivery of the Corporate Priority of Smarter use of Resources.

3. Background

- 3.1 The existing financial information system, E5, provides a suite of fully integrated component modules including general ledger, accounts payable, accounts receivable and purchase management to over 500 users across the Council. The purchase management, accounts payable and general ledger modules are used by all primary schools within the County Borough. The system also provides an enhanced budgeting and forecasting functionality delivered through the Collaborative Planning module. The system interfaces with other systems within the Council including the Cash Receipting System and Human Resources and Payroll System. The current supplier, Advanced Business Software and Solutions Limited (ABS), is the sole owner and developer of the financial information system E5.
- 3.2 In May 2015, Cabinet approved the continued use of the financial information system E5 but on an in-house basis following the expiry of the hosted arrangement on the 31 March 2016. It also approved the extension of the license and maintenance support with ABS until 31 March 2018. The move from a hosted arrangement to an in-house arrangement contributed to a Medium Term Financial Strategy saving of £200,000 within the software budget.
- 3.3 Cabinet also noted in May 2015 that the current arrangement with ABS would be reviewed before the 31 March 2018 with a view to tendering any future arrangement in line with procurement legislation and the Council's Contract Procedure Rules.

4. Current situation / proposal

- 4.1 It is proposed that an invitation to tender is issued for the provision of financial information services within Bridgend County Borough Council, to include the following modules – general ledger, accounts payable, accounts receivable and purchasing management. The process will use a mini competition utilising the Crown Commercial Services (CCS) Framework which has fourteen registered suppliers including the existing supplier ABS. The returns will be evaluated using a 60/40 split of price against quality. The Council will enter into a contract with the successful supplier for three years with an option of a one year plus one year extension beginning the 1 April 2018.
- 4.2 The overall value for money assessment for the procurement will incorporate the cost of change. The scale of any implementation and migration project will vary considerably depending on the successful tenderer. The typical timescale for the implementation of a new system with a new supplier would be approximately 12 months and therefore a 12 month fixed term contract extension will be required. This will allow for the new system to be built, integration with other Council systems to be fully tested, users to be trained (there are currently over 500 existing users of the system) and will provide a seamless transition for all customers, suppliers and staff. The risk of not having this transition is that there would not be a financial information system in place to pay suppliers, monitoring both capital and revenue expenditure or produce the year end accounts for the financial year 2017-18.
- 4.3 There have been a number of reasons why the tender exercise did not begin earlier. After bringing the software in-house in April 2016, it took much longer than originally anticipated to arrive at a stable product that was functioning correctly and had high levels of availability. There have been a number of on-going issues, such as reporting and interfaces, that have taken long periods to resolve. Another factor for delaying the tender exercise was the need to build significant new in-house skills and procedures, that had been previously been provided at cost by the outsourced hosting agreement and hence led to saving over £200,000 per year by bringing the software back in-house. This level of support was needed to successfully maintain the software and facilitate the necessary data extraction that would be needed in any migration to an alternative system purchased as a result of a tender. Finally, there has been uncertainty surrounding Local Government Re-organisation. Any merger of councils could result in one financial information system being chosen in order to generate savings. Over the last nine months, there has been clarification that mergers will not be imminent and therefore a longer term contract is needed for such a business critical system.

5. Effect upon Policy Framework& Procedure Rules

- 5.1 There is no amendment to the Corporate Procedure Rules as the tender process is being followed but a request is made to extend the existing contract, if necessary, to allow the mobilisation and build of a new financial information system.

6. Equality Impact Assessment

- 6.1 The financial information system is a back office system and therefore the Equality Impact Assessment shows there is no potential for discrimination or adverse impact.

7. Financial Implications

7.1 The estimated annual revenue cost of the provision of software support and maintenance is approximately £100,000 and this will be met from the Council's software budget.

8. Recommendation

8.1 Cabinet is recommended to: –

- (a) Note the intention to retender for the financial information system ;
- (b) Authorise the Corporate Director – Operational and Partnership Services to enter into a contract extension for a period of twelve months with the current provider of the financial information system, if necessary, to allow for the mobilisation and build of a new financial information system, when the current contract ends in March 2018.

Andrew Jolley
Corporate Director – Operational and Partnership Services

Randal Hemingway
Head of Finance and Section 151 Officer
December 2017

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Background documents – None

Appendix 1 Contract details

Financial Information Services

Service Type	Contracted Provider	Short Term Contract Value	Extension Length
Provision of Financial Information Systems	Advanced Business Software and Solutions Limited	£100,000 approx.	12 Months

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT OF THE CORPORATE DIRECTOR - COMMUNITIES

REPORT TO CABINET

19 DECEMBER 2017

PORTHCAWL REGENERATION SCHEME

1. Purpose of Report

The purpose of this report is to:

- (i) update members on the Porthcawl Regeneration Scheme;
- (ii) advise that a proposal has been received from the Evans' families, to sell to the Council their leasehold interest in Phase 1 – land at Salt Lake Car Park;
- (iii) present the terms of this proposal, and set out the consequential impact on the remainder of the Porthcawl Regeneration Scheme;
- (iv) advise members of the 'due diligence' that has been undertaken to date, and the further measures which will be put in place to protect the public interest;
- (v) recommend that the offer be accepted; and
- (vi) seek agreement from Cabinet to present a report to Council for approval for a revised capital programme for 2017-18 to 2026-27.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 This project directly meets the Council's Corporate Priorities "Smarter Use of Resources" and "Supporting a Successful Economy".

3. Background

- 3.1 In 2006 the owners of development land in Porthcawl agreed to work jointly, by bringing together the freehold and leasehold interests which overlay substantial land holdings within the town. The aim was to bring forward the land for sale, providing the owners with sale receipts to be split on a pre-agreed basis subject to minimum prices being achieved; and to deliver a clear planning context for disposal of sites for third party development.
- 3.2 In November 2007, the Porthcawl Regeneration Supplementary Planning Guidance (SPG) was adopted by the Council. This provided for new homes within the overall area plus major retail and leisure developments, community provision, new road systems, land set aside for health provision, and other areas of public amenity, including new sea defences along Eastern Promenade and the Sandy Bay frontage.
- 3.3 The overall development area was divided into two phases of which:
 - Phase One included Hillsborough car park, The Green and Salt Lake car park
 - Phase Two comprised the Coney Beach Amusement Park and the former Sandy Bay caravan park.

- 3.4 The Owners Agreement (OA) was signed in early 2011. This was a 20 year Agreement between Bridgend County Borough Council (Public Sector Owner) and the Evans Families (Private Sector Owners). The underlying principle of this was to dispose of land and that all net proceeds would be split in a 60:40 proportion in the Council's favour (subject to minimum prices being obtained). The owners are mutually obliged to promote and bring forward development land for sale within the 20 year period.
- 3.5 The Phase One site disposal, as contained within the owners' agreement, was subject to a total minimum price being achieved of £12.5 million. This figure was considered achievable at the time, due to the aggressive expansion strategies of the major supermarket chains, requiring a high land take to accommodate 'superstores', and the accompanying parking requirement. It was agreed that Phase One, incorporating retail, community, leisure and housing uses would be the earlier phase for disposal. The Phase Two site (which is predominantly residential) would follow on at a later date.
- 3.6 Members should note that before development could take place in Phase 1, major infrastructure works would be required, and this remains the case. The works involve roads being upgraded/reconstructed, closed or reconfigured together with new drainage systems and utility systems, along with flood defence works.

4. Current Situation/Proposal

Disposal History

- 4.1 Although the alignment of ownerships and delivery of a strong planning framework have been very positive aspects of this scheme, the developer demand has proved more difficult. This is primarily because of the very volatile and still changing market conditions over the last nine years, during which time both the retail and housing markets have undergone significant changes. Sales of sites for large scale food stores had for a long period of time been the main stimulus to kick start many successful regeneration schemes. The fundamental shift which has taken place within the food sales sector means that demand of this nature, at the scale previously seen, has all but disappeared. The consequence is that the development of the site as envisaged in the SPG is unlikely to attract developer interest, and the minimum price as set out in the OA, is currently unlikely to be achieved.
- 4.2 In 2014, following the failure of the sale of the site to Morrisons (and bids for sale of the site in 2010 to Tesco / Chelverton), various offers were made to acquire the Council's interest. These were turned down as there was no market exposure (in terms of securing best consideration) and the nature of the offer did not meet either the minimum price requirement or the regeneration objectives of the Council.
- 4.3 In 2015 the parties then agreed to review the development proposals in light of the large scale food retailers retreat from the market. A new Master Plan was commissioned to support the existing Supplementary Planning Guidance. However, the owners could not agree the final makeup of the overall development proposals.

- 4.4 In summer 2016 discussions on the Master Plan foundered and the Evans' subsequently proposed that the Council consider purchasing their leasehold interest within phase 1.

Necessary Expenditure

- 4.5 Within the terms of the OA the Council agreed to fund "necessary expenditure" such as planning costs, in order to enable the development scheme to proceed. This was on the basis that it would be reimbursed from the capital receipts generated from land sales. No receipts have yet been generated. Within the terms of the Owners Agreement the Evans' are required to reimburse the Council on the 5th anniversary of the expenditure, commencing on the date of the Owners Agreement. No payment has yet been received as this and related commercial matters have yet to be agreed.

Acquisition of the Evans' Interest:

- 4.6 The Council owns the freehold interest in 17.16 acres within the phase 1 area of the Harbourside Regeneration, which includes Hillsborough Place Car Park, The Green and Salt Lake Car Park. The Evans' own the long leasehold interest in Salt Lake Car Park which has an area of 9.5 acres and expires in 2033.
- 4.7 Over the summer of 2017, the pros and cons of acquiring the Evans' leasehold interest has been considered. It was concluded that provided that this could be done on terms favourable to the Council, there was merit in this option as it would enable regeneration of the site to proceed. The alternative of not proceeding was also an option. However, under the current arrangement, it was considered that in all likelihood it would take a number of years for anything to happen on the Phase 1 site with the consequential impact on the Council's ambition to develop Porthcawl as a premier tourism destination and also a failure to deliver a significant amount of allocated housing approved in the LDP.
- 4.8 A preliminary valuation was undertaken by independent property agents Alder King, to establish the price range within which the authority could consider acquisition.
- 4.9 A provisional offer was made by the Council in Sept 2017 based on this, with a short expiry date, and terms have now been provisionally agreed to acquire the Evans' interest on heads of terms attached at **Appendix 1**.

Proposed Variations to the Owners Agreement

- 4.10 As part of the terms for the purchase of the Evans' interest, it will be necessary to amend the Owners Agreement. This is a complex document which took a significant period of time to produce, agree and complete. Neither party can unilaterally terminate the agreement. If the authority wishes to purchase the land then it needs to take a pragmatic view on the Owners Agreement and minimize the variations. It is prudent to ensure that any variations to the Owners Agreement are carried out simultaneously to the purchase and that they follow the current terms and structure.
- 4.11 However, some changes are necessary. The key changes are as follows:
- All references to Phase 1 land removed.

- The Evans' have the right to request the grant of leases for up to 5 kiosks along Eastern Promenade and the proposed Sandy Bay Promenade. It is proposed that none are permitted on Eastern Promenade and up to 5 kiosks are permitted along the proposed Sandy Bay Promenade. This will be subject to planning consent and the kiosks not adversely impacting on the phase 2 development. The quality and use will be controlled by the lease (on the basis of the draft terms included within the existing OA).
- Under the current OA the Evans' have the right to be granted a temporary car park in the Phase 2 Area, once Phase 1 land is to be developed, to enable them to continue the running of their funfair business until it is closed down by the phase 2 scheme. It is proposed that the terms of the lease are varied as follows:
 - The Evans' will be responsible for securing planning consent and undertaking any necessary works. They will be permitted to remove the pay and display machines from Salt Lake car park.
 - The area of the land has been confirmed and will enable a temporary campervan site to continue to operate on a reduced area.
 - A lease will be granted over Salt Lake car park for the period 1st February 2018 – 30th November 2018 at the current rental, to enable the Evans' to set up the new temporary car park on Sandy Bay.

4.12 Due Diligence

The Council has consulted with the Wales Audit Office in relation to the steps it should undertake to ensure that it has followed due process and safeguards the public interest.

Two independent valuers have been appointed to consider and provide their advice on the market value of the land. They have based their advice on the following information:

- The current planning position - the SPG, the LDP, the current planning consent and S106 planning agreement (which is no longer deliverable as it assumes large scale food retail), and the draft Master Plan
- The Jubbs Infrastructure report of 2016 which reviewed all reports, technical information and tendered works costs, to provide advice on the most effective and commercial scheme, along with estimated costings. (The Council hold detailed technical site information, which has contributed to being able to provide accurate development costs.)

Alder King has a wealth of knowledge of this project and provided valuation advice on this scheme in the past. They have advised on:

- Market valuation of the phase 1 land;
- Apportionment due to the Evans' in relation to their leasehold interest;
- Proposal to vary the Owners Agreement and impact on the value of the Council's interest (including the appropriateness of the 60:40 split for phase 2)

Alder King has considered the entirety of the proposal:

- a. The market value of phase 1
- b. The receipt to be paid to the Evans'
- c. The nature of the variations to the Owners Agreement
- d. The impact on the phase 2 land

They are of the opinion that this transaction represents value for money for the Council.

Jones Lang LaSalle has been asked to provide a second, independent valuation of the market value of phase 1. They have valued the whole of the phase 1 site marginally above Alder King, therefore providing additional assurance to the Council.

4.13 Risks / Issues

The following provides a summary of the key risks and issues which the Council has considered, along with any mitigation measures, prior to entering into this agreement.

1. What are the benefits of the Council purchasing the land versus continuing with the current Owners Agreement?
 - Currently there is an impasse between the landowners and no clear way forward. The parties could defer proceeding any further until circumstances change eg uplift in property market and achievement of the “minimum price”
 - The disadvantage of deferring is that this prime site may not be brought forward for regeneration for the foreseeable future. It currently is an unattractive site which detracts from the tourism offer of Porthcawl, and opportunities to attract beneficial investment are being missed.
 - Acquisition of the site will enable the Council to have full control in setting its objectives, delivering regeneration of this site and meeting housing targets. However, it will, nonetheless need to deliver a commercially viable scheme which will provide a positive financial return on the acquisition and development costs.
2. What if land values fall in future?
 - Economic prospects for the UK as a whole are uncertain, and national growth projections were revised downwards in the Chancellor’s autumn budget statement. Cabinet should be mindful of the risk that land values could decline in future;
3. Could the Council terminate or renegotiate the OA?
 - The OA cannot be terminated unless both parties are willing.
4. What is the value of the land and how much should the Council pay the Evans’?
 - The site has been valued by Alder King and by JLL. Both independent valuations are marginally above the value of the proposed transaction.
 - Under the terms of the OA the sale receipts (value of the land) are split 60:40 in favour of the Council. The valuation basis for the apportionments has been certified in a number of valuations dating back to 2006 and commissioned from King Sturge, Alder King and Hewdon Consulting Ltd. The 60:40 split relates to both the entire scheme and Phase 1 in isolation. Alder King have reviewed the 60:40 split and confirmed that it continues to represent the appropriate valuation of the parties’ interests.
 - Alder King have certified that in their opinion if Phase 1 is removed from the OA, the respective value of the Council and Evans’ interests remains at 60:40 (in favour of the Council) for phase 2.

5. Will the Council recoup all of the Necessary Expenditure owed under the OA?

- Yes - the purchase price is paid to the Evans' and simultaneously the Necessary Expenditure owed is paid back to the Council
- Over the next 5 years the Council is entitled to a further amount, so is benefitting from early receipt of this sum in full.

6. Will the Council have full control of Phase 1 land?

Yes - members should be aware however that the Evans' will be permitted to use Salt Lake car park for the summer of 2018, whilst they set up a temporary car park on Sandy Bay, to ensure the continued operation of the funfair until the phase 2 development commences.

7. What does the amendment to the OA mean for Phase 2?

- In relation to Phase 2 the terms of the OA remain intact. The parties will be obliged to progress disposal if the minimum price is achievable and will need to agree the basis on which this will proceed.
- The Evans' require some assurance that the Council will progress with Phase 2 and a programme will need to be agreed between the parties as a side letter, but will not form part of the OA.

8. What are the next steps once the site is purchased?

- The expectation is that the development of the Phase 1 site will be progressed as expediently as possible;
- The Council will need to consider internal capacity and resourcing. This no longer exists within the Council's staffing resources. For example, the Communities Directorate does not have the capacity currently to take forward the work on this development, and market conditions are making it very difficult to recruit staff with the appropriate skills and experience on current pay scales. Development work on the scheme will therefore, in all likelihood have to be outsourced, and the costs of this met from future receipts. This is likely to include project management, engineering, property, legal and planning. The repayment of the necessary expenditure of £330,000 will be treated as an earmarked reserve to fund these costs.
- Other factors to consider include the need for funding for infrastructure costs; review of the draft Master Plan; local dialogue / consultation; and production of marketing strategy and plan.

5. Effect upon Policy Framework & Procedure Rules

None

6. Equality Impact Assessment

There are no equalities issues arising from this report

7. Financial Implications

- 7.1 The current capital programme, approved by Council on 4th October 2017, includes a scheme entitled 'Porthcawl Infrastructure' with a budget of £5.507 million. This scheme was approved in September 2012 to fund the infrastructure works outlined above, the cost of which would be met initially from prudential borrowing until the Council secured the capital receipt arising from the sale of the land. As such, this scheme is not cash-backed and cannot be used for another scheme without the guarantee of a resultant capital receipt to repay any borrowing.
- 7.2 Given that a decision is still needed on the future use of the land, it is recommended that this scheme be removed from the capital programme and replaced at a future date with a revised proposal and associated costs and funding.
- 7.3 It is proposed that the repayment of the necessary expenditure of £330,000 will be treated as an earmark reserve to fund the future resourcing costs required to bring the site forward for disposal.
- 7.4 The cost of the transaction to the Council is £3,330,000 plus VAT (recoverable) of £666,000 and Stamp Duty Land Tax of £178,800, which totals £4,174,800.

8. Recommendation

- 8.1 It is recommended that Cabinet authorise the Corporate Director Communities, in consultation with the S151 Officer and the Monitoring Officer to:
- (a) Acquire the Evans' families head lease and sub lease interests in Salt Lake Car Park Porthcawl, at the price of £3,330,000 and terms set out in **Appendix 1** of this report;
- (b) Vary the existing Owners Agreement dated 11th March 2011 between the Council and the Evans families, on the terms outlined in paragraph 4.11 of the report.
- 8.2 It is recommended that Cabinet agree to submit the revised Capital Programme to Council for approval, as set out in Appendix 2.

Mark Shephard
Corporate Director - Communities

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Background documents:
None

APPENDIX 1

HEADS OF TERM

PURCHASER: Bridgend County Borough Council, Civic Offices, Angel St, Bridgend, CF31 4WB

VENDOR: Williams and Brooke Ltd and Trustees and/or Partners of Coney Leisure Beach as lessees / sub lessees of land within Phase 1; together with the consent of the parties to the Owners Agreement including Barclays Bank and any other mortgagees.

PROPERTY: Leasehold land held under title no. WA172960 held by Williams and Brooke Ltd and under lease dated 22 August 1996 between Williams and Brooke Ltd and Charles Patrick Evans.

PRICE: £3.33 million (Three million and three hundred and thirty thousand pounds) plus VAT if applicable and Stamp Duty Land Tax.

CONDITIONS: Overage - none will be payable

Necessary Expenditure - The vendors are to pay the monies owed for Necessary Expenditure (plus interest), invoiced and outstanding under the Owners Agreement, in the sum of £330,000 (Three hundred and thirty thousand pounds) simultaneous with this sale, together with VAT (as applicable). (This has been rounded down from £332,135.32).

Variation of the existing Owners Agreement:

- the current Owners Agreement will be varied on completion of this sale, to reflect the sale and the parties intention to work jointly on phase 2 only. All current references to phase 1 will be removed.
- The impact of this is that there will be no retained land nor reference to restrictive covenants in relation to phase 1. (The mechanism for this will be set out within the sale contract.) For clarity, any compensation claims relating to the retained land will be considered as null and void.
- Kiosks : the Evans' will be entitled to up to 5 kiosks on the proposed Sandy Bay Promenade (subject to planning and no adverse impact on the phase 2 development), as opposed to 5 kiosks on Sandy Bay and Eastern Promenade.
- Delivery of Phase 2 - The parties will agree a programme which does not negatively impact on Phase 1. However the OA will not be varied and the current relevant clauses will remain in force, in terms of determining how land is brought forward for disposal.

INFRASTRUCTURE WORKS - BCBC to be granted the right to enter the vendors adjoining or neighbouring land to undertake any infrastructure works required to benefit the property acquired.

COSTS: each party to be responsible for their own costs in relation to the transaction and any costs associated with variation of the Owners Agreement

TIMESCALES: Legal completion to take place no later than 30th December 2017.

APPROVALS: The Council will need to obtain the following before completing the sale

- formal approval to the heads of terms provisionally agreed to be sought from Cabinet and Council.
- Two independent valuations certifying the market value of the land

TEMPORARY PARKING:

- the Council will make available an area of land at Sandy Bay car park as temporary car parking for the benefit of the continued operation of the funfair, for a period of 10 years or until the phase 2 development proceeds (whichever is the sooner) and on similar terms as contained within the Owners Agreement. However, the Evans' will be responsible for securing planning consent and undertaking any necessary works.
- As an interim measure and to ensure the continued operation of the funfair whilst Sandy Bay car park is facilitated, the Evans' will be granted a lease to occupy Salt Lake car park from 1st February 2018 - 30th November 2018 and on the basis of the existing rental.

OVERAGE: no future overage will be paid by the Council, which would often be the case in this type of transaction, when a vendor tries to safeguard any potential uplift in value once the development takes place.

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	Corporate Priority	Total Costs to 31-3-17 £'000	Oct 2017 £'000	2017-2018														CUMULATIVE
				New Approvals £'000	Vire £'000	Slippage £'000	Revised 2017-18 £'000	2018-2019 £'000	2019-2020 £'000	2020-2021 £'000	2021-2022 £'000	2022-2023 £'000	2023-2024 £'000	2024-2025 £'000	2025-2026 £'000	2026-2027 £'000	Total 2017 - 2027 £'000	
Education & Family Support																		
Pen Y Fai Primary School	Smarter Use of Resources	6,847	392	-	-	-	392	-	-	-	-	-	-	-	-	-	392	
Y Dderwen Comprehensive School	Smarter Use of Resources	39,333	155	-	-	-	155	-	-	-	-	-	-	-	-	-	155	
Coety/Parc Derwen Primary School	Smarter Use of Resources	8,483	77	-	-	-	77	-	-	-	-	-	-	-	-	-	77	
Additional Learning Needs	Smarter Use of Resources	4,060	59	-	-	-	59	-	-	-	-	-	-	-	-	-	59	
Garw Valley South Primary Provision	Smarter Use of Resources	1,641	8,327	-	-	-	8,327	841	-	-	-	-	-	-	-	-	9,168	
Garw Valley Primary Highways Works	Smarter Use of Resources	42	358	-	-	-	358	-	-	-	-	-	-	-	-	-	358	
Pencoed Primary School	Smarter Use of Resources	967	9,650	-	-	-	9,650	216	-	-	-	-	-	-	-	-	9,866	
Pencoed School Highways Works	Smarter Use of Resources	38	332	-	-	-	332	-	-	-	-	-	-	-	-	-	332	
Brymenyn Primary School	Smarter Use of Resources	1,323	7,010	-	-	-	7,010	166	-	-	-	-	-	-	-	-	7,176	
Brymenyn Primary Highways Works	Smarter Use of Resources	-	807	-	-	-	807	-	-	-	-	-	-	-	-	-	807	
Flying Start Provision	Smarter Use of Resources	952	14	-	-	-	14	-	-	-	-	-	-	-	-	-	14	
Heronbridge Special School	Smarter Use of Resources	20	280	-	-	-	280	-	-	-	-	-	-	-	-	-	280	
Ysgol Bryn Castell Special School	Smarter Use of Resources	-	-	96	-	-	96	-	-	-	-	-	-	-	-	-	96	
Schools Modernisation Retentions	Smarter Use of Resources	-	505	-	-	-	505	-	-	-	-	-	-	-	-	-	505	
Maesteg Comprehensive School Highways Improvements	Smarter Use of Resources	412	88	-	-	-	88	-	-	-	-	-	-	-	-	-	88	
Schools Traffic Safety	Smarter Use of Resources	181	319	-	-	-	319	-	-	-	-	-	-	-	-	-	319	
Complex and Medical Needs Works in Schools	Smarter Use of Resources	-	270	-	-	-	270	270	60	-	-	-	-	-	-	-	600	
Built Environment																		
Solar Panels	Smarter Use of Resources	28	12	-	-	-	12	-	-	-	-	-	-	-	-	-	12	
Total Education and Family Support		64,327	28,655	96	-	-	28,751	1,493	60	-	-	-	-	-	-	-	30,304	
Social Services and Well-being																		
Adult Social Care																		
Extra Care Facilities	Helping People to be more Self Reliant	3	2,997	-	-	-	1,497	1,500	1,497	-	-	-	-	-	-	-	-	2,997
Refurbishment Works for 52 Week Residential Provision at Heronbridge School	Smarter Use of Resources	31	255	-	-	-	255	-	-	-	-	-	-	-	-	-	255	
Modernisation and Mobilisation of the Homecare Workforce	Helping People to be more Self Reliant	9	63	-	-	-	63	-	-	-	-	-	-	-	-	-	63	
Bridgelink	Helping People to be more Self Reliant	132	30	-	-	-	30	30	30	30	30	30	30	30	30	30	300	
Adult Social Care Minor works	Core Services & Statutory Functions	78	43	-	-	-	43	-	-	-	-	-	-	-	-	-	43	
Social Services Care Act	Core Services & Statutory Functions	31	122	-	-	-	122	-	-	-	-	-	-	-	-	-	122	
Multi Agency Safeguarding Hub (MASH)	Helping People to be more Self Reliant	-	205	-	-	-	205	-	-	-	-	-	-	-	-	-	205	
Total Social Services and Well-being		284	3,715	-	-	-	1,497	2,218	1,527	30	30	30	30	30	30	30	3,985	
Communities																		
Street Scene																		
Town Beach Revetment Sea Defence, Porthcawl	Supporting a Successful Economy	109	3,363	-	-	-	1,269	2,094	1,022	-	-	-	-	-	-	-	-	3,116
Highways Structures	Smarter Use of Resources	199	200	-	-	-	200	200	200	200	200	200	200	200	200	200	2,000	
Highways Maintenance	Smarter Use of Resources	500	250	-	-	-	250	250	250	250	250	250	250	250	250	250	2,500	
Replacement of Street Lighting Columns/ River Bridge Protection Measures	Smarter Use of Resources	97	703	-	-	-	703	400	400	400	400	400	400	400	400	400	4,303	
Road Safety	Supporting a Successful Economy	232	115	-	-	-	115	-	-	-	-	-	-	-	-	-	115	
Fleet Vehicles	Smarter Use of Resources	374	500	-	-	-	500	-	-	-	-	-	-	-	-	-	500	
Re-locate Household Waste Recycling Centre - West Parks Pavilions	Smarter Use of Resources	6	1,322	-	-	-	1,320	2	1,320	-	-	-	-	-	-	-	1,322	
Aberfelds Playing Fields	Smarter Use of Resources	331	1,000	-	-	-	900	100	900	-	-	-	-	-	-	-	1,000	
Playground at Ffordd yr Eglwys	Core Services & Statutory Functions	-	11	-	-	-	11	-	-	-	-	-	-	-	-	-	11	
Bridge Strengthening - A4061 Ogmore Valley	Core Services & Statutory Functions	50	25	-	-	-	25	-	-	-	-	-	-	-	-	-	25	
Communities Minor Works	Supporting a Successful Economy	-	340	-	-	-	340	50	2,000	-	-	-	-	-	-	-	2,390	
Residents Parking Bridgend Town Centre	Smarter Use of Resources	6	200	-	-	-	200	-	-	-	-	-	-	-	-	-	200	
Heol Simonstone/Coychurch Rd	Supporting a Successful Economy	24	128	-	-	-	128	-	-	-	-	-	-	-	-	-	128	
ST06 Highways Small Schemes	Supporting a Successful Economy	264	33	-	-	-	33	-	-	-	-	-	-	-	-	-	33	
Remedial Measures - Car Parks	Smarter Use of Resources	44	46	31	-	-	77	-	-	-	-	-	-	-	-	-	77	
Prow Capital Improvement Programme	Supporting a Successful Economy	-	115	-	-	-	115	-	-	-	-	-	-	-	-	-	115	
Transport Grant Scheme - Safe Routes to School	Smarter Use of Resources	97	40	-	-	-	40	-	-	-	-	-	-	-	-	-	40	
METRO National Cycle Network	Smarter Use of Resources	528	711	-	-	-	711	-	-	-	-	-	-	-	-	-	711	
Coychurch Crematorium Works	Supporting a Successful Economy	302	421	-	-	-	421	-	-	-	-	-	-	-	-	-	421	
Retaining Wall Replacement, Bettws	Core Services & Statutory Functions	-	280	-	-	-	280	-	-	-	-	-	-	-	-	-	280	
Civil Parking Enforcement Vehicle	Smarter Use of Resources	-	175	-	-	-	175	-	-	-	-	-	-	-	-	-	175	
City Deal	Smarter Use of Resources	-	68	-	-	-	68	-	-	-	-	-	-	-	-	-	68	
Supporting a Successful Economy		-	-	-	-	-	-	1,888	2,360	2,832	2,832	4,248	4,248	7,079	7,079	7,079	39,645	
Regeneration & Development																		
Porthcawl Resort Investment Focus	Supporting a Successful Economy	-	168	-	-	-	168	-	-	-	-	-	-	-	-	-	168	
Special Regeneration Funding	Supporting a Successful Economy	67	90	-	-	-	90	1,285	540	540	-	-	-	-	-	-	2,455	
Bridgend Townscape Heritage Initiative	Supporting a Successful Economy	2,276	415	-	-	-	415	-	-	-	-	-	-	-	-	-	415	
Porthcawl Townscape Heritage Initiative	Supporting a Successful Economy	438	225	-	-	-	225	35	-	-	-	-	-	-	-	-	260	
Business Support Framework	Supporting a Successful Economy	2,200	120	-	-	-	120	-	-	-	-	-	-	-	-	-	120	
Llynfi Valley Development Programme	Supporting a Successful Economy	-	-	-	-	-	-	2,400	-	-	-	-	-	-	-	-	2,400	
Purchase of Land at Salt Lake Car Park, Porthcawl	Supporting a Successful Economy	-	-	3,509	-	-	3,509	-	-	-	-	-	-	-	-	-	3,509	
Maesteg Town Hall Cultural Hub	Supporting a Successful Economy	-	1,084	-	-	-	1,084	-	281	803	2,416	345	-	-	-	-	3,845	

	Corporate Priority	2017-2018															CUMULATIVE Total 2017 - 2027 £'000
		Total Costs to 31-3-17 £'000	Oct 2017 £'000	New Approvals £'000	Vire £'000	Slippage £'000	Revised 2017-18 £'000	2018-2019 £'000	2019-2020 £'000	2020-2021 £'000	2021-2022 £'000	2022-2023 £'000	2023-2024 £'000	2024-2025 £'000	2025-2026 £'000	2026-2027 £'000	
Smart System and Heat Programme	Supporting a Successful Economy	-	-	-	-	-	-	100	100	50	-	-	-	-	-	250	
Nantymoel Community Facilities (former Berwyn Centre)	Core Services & Statutory Functions	-	200	-	-	-	200	-	-	-	-	-	-	-	-	200	
Property																	
Drainage, Science Park	Smarter Use of Resources	-	200	-	-	-	200	-	-	-	-	-	-	-	-	200	
Minor Works	Smarter Use of Resources	77	1,182	-	-	-	1,182	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	11,082	
Upgrading Industrial Estates	Core Services & Statutory Functions	23	17	-	-	-	17	-	-	-	-	-	-	-	-	17	
DDA Works at Civic Offices	Smarter Use of Resources	-	120	-	-	-	120	-	-	-	-	-	-	-	-	120	
Civic Offices External Envelope	Smarter Use of Resources	1,538	1,012	-	-	-	1,012	-	-	-	-	-	-	-	-	1,012	
Agile Working (Rationalisation of Admin. Estate)	Smarter Use of Resources	16	621	-	-	621	-	621	-	-	580	-	-	-	-	1,201	
Relocation of Depot Facilities	Smarter Use of Resources	60	4,316	-	-	4,216	100	4,216	-	-	-	-	-	-	-	4,316	
Bridgend Market	Core Services & Statutory Functions	1	19	-	-	-	19	-	-	-	-	-	-	-	-	19	
Non-Operational Assets	Smarter Use of Resources	520	480	-	-	480	-	480	-	-	-	-	-	-	-	480	
Community Projects	Smarter Use of Resources	444	214	-	-	-	214	100	50	50	50	50	50	50	50	714	
Total Communities		10,823	20,529	3,540	-	9,890	14,179	16,648	7,803	7,838	5,177	6,828	6,248	9,079	9,079	9,079	91,958
Operational & Partnership Services																	
ICT																	
Investment in ICT	Smarter Use of Resources	-	-	-	-	-	-	300	-	-	-	-	-	-	-	300	
Digital Transformation	Smarter Use of Resources	410	-	-	-	70	70	520	-	-	-	-	-	-	-	590	
ICT Laptop Replacement (Life Expired)	Smarter Use of Resources	-	250	-	-	-	250	300	-	-	-	-	-	-	-	550	
ICT Infrastructure - Data Storage	Smarter Use of Resources	-	400	-	-	-	400	-	-	-	-	-	-	-	-	400	
Civic Desktop PC's	Smarter Use of Resources	-	120	-	-	-	120	-	-	-	-	-	-	-	-	120	
Digital Meeting Spaces	Smarter Use of Resources	-	150	-	-	-	150	-	-	-	-	-	-	-	-	150	
Desktop Computer / Monitor Replacement	Smarter Use of Resources	-	240	-	-	-	240	-	-	-	-	-	-	-	-	240	
Housing / Homelessness																	
Housing Renewal Schemes	Supporting a Successful Economy	377	100	-	-	-	100	100	100	100	100	100	100	100	100	1,000	
Housing Renewal/Disabled Facilities Grants	Helping People to be more Self Reliant	4,677	3,272	-	-	-	3,272	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350	24,422	
Brynmenyn Homelessness Unit	Helping People to be more Self Reliant	-	120	-	-	-	120	-	-	-	-	-	-	-	-	120	
Legal & Democratic Services																	
Mayor's Car	Core Services & Statutory Functions	-	23	-	-	-	23	-	-	-	-	-	-	-	-	23	
Total Operational & Partnership Services		5,464	4,675	-	-	70	4,745	3,570	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	27,915
Unallocated		-	-	-	-	-	-	-	-	1,073	1,814	1,268	1,848	1,848	1,848	11,547	
Total Expenditure		80,898	57,574	3,636	-	11,317	49,893	23,238	10,343	11,391	9,471	10,576	10,576	13,407	13,407	165,709	
Expected Capital Resources																	
General Capital Funding																	
General Capital Funding - General Capital Grant		-	2,379	-	-	-	2,379	2,394	2,394	2,394	2,394	2,394	2,394	2,394	2,394	23,925	
General Capital Funding - Supported Borrowing		-	3,909	-	-	-	3,909	3,934	3,934	3,934	3,934	3,934	3,934	3,934	3,934	39,315	
Capital Receipts - Schools		-	10,516	-	80	-	10,436	-	-	-	-	-	-	-	-	10,436	
Capital Receipts - General		-	9,055	-	-	4,660	4,395	5,202	770	-	-	-	-	-	-	10,367	
Earmarked Reserves		-	9,427	3,509	80	4,853	8,163	5,868	160	50	-	-	-	-	-	14,241	
Revenue Contribution		-	1,882	96	-	-	1,978	458	572	686	686	1,030	1,030	1,716	1,716	11,588	
Prudential Borrowing (unsupported)		-	1,500	-	-	-	1,500	-	-	-	-	-	-	-	-	1,500	
Local Govt Borrowing Initiative (21st Century Schools)		-	5,657	-	750	-	4,907	-	-	-	-	-	-	-	-	4,907	
Loan - WG		-	-	-	-	-	-	2,400	-	-	-	-	-	-	-	2,400	
Sub-Total General Capital Funding			44,325	3,605	-	750	9,513	20,256	7,830	7,064	7,014	7,358	7,358	8,044	8,044	8,044	118,679
External Funding Approvals																	
WG - 21st Century Schools		-	7,425	-	750	-	8,175	623	-	-	-	-	-	-	-	8,798	
WG - Safe Routes in Communities		-	711	-	-	-	711	-	-	-	-	-	-	-	-	711	
WG - Porthcawl Revetment		-	2,522	-	-	952	1,570	767	-	-	-	-	-	-	-	2,337	
Westminster		-	-	-	-	-	-	1,430	1,788	2,146	2,146	3,218	3,218	5,363	5,363	30,035	
S106		-	842	31	-	-	873	-	-	-	-	-	-	-	-	873	
Transport Grant		-	421	-	-	-	421	-	-	-	-	-	-	-	-	421	
Heritage Lottery Fund (HLF)		-	705	-	-	360	345	35	360	1,084	311	-	-	-	-	2,135	
EU		-	492	-	-	492	-	127	365	1,097	-	-	-	-	-	1,589	
Other		-	131	-	-	-	131	-	-	-	-	-	-	-	-	131	
Sub-Total External Funding Approvals			13,249	31	750	-	1,804	2,982	2,513	4,327	2,457	3,218	3,218	5,363	5,363	5,363	47,030
Total Funding Available			57,574	3,636	-	11,317	49,893	23,238	10,343	11,391	9,471	10,576	10,576	13,407	13,407	13,407	165,709

Glossary of terms

WG - Welsh Government

EU - European Union

S106 - Section 106 of the Town and Country Planning Act 1990

BRIDGEND COUNTY BOROUGH COUNCIL

CABINET REPORT

19 DECEMBER 2017

REPORT OF THE INTERIM CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

SCHOOL MODERNISATION PROGRAMME: OUTCOME OF PUBLIC NOTICE ON PROPOSAL TO MAKE A REGULATED ALTERATION TO COYCHURCH PRIMARY IN THE FORM OF AN ENLARGEMENT

1. Purpose of report

1.1 The purpose of this report is:

- to inform Cabinet of the outcome of the Public Notice on the proposal to make a regulated alteration to Coychurch Primary School, by permanently enlarging the school with effect from 1 January 2018; and
- to request that Cabinet issue a Determination as per the proposal.

2. Connection to Corporate Plan/other corporate priorities

2.1 The School Modernisation Programme supports many of the corporate priorities, in particular:

- Smarter use of resources
- Supporting a successful economy

2.2 On 3 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:

- i. Commitment to high standards and excellence in provision.
- ii. Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend.
- iii. Inclusive schools, which cater for the learning needs of all their pupils.
- iv. Community focussed schools, where the school actively engages with its local community.
- v. Value for money.

2.3 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.

2.4 The principles which are particularly relevant in the context of this proposal concern 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 and the provision of local schools, planning new provision to reflect changes in the distribution of the population.

2.5 This report outlines the result of the Public Notice in respect of the proposed enlargement and seeks approval to continue the process to the next stage.

3. Background

3.1 In 2013, Bridgend County Borough Council made a temporary capacity increase at Coychurch Primary School (the capacity temporarily increased from 81 pupil places to 134) by installing a double mobile classroom on the school site. The temporary increase was required as the Council agreed in November 2012 that the new Linc Cymru development in the north-east of Brackla would be assigned to the catchment area of Coychurch Primary School, with effect from September 2014. It was further agreed that the situation would be in place for a period of five years and be reviewed in 2019.

3.2 Pupil numbers in the south east of the County Borough are now such that, even with the new Coety Primary School opened, the temporary Coychurch Primary School capacity increase needs to be made permanent to support the efficient admission of pupils.

3.3 On 25 July 2017, therefore, Cabinet approved the consultation on the proposal to make a regulated alteration to Coychurch Primary in the form of an enlargement.

3.4 Consultation was carried out between 6 September 2017 and 17 October 2017 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.aspx>

3.5 On 31 October 2017, Cabinet, having considered the outcome of the consultation with all parties as detailed in the draft consultation report, authorised the publication of that report and the issuing of a statutory notice regarding the proposal.

4. Current situation

4.1 A public notice was issued on 6 November 2017 and lasted a period of 28 days. The statutory notice detailed the proposal and gave an opportunity to submit formal written objection.

4.2 No objections were received during the public notice period. Cabinet can now determine the proposal.

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 carried out as part of the consultation stage and has been further informed by responses to the consultation papers. The assessment has concluded that there is no negative impact on the duties of the Council towards protected groups.

6.2 A Welsh Impact Assessment has been carried out as part of the consultation.

6.3 A Community Impact Assessment has been carried out as part of the consultation.

7. Financial implications

7.1 The proposal merely formalises the existing temporary arrangement in order to meet demand. The area which would be permanently incorporated into the capacity calculation (i.e. the double mobile classroom) is already within the school site and is already fully funded via the funding formula allocation.

8. Recommendations

8.1 Cabinet is therefore recommended to:

- 1) consider the outcome of the Public Notice as detailed in the report above; and
- 2) approve the implementation of the proposal to make a regulated alteration to Coychurch Primary in the form of an enlargement effective from 1 January 2018.

Lindsay Harvey

Interim Corporate Director - Education and Family Support

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Background documents

Cabinet Report 13 November 2012: "SCHOOL CATCHMENT AREAS – COETY and COYCHURCH"

Cabinet Report 3 March 2015: "PRINCIPLES DOCUMENT"

Cabinet Report 25 July 2017: "SCHOOL MODERNISATION PROGRAMME: PROPOSED REGULATED ALTERATION IN THE FORM OF PERMANENT ENLARGEMENT TO COYCHURCH PRIMARY SCHOOL"

Cabinet Report 31 OCTOBER 2017: "SCHOOL MODERNISATION PROGRAMME: OUTCOME OF CONSULTATIONS ON PROPOSAL TO MAKE A REGULATED ALTERATION IN THE FORM OF PERMANENT ENLARGEMENT TO COYCHURCH PRIMARY SCHOOL"

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BRIDGEND COUNTY BOROUGH COUNCIL

DECISION NOTICE

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

On 6 November 2017, after a period of consultation, Bridgend County Borough Council published a statutory notice of its proposal to make a regulated alteration to Coychurch Primary School of Main Road, Coychurch, Bridgend CF35 5HN by enlarging the school. The school is currently maintained by Bridgend County Borough Council. No objections to the proposal were received during the public notice period. On 19 December 2017, Cabinet carefully considered the published proposal, in accordance with the School Standards and Organisation (Wales) Act 2013. Cabinet determined to approve the proposal.

As a result, Coychurch Primary School will permanently enlarge. The school's capacity once the proposal is implemented will be 133 pupils aged 4-11 (with a nursery capacity of 18 pupils*), effective from 1 January 2018.

In determining the proposal, Cabinet was satisfied that this proposal is sound in education, financial and strategic terms.

Summary

In summary, Cabinet has approved the proposal as they believe that it will:

- maintain the standard of education provision;
- ensure pupil places are suitably located; and
- lead to a greater efficiency in the resourcing of education.

The reasons for the decision in respect to the factors outlined in the School Organisation Code are as follows:

Quality and standards of education

Estyn (Her Majesty's Inspectorate for Education and Training in Wales) is of the opinion that the proposal is likely to at least maintain the current standards in terms of education, provision, and leadership and management.

The proposer has outlined purposefully the advantages of the proposal in addressing the increasing demand for English-medium primary school places in the area.

Need for places and the impact on the accessibility of schools

This proposal will meet the demand for pupil places within the area.

Resourcing of education and other financial implications

In 2013, Bridgend County Borough Council made a temporary capacity increase at Coychurch Primary School by installing a double mobile classroom on the school site. This increase to the capacity of the school has been implemented on a temporary basis until now.

Pupil numbers in the south east of the County Borough are now such that, even with the new Coety Primary School opened, the temporary Coychurch Primary School capacity increase needs to be made permanent to support the efficient admission of pupils. The area which would be incorporated into the capacity calculation is within the existing school building and is already therefore fully funded via the school's funding formula allocation.

This decision is subject to the call-in procedures as set out in the Council's constitution which allows decisions taken by Cabinet but yet to be implemented to be reviewed. Should a call in of the decision take place, all stakeholders would be informed.

*The number of nursery places are not part of the capacity of the school and are not statutorily binding in the same way as an admission number. As a consequence of the school operating a mixed nursery-reception, the numbers admitted to the school's nursery will be subject to fluctuation, depending on the number of pupils admitted to reception. The school must ensure it complies with infant class size legislation of 30 pupils. The admission authority will determine whether the nursery places are allocated on a full or part time basis.

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

19 DECEMBER 2017

REPORT OF THE INTERIM CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

HEALTHCARE NEEDS POLICY

1. Purpose of report

1.1 To seek Cabinet's approval of the Healthcare Needs Policy.

2. Connection to Corporate Improvement Plan/other corporate priorities

2.1 The report relates to the following priority in the Corporate Plan (2017-2020):

- Helping people to be more self-reliant.

3. Background

3.1 The 'Supporting Learners with Healthcare Needs' guidance was published on 30 March 2017. The guidance emphasises the need for a collaborative approach from education and health professionals, placing the learner at the centre of decision making. It provides advice on ensuring learners have full access to education, including trips and physical education.

3.2 The statutory guidance is available at:

<http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en>

3.3 It requires all maintained nursery, primary, secondary and special schools, pupil referral units (PRUs) and local authorities (LAs) in Wales to implement a healthcare needs policy.

3.4 The document replaces an earlier version of this guidance Access to Education and Support for Children and Young People with Medical Needs Welsh Assembly Government Circular No: 003/2010 (2010).

4. Current situation/proposal

4.1 The Minister for Lifelong Learning and Welsh Language has written to schools via the Dysg e-newsletter to inform them of the guidance.

4.2 The Education and Family Support Directorate anticipates that all schools will have a healthcare needs policy in place by the end of summer term 2018.

5. Effect upon Policy Framework and procedure rules

5.1 There is no effect on the Policy Framework and procedure rules.

6. Equality Impact Assessment

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

7. Financial implications

7.1 There are no financial implications arising from this report.

8. Recommendation

8.1 Cabinet is recommended:

- to approve the Healthcare Needs Policy (Appendix A).

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Bridgend County Borough Council

HEALTHCARE NEEDS POLICY

December 2017

Healthcare Needs Policy for Bridgend County Borough Council

Date of issue: 20 December 2017	Review date: 20 December 2020
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1. Key Principles

All children and young people should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

Bridgend County Borough Council (BCBC) is committed to supporting learners with healthcare needs and the provision of high quality care within maintained nursery, primary, secondary and special schools and pupil referral units (PRU's). In Bridgend, various settings are successful with the appropriate guidance and support at including children and young people with needs of increasing complexity. It is highly likely at some time that a setting could have a child or young person on roll with a significant healthcare need.

Bridgend is also committed to protecting children who are experiencing or at risk of abuse, neglect and other harm (section 25 of the Childrens Act 2004). Local authorities (LA's) in Wales have a duty under Section 15 of the Social Services and Well-being (Wales) Act 2014, to provide services within Bridgend with the purpose of preventing or delaying the development of people's needs for care and support and a range or related purposes.

A child or young person with medical conditions may be considered as disabled under the definition set out in the Equality Act (2010) and/or have a statement of special educational needs (SEN).

A child or young person with a long-term, complex medical condition may require on-going support, medicines or care with interventions. It is also the case that a child or young person's healthcare needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences.

It is therefore important that parents feel confident that settings will provide effective support for their child or young person's medical condition and that they feel safe and happy.

Healthcare issues can affect every learner either short term or long term and support from the education setting may have an impact on their quality of life and future chances. Therefore, governing bodies and headteachers should ensure arrangements focus on meeting the needs specific to the learner and consider how this impacts on their education, attainment and well-being. Arrangements should give learners and parent's confidence that provision is suitable and effective.

As a local authority (LA) in partnership with governing bodies, we will ensure arrangements properly support learners and minimise disruption or barriers to their education. These arrangements will also consider any wider safeguarding duties while seeking to ensure all learners can access and enjoy the same opportunities.

Bridgend recommends that the arrangements and procedures the education setting put into place should be placed within a single healthcare needs policy for that setting. This will provide an accessible guide to assist staff when responding to the

healthcare needs of learners. The healthcare needs policy needs to be made available online and should not contain any personal or confidential information.

The following key points should be considered:

- Learners with healthcare needs should be properly supported so that they have full access to education, including trips and physical education.
- Governing bodies must ensure that arrangements are in place to support learners with healthcare needs, ensuring staff consult relevant professionals such as LA, health board, learners and parents to understand the learners healthcare needs effectively.
- Staff should understand and work within the principles of inclusivity. Being aware of the needs of their learners through the appropriate and lawful sharing of the individual learner's healthcare needs.
- Staff should understand their role in supporting learners with healthcare needs and appropriate training should be provided including feeling confident in what to do in a healthcare emergency.
- Whenever appropriate, learners should be encouraged and supported to take responsibility for the management of their own healthcare needs.
- A flexible approach to delivering the curriculum may be needed in order to help learners reintegrate with the education setting during periods of absence

2. Local Authority's legal requirements

As a LA, BCBC must make arrangements for the provision of suitable education (at school or otherwise) for children of compulsory school age who may not otherwise receive it for any period due to illness, exclusion from school or otherwise (see section 19(1) of the Education Act 1996). For young persons (i.e. those who are over compulsory school age, but under the age of 18), LA's have a power (rather than a duty) to make such arrangements in those circumstances (see section 19(4) of the Education Act 1996). In determining what arrangements to make under section 19(1) or (4) in the case of any child or young person, the LA must have regard to any guidance given by the Welsh Ministers.

In Bridgend, we promote and safeguard the welfare of children in schools and other places of learning, including supporting children with healthcare needs by ensuring that education function and arrangements are in line with Section 175 of the Education Act 2,002 and have regard to the non-statutory advice contained in Supporting Learners with Healthcare needs which was issued by the Welsh Ministers.

The LA is aware of the need for governing bodies to promote the well-being of learners at the school in line with Section 21(5) of the Education Act 2002 and as mentioned in section 25(2) of the Children Act 2004, which includes physical and mental health and emotional well-being, education, training and recreation, and social well-being.

All learners with healthcare needs are entitled to a full education. In addition to the duties set out above, consideration must also be given to whether the learner is

defined as disabled under the Equality Act 2010 and the principles of the United Nations Convention on the Rights of the Child (UNCRC).

LA's in Wales have a duty under section 15 of the 2014 Social Care and Wellbeing Act to provide preventative services in their area. The purpose of these services would be to prevent or delay people developing a need for care and support.

The Social Services and Well-being (Wales) Act 2014 ('the 2014 Act') is a single act that brings together LAs' duties and functions in relation to improving the well-being of people who need care and support, and carers who need support. The Act provides the statutory framework to deliver the Welsh Government's commitment to integrated social services departments with a strong family orientation.

As a LA we have a duty under section 15 of the Social Services and Well-being (Wales) Act 2014 to provide services in their area with the purpose of preventing or delaying the development of people's needs for care and support and a range of related purposes. The local authority will endeavour to work together to assess need and put in place packages continuing care in partnership with local organisations, including health boards and local authority social services in line with The Welsh Government's *Children and Young People's Continuing Care Guidance* (2012)¹.

The Education (School Premises) Regulations 1999 S.I. 1999/2 set out requirements (LA responsibility) regarding facilities at maintained schools. These include requirements regarding accommodation for medical examination, treatment of learners and the care of sick or injured learners (regulation 5).

As corporate parents, in common law, those responsible for the care and supervision of children, including teachers and other school staff in charge of children, owe a duty of care to act as any reasonably prudent parent would when taking care of their own children.

Other relevant provisions

The Data Protection Act 1998 regulates the processing of personal data, which includes the holding and disclosure of it.

The Learner Travel (Wales) Measure 2008 places duties on local authorities and governing bodies in relation to home-school transport.

The Misuse of Drugs Act 1971 and regulations deals with restrictions (e.g. concerning supply and possession) on drugs which are controlled. Learners may be prescribed controlled drugs.

3. Roles and responsibilities

Local Authority

¹ gov.wales/docs/phhs/publications/121127careen.pdf

Bridgend County Borough Council recognises it is required to:

- Make reasonable adjustments to ensure disabled children and young persons are not at a substantial disadvantage compared to their peers, ensuring needs are met.
- Make arrangements to promote co-operation between various bodies or persons, with a view to improving, among other things the wellbeing of children in relation to their physical and mental health, their education, training and recreational activities (sharing data when appropriate. This could be through working within the Wales Accord on Sharing Personal Information).
- Work with other agencies including other local health boards, health professionals, education professionals, and other relevant professionals.
- Create an accessible environment to ensure inclusivity and accessibility in the fullest sense to learners with healthcare needs.
- Make reasonable provision of counselling services for young people aged 11-18 and learners in Year 6 of primary school.
- Work with education settings to ensure learners with healthcare needs receive suitable education.
- Provide support, guidance and advice including how to meet the training needs of education setting staff, so that governing bodies can ensure that the support specified within the Individual Healthcare plan (IHP) can be delivered effectively.

Governor Support Officers

To ensure that governing bodies fulfils their roles and responsibilities and are aware of their statutory duties which are:

- In discharging their functions relating to the conduct of the school, governing bodies of maintained schools (including maintained nursery schools) must promote the well-being of learners at the school. (Section 21(5) of the Education Act 2002). This duty relates to all learners, including those with healthcare needs.
- Governing bodies of maintained schools (including maintained nursery schools) must make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children (i.e. those under 18) who are learners at the school (see section 175(2) of the Education Act 2002).
- Having a statutory duty to promote the well-being of learners. Schools should give consideration to how they can meet these needs, including providing learner's access to information and material aimed at promoting spiritual and moral well-being and physical and mental health (Article 17 of the UNCRC).
- Complying with applicable statutory duties, including those under the Equality Act 2010 (e.g. the duty to make reasonable adjustments in respect of learners with healthcare needs if they are disabled, as outlined above).
- Ensuring the arrangements are in line with other relevant policies and procedures, such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures.

- Governing bodies are also subject to duties under the Equality Act 2010

Inclusion Support Officers

To monitor and ensure that schools meet the outlined duties and make reasonable adjustments under the Equality Act 2010 which are relevant in the context of learners with healthcare needs who are also disabled and make reasonable adjustments (See guidance).

To work with the LA to prepare and implement an accessibility strategy in relation to schools for which they are the responsible body. This is a strategy for (over a particular period):

- Increasing the extent to which disabled learners can participate in the schools' curriculum.
- Improving the physical environment of the schools for the purpose of increasing the extent to which disabled learners are able to take advantage of education and benefits, facilities or services provided or offered by the schools.
- Improving the delivery to disabled learners of information which is readily accessible to learners who are not disabled.
- Ensure that schools must prepare and implement an accessibility plan. Such a plan involves the same content as an accessibility strategy, except that it relates to the particular school.

LAs and the governing body of local authority-maintained educational establishments (e.g. maintained schools) are subject to the public sector equality duty. This requires them, in the exercise of their functions, to have due regard to particular matters related to equality (section 149). They are also under specific duties for the purpose of enabling better performance of the public sector equality duty (see the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 S.I.2011/1064).

Education Welfare Officers

Working with governing bodies and schools to ensure that children with healthcare needs are able to attend school/ other settings as their needs dictate and to trigger and work with other services as appropriate to ensure maximum learning that healthcare needs allow.

Safeguarding Support Officers

Working within the above legal framework, (see local authority's legal requirements) to ensure that children are safe, in the appropriate educational provision and their wellbeing and healthcare needs are addressed and supported.

Headteachers, Teachers-in-charge (PRUs), teachers and other staff members

The headteacher should ensure arrangements to meet the healthcare needs of their learners are sufficiently developed and effectively implemented, by:

- Working with the governing body to ensure compliance with applicable statutory duties when supporting learners with healthcare needs, (see legal requirements).
- Ensuring the arrangements are in place to meet the learners healthcare needs are fully understood by all parties involved by working collaboratively with parents, governing bodies, school staff, other local authority departments and agencies (outside of the LA) to develop the most appropriate arrangements, and delegation of responsibilities or tasks to a headteacher, member of staff or professional as appropriate.
- Having overall responsibility for the development of Individual Healthcare Plans (IHP's) and Risk Assessments for pupils, using person centred planning. The headteacher may delegate the day to day management of the learners healthcare needs to another member of staff.
- Ensuring that there is awareness of healthcare needs across the education setting in line with the learner's rights to privacy and that all staff have adequate information, supervision and training to provide the necessary support to the individual learners and implement the arrangements set out in all IHPs and in emergency situations/ staff absence.
- Appointing a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the home tuition service, the local authority, the key worker and others involved in the learner's healthcare.
- Ensuring that learners have an appropriate and dignified environment to carry out their healthcare needs.
- Providing regular reports to the governing body and local authority on the status of pupils with healthcare needs within their school care and notify the LA when a learner is likely to be away from the education setting for a significant period due to their healthcare needs.
- Ensuring all learners with healthcare needs are not excluded from activities they would normally be entitled to take part in without a clear evidence based reason and that appropriate healthcare support has been agreed and put in place.

Teachers and other staff members

Any staff member who has been suitably trained, within the education setting may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary and no staff member can be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan.

In addition to the training provided to staff, the education setting should also ensure staff:

- Fully understand the education setting's healthcare needs policies and arrangements, emergency procedures and arrangements and know who the first aiders are and the signs, symptoms and triggers of common life-threatening medical conditions.

- Be aware of which learners have more serious or chronic healthcare needs and where appropriate are familiar with the learners IHP's and Individual Risk Assessments and what to do in an emergency.
- Staff should understand and work within the principles of inclusivity, ensuring lessons and activities are designed in a way which allows those with healthcare needs to participate fully.
- Whenever appropriate, learners should be encouraged and supported to take responsibility for the management of their own healthcare needs.
- Staff should ask and listen to the views of learners and their parents, which should be taken into consideration when putting support in place, ensuring learners know who to tell if they feel ill, need support.
- Keep parents informed of how the healthcare need is affecting the learner in the education setting. This may include reporting any deterioration, concerns or changes to learner or staff routines.

Designated members of staff who support learners with healthcare needs

- Ensure compliance with applicable statutory duties when supporting learners with healthcare needs, (see legal requirements) in conjunction with the head teacher and governing body.
- Should fulfil all the above roles and responsibilities of staff.
- Have responsibility (working with the headteacher) for the development and monitoring of IHP's and Risk Assessments for pupils, using person centred planning.
- Ensure staff awareness and training is current and liaise with parents, learners, the home tuition service, the LA, the key worker and others involved in the learner's healthcare ensuring healthcare needs are met.
- Monitor access to the curriculum, changes in healthcare needs.

First Aiders

- Should be aware of all children with healthcare needs, their IHPs and emergency procedures, and access training to support healthcare needs.
- Assist the designated member of staff to update training and staff awareness.

Governing Bodies

- Should oversee the development and implementation of arrangements to ensure the school complies with applicable statutory duties, including those under the Equalities Act (2010). Section 21(5) of the Education Act 2002 and section 25(2) of the Children Act 2004. (See guidance)
- Work collaboratively with parents, school staff, other LA departments and agencies (outside of the LA) to develop the most appropriate arrangements, and delegation of responsibilities or tasks to a head teacher, member of staff or professional as appropriate
- Ensure arrangements are in place for the development, monitoring and review of the health needs arrangements as well as relevant policies and procedures such as health and safety, first aid, risk assessments, the Data Protection Act 1998, safeguarding measures and emergency procedures. This may include

working with other external agencies and internal departments to develop an individual (pupil) Healthcare Plan – IHP, supported by up to date information and ensuring confidentiality.

Ensuring robust systems are in place, including appropriate insurance, for dealing with healthcare emergencies on- and off-site activities, including access to emergency medication such as inhalers or adrenaline pens and that staff with responsibility for supporting learners with healthcare needs are appropriately trained

Working with others

Bridgend County Borough Council will:

- Make arrangements to promote cooperation between various bodies or persons, with a view to improving, among other things, the well-being of children in relation to their physical and mental health, their education, training and recreation². Data sharing will be through working within the Wales Accord on Sharing Personal Information (WASPI) Information Sharing Protocols or Data Disclosure Agreements, using the WASP coordinator.

Governing Bodies will:

- Ensure the roles and responsibilities of all those involved in the arrangements to support the healthcare needs of learners are clear and understood by all those involved, including any appropriate delegation of responsibilities or tasks to a headteacher, member of staff or professional as appropriate.
- Work collaboratively with parents and other professionals to develop healthcare arrangements to meet the best interests of the learner.

Head teachers will:

- Extend awareness of healthcare needs across the education setting in line with the learner's right to privacy.
- Appoint a named member of staff who is responsible for learners with healthcare needs, liaising with parents, learners, the home tuition service, the LA, the key worker and others involved in the learner's care.

Parents and learners should:

- Receive and give updates regarding healthcare issues/changes that occur within the education setting, including infectious diseases/ conditions.
- Be involved in the creation, development and review of an IHP (if any). Informing how their healthcare needs can be met in the education setting.
- Provide the education setting with sufficient and up-to-date information about healthcare needs, and any changes, including any guidance regarding the administration of medicines and/or treatment from healthcare professionals.

² Section 25 of the Children Act 2004 www.legislation.gov.uk/ukpga/2004/31/section/25

Where appropriate, learners should be encouraged and enabled to manage their own healthcare needs.

- Provide relevant in-date medicines, correctly labelled, with written dosage and administration instructions.
- Ensure a nominated adult is contactable at all times and all necessary forms are completed and signed.

NHS Wales school health nursing service, third sector organisations and other specialist services

Healthcare and practical support can be found from a number of organisations and specialist health professionals such as GPs, paediatricians, speech and language therapists, occupational therapists, physiotherapists, dieticians and diabetes specialist nurses and voluntary bodies. Education settings have access to a health advice service. The scope and type of support the service can offer may include:

- Offering advice on the development of IHPs.
- Assisting in the identification of the training required for the education setting to successfully implement IHPs.
- Supporting staff to implement a learner's IHP through advice and liaison with other healthcare, social care and third sector professionals.

4. Creating an accessible environment

All learners with healthcare needs are entitled to a full education. In addition to the duties set out in the Education Act 2002, consideration must also be given to whether the learner is defined as disabled under the Equality Act 2010. Schools and governing bodies must comply with the duties of this Act, including those within an education context.

Bridgend will promote learners and parents being actively involved in the planning of support and management of healthcare needs. Through person centred practices individual's needs should be at the centre of decision making and processes. The UNCRC states learners should have access to appropriate information essential for their health and development and have opportunities to participate in decisions affecting their health.

Bridgend with governing bodies will need to ensure their education settings are inclusive and accessible in the fullest sense to learners with healthcare needs. This includes the following:

- **Physical access to education setting buildings**

BCBC has written an accessibility strategy for all schools they are responsible for under the Equality Act 2010³. This strategy addresses:

³ www.legislation.gov.uk/ukpga/2010/15/contents

'improving the physical environments of schools for the purpose of increasing the extent to which disabled learners are able to take advantage of education and benefits, facilities or services provided or offered by the schools' (Schedule 10, Equality Act 2010⁴).

- **Reasonable adjustments – auxiliary aids or services**

The Equality Act 2010 places a duty on learning establishments to make 'reasonable adjustments' for learners who are disabled as defined by the Act. In regard to these learners, auxiliary aids or services (with the appropriate number of trained staff) must be provided.

- **Day trips and residential visits**

Governing bodies should ensure the education setting actively supports all learners with healthcare needs to participate in trips and visits. Governing bodies must be aware of their legal requirements (see guidance) to make reasonable adjustments to trips and residential visits ensuring full participation from all learners.

Staff should be aware of how a learner's healthcare needs may impact on participation, and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner including sharing personal information with third parties for off-site activities, such as healthcare needs and emergency procedures (in compliance with the Data Protection Act 1998 and in respecting the learner's right to privacy).

- **Social interactions**

Governing bodies should ensure the involvement of learners with healthcare needs is adequately considered in structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs and residential visits.

The education setting should make all staff aware of the social barriers learners with healthcare needs may experience and how this can lead to bullying and social exclusion. A proactive approach is needed to remove any barriers.

- **Exercise and physical activity**

The education setting should fully understand the importance of all learners taking part in physical activities and staff should make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports.

Staff should be made fully aware of learners' healthcare needs and potential triggers, how to respond appropriately, seeking guidance when considering how participation in sporting or other activities may affect learners with healthcare needs.

⁴ www.legislation.gov.uk/ukpga/2010/15/schedule/10

Separate 'special provisions' for particular activities should be avoided, (though advice from healthcare or physical education professionals and the learner can be sought) with an emphasis instead on activities made accessible for all.

Staff should also understand that it may be appropriate for some learners with healthcare needs to have medication or food with them during physical activity.

- **Food management**

Where food and snacks are provided by or through the education setting, in school or on trips, consideration must be given to dietary needs of learners, e.g. those who have diabetes, coeliac disease, allergies and intolerances, providing menus in advance or alternatives, with complete lists of ingredients and nutritional information to encourage collaborative working. Gluten and other intolerances or allergens must be clearly marked.

While healthy school and 'no sweets' policies are recognised as important, learners with healthcare needs may need to be exempted from these policies, and not excluded from the classroom or put in isolation.

- **Risk assessments**

Staff should be clear when a risk assessment is required and be aware of the risk assessment systems in place. They should start from the premise of inclusion and have built into them a process of seeking adjustments or alternative activities rather than separate provision. This is in line with Equality Act 2010 to prepare and implement accessibility strategies and plans (See guidance)

5. Sharing information

Healthcare professionals

BCBC's Education and Family Support Directorate will actively work with individual schools and multi agencies including NHS Wales School health nursing service, third sector organisations and other specialist services to develop Healthcare plans where necessary. This information will be used to develop school and pupil specific risk assessments and IHP's where necessary.

Internal departments within BCBC and individual schools may, where appropriate and with permission share information internally in order to develop support plans and risk assessments. This may include the ALN, Safeguarding, Health & Safety and Catering departments. This list is not exhaustive and contact with both external and internal agencies will be taken on an individual case basis.

Governing bodies ensure healthcare needs arrangements are in place, which are supported by clear communication with staff, parents and other key stakeholders to

ensure full implementation. All information is kept up to date by designated staff. All information-sharing techniques such as staff noticeboards and school intranets are agreed by the learner and parent in advance of being used, to protect confidentiality.

Teachers, supply teachers and support staff (this may include catering staff and relevant contractors) have access to the relevant information, particularly if there is a possibility of an emergency situation arising. This may include, a display of relevant information, allowing for learners privacy, training, good communication and use of the school's information management system. (See individual school's healthcare policies)

Parents and learners as active partners in schools. Parents and learners should be made fully aware of the care being received and their own rights and responsibilities. This may be through a variety of different methods, which could include, easily accessible healthcare policies, (on line), copies of IHPs, and becoming familiar with the information sharing policy. School councils could be involved, working with peers and friendship groups to provide support. (See individual school's healthcare policies).

6. Procedures and record keeping for the management of learners' healthcare needs

In order to maintain the confidentiality of the pupil, electronic records of individual (pupils) Health Plans (IHP's) and Risk Assessments will be shared with and kept with a designated officer or employee within the school and internal departments and will not be shared without the permission of the pupil, parents, school or other internal and external agencies. The pupil's IHP and risk assessments will be reviewed periodically with other relevant agencies, parent and learner (or as a result of any significant changes) by the individual school.

The education setting should create procedures which state the roles/responsibilities of all parties involved in the identification, management and administration of healthcare needs.

The following documentation should be collected and maintained, where appropriate:

1. Contact details for emergency services
2. Parental agreement for educational setting to administer medicine
3. Head of educational setting agreement to administer medicine
4. Record of medicine stored for and administered to an individual learner
5. Record of medicines administered to all learners by date
6. Request for learner to administer own medicine
7. Staff training record – administration of medicines
8. Medication incident report

New records should be completed when there are changes to medication or dosage. The learning setting should ensure that the old forms are clearly marked as being no longer relevant and stored in line with their information retention policy. These

forms/templates can be found in the guidance document. Electronic versions can be found on the Welsh Government website.

7. Storage, access and administration of medication and devices

The arrangements for storage, access and administration of medicines and devices should be identified by individual schools.

Governing bodies should ensure the education setting's policy is clear regarding the procedures to follow for managing medicines and devices. Storage, access and administration procedures will always be contextual to the education setting and the requirements of the learner. Where necessary a further individual pupil risk assessment may be required which the school is responsible for developing and implementing. However, the following general principles should be reflected.

Supply of medication or devices

Education settings should not store surplus medication. Parents should be asked to provide appropriate supplies of medication. These should be in their original container, labelled with the name of the learner, medicine name, dosage and frequency, and expiry date. Education settings should only accept prescribed medicines and devices that:

- are in date
- have contents correctly and clearly labelled
- are labelled with the learner's name
- are accompanied with written instructions for administration, dosage and storage
- are in their original container/packaging as dispensed by the pharmacist (with the exception of insulin which is generally available via an insulin pen or a pump).

Where non-prescribed medicine is held by the education setting, e.g. liquid paracetamol, it should:

- be in date
- have its contents correctly and clearly labelled
- be labelled with the learner's name
- be accompanied with written instructions for administration, dosage and storage – this can be from the parent
- be in its original container/packaging.

Storage, access and disposal

While all medicines should be stored safely, the type and use of the medication will determine how this takes place. It is important for learners to know where their medication is stored and how to access it.

- **Refrigeration**
Some medicines need to be refrigerated. The refrigerator temperature will need to be regularly monitored to ensure it is in line with storage requirements. Medicines can be kept in a refrigerator containing food, but should be in an airtight container and clearly labelled. A lockable medical refrigerator should be considered if there is a need to store large quantities of medicine.
- **Emergency medication**
Emergency medication must be readily available to learners who require it at all times during the day or at off-site activities. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline auto-injectors (pens) should be readily available to learners and not locked away. This is particularly important to consider when outside of the education setting's premises, e.g. on trips. If the emergency medication is a controlled drug it should be kept as securely as possible so as to minimise the risk of unauthorised access while also allowing quick access if this might be necessary in an emergency. Monitoring may be necessary. Where staff administer emergency medication to a learner, this should be recorded.
- **Non-emergency medication**
All non-emergency medication should be kept in a secure place with appropriate temperature or light controls. If it is a controlled drug, additional security measures and controls are advisable.
- **Disposal of medicines**
When no longer required, medicines should be returned to parents to arrange safe disposal. Sharp boxes must always be used for the disposal of needles and other sharp instruments, and disposed of appropriately.

Administration of medicines

- Where the learner is under 16, assistance or administration of prescribed or non-prescribed medicines requires written parental consent, unless Gillick competence is recorded. The administration of all medication should be recorded.
- Where medication is prescribed to be taken in frequencies which allow the daily course of medicine to be administered at home, parents should seek to do so, e.g. before and after school and in the evening. There will be instances where this is not appropriate.
- Learners under 16 should never be given aspirin or its derivatives unless prescribed to them.
- Unless there is an agreed plan for the learner to self-medicate (16 years and above or Gillick competent), all medication should be administered by a suitably trained member of staff, who is available to the learner with healthcare needs. In other cases, it may need to be supervised in accordance with the IHP.

- Staff should check the maximum dosage and the amount and time of any prior dosage administered.
- Certain medical procedures may require administration by an adult of the same gender as the learner, and may need to be witnessed by a second adult. The learner's thoughts and feelings regarding the number and gender of those assisting must be considered when providing intimate care. There is no requirement in law for there to be more than one person assistingⁱ. This should be agreed and reflected in the IHP and risk assessment.
- The education setting should have an intimate care policyⁱⁱ. It should be followed, unless alternative arrangements have been agreed, and recorded in the learner's IHP.
- If a learner refuses their medication, staff should record this and follow their defined procedures informing parents as soon as possible. If a learner misuses any medication, their parents should be informed as soon as possible. The education setting should ask parents to seek healthcare advice as appropriate. If parents cannot be contacted immediately, staff need to consider seeking immediate healthcare advice.
- Staff involved in the administration of medication should be familiar with how learners consent to treatment. Further information on this from the Welsh Government can be found in the *Patient Consent to Examination and Treatment – Revised Guidance* (NHS, 2008)⁵.
- All staff supporting off-site visits should be made aware of learners who have healthcare needs. They should receive the required information to ensure staff are able to facilitate an equal experience for the learner. This information may include health and safety issues, what to do in an emergency and any other additional necessary support that the learner requires, including medication and equipment.

⁵ gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf

⁶ Intimate care can be defined as any care which involves washing or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some learners are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as day-to-day tasks such as help with washing, toileting or dressing. It also includes supervision of learners involved in intimate self-care.

⁷ Please note this circular will be revised in spring 2017. The current version can be accessed at www.wales.nhs.uk/sites3/page.cfm?orgid=465&pid=11930

8. Emergency Procedures

Governing bodies should ensure that the school has developed and implemented a procedure for handling emergency situations, both generic, in the form of emergency evacuation procedures as well as arrangements specific to the individual pupil.

Where a learner has an IHP or risk assessment this should clearly define what constitutes an emergency and explain what to do. Staff should be made aware of emergency symptoms and procedures relating to specific pupils.

Other learners in the education setting should also know what to do in general terms in an emergency, such as to inform a member of staff immediately. If a learner needs to be taken to hospital, a staff member should stay with the learner until a parent arrives. This includes accompanying them in an ambulance to hospital. The member of staff should have details of any known healthcare needs and medication.

Guidance is available on storage, handling, training and administration of medications is available from the Corporate Health & Safety department.

It is the schools responsibility (though Bridgend will liaise with schools) to develop and manage pupils risk assessments ensuring, that they include the instructions on the use, handling and storage of the medication as identified in the pupils IHP's as well as in the guidance available.

The findings of the risk assessment will be shared and reviewed with all relevant parties both within the school to include teachers and staff as well as across Bridgend's departments to ensure that all stakeholders are aware of the healthcare needs of the pupil and they are monitored.

9 Training

The Governing body must ensure staff who volunteer or who are contracted to support those with healthcare needs are provided with appropriate training which is kept up to date, to ensure competency and confidence in supporting health needs. School policies should clearly set out how a sufficient number of these staff will be identified and supported. Appropriate training records should be kept. The IHP will set out alternative arrangements for staff absence in administering medicines.

If a learner has complex needs on their IHP, input is needed from healthcare services and the LA who will be able to advice and signpost to further training and support, but where no specialist training is required the role of the staff is to facilitate the learner to meet their own healthcare needs.

All staff, irrespective of whether they have volunteered to assist or support learners with healthcare needs, may come into contact with learners who have healthcare needs. All staff should have a basic understanding of common conditions to ensure recognition of symptoms and understand where to seek appropriate assistance.

Our policy includes a procedure on how to raise awareness of common conditions, a healthcare needs policy and staff roles in carrying out arrangements. New and temporary staff are made aware of what preventative and emergency measures are in place so staff can recognise the need for intervention and react quickly.

10 Education other than at school (EOTAS)

BCBC acknowledges that young people may be educated outside of mainstream educational settings for a number of reasons e.g. ill-health, a PRU or at home and will work with other agencies both within the LA and outside to ensure that a well-being plan is developed for the pupil which will consider their health and wellbeing needs as well as their educational needs. LAs have a duty (sections 19(1) and 19(4) of the Education Act 1996) to make arrangements for the provision of suitable education for all children and young people of compulsory school age.

A learner who is unable to attend their education setting because of their healthcare needs should have their educational needs identified, and receive educational support quickly so they continue to be provided with suitable education. In a responsive form, reflecting the needs of what may be a changing health status.

In the case of a short absence (likely to last for less than 15 school days) the learner's school should provide work to be completed at home, if the learner's condition permits, and support the learner to catch up on their return. The LA will be ready to make arrangements for learners in cases where it is clear that the learner is likely to be absent from school for a significant period, e.g. more than 15 school days, whether consecutive or cumulative over the course of an academic year.

Where absences are anticipated or known in advance, close liaison between the school and the LA should enable the EOTAS service to be provided from the start of absence.

The LA should take into account any period of education provided in hospital when considering whether it needs to provide EOTAS for a learner and what to provide. Providing as many lessons as the learner's condition allows and encouraging continuity by linking with schools especially for those working on examinations.

The LA's policy for EOTAS for learners with healthcare needs should include arrangements for the service, staffing, timing of the provision, and a named person who parents, hospital teachers and others can contact, links with related services in the LA and outside. EOTAS is monitored and evaluated by the LA to ensure, value for money, new developments and good standards of provision providing effective levels.

Cooperation between education, health and administrative staff in hospital is essential. Close liaison between home/hospital teachers and mainstream teachers underpins the provision of an effective educational programme for the learners with parents acting as a useful link.

Learners with complex healthcare needs may be discharged from hospital with a written care plan which can be integrated into any IHP.

Local authorities should arrange for the continuation of education for learners over 16, but less than 18 years old, where because of illness, the learner needs to study to complete their qualifications. Where the learner has a statement of SEN, the local

authority remains responsible for that learner until they are 19 at least. – see the *Special Educational Needs Code of Practice for Wales* (2004).

Integration

Settings should be proactive in working with all agencies, including involving other learners in supporting the transition into school. Staff should be trained in a timely manner to assist the learner's return. The support should be considered by key parties, including the parent and learner and should be reflected in the IHP.

Transition should be supported by parents, education will need to liaise with hospital/home tuition as appropriate, regarding learners' achievements and progress. Contact with a nurse specialising in the learner's specific condition may also be beneficial following any discharge from hospital.

All agencies involved with the learner, should be aware of their role in reintegrating learners as soon as possible, and local authorities should ensure education welfare officers understand their role in relation to those with healthcare needs.

11. School transport

There are statutory duties on local authorities, headteachers and governing bodies in relation to learners travelling to the place where they receive their education or training⁶. LAs may need to arrange home-to-school transport for a learner, or provide appropriately trained escorts for such journeys to facilitate the attendance of a learner with health needs. Information and guidance on this is set out in the *Learner Travel: Statutory Provision and Operational Guidance* (2014) document⁷. For further guidance see

⁸

<http://gov.wales/docs/det/publications/140616-ltog-en.pdf> and ⁹

<http://gov.wales/topics/educationandskills/allsectorpolicies/learner-travel/?lang=en>

12. Reviewing policies, arrangements and procedures

Governing bodies should ensure all policies; arrangements and procedures are reviewed regularly by the education setting. IHPs and risk assessments may require frequent reviews depending on the healthcare need. This should involve all key stakeholders including, where appropriate, the learner, parents, education and health professionals and other relevant bodies, subject to strict confidentiality and will only be shared with the knowledge and permission of all of the stakeholders

13. Insurance Arrangements

BCBC has public Liability Insurance which covers all schools. Governing bodies of maintained education settings should ensure an appropriate level of insurance is in

place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

14. Complaints procedure

If the learner or parent is not satisfied with the education setting's health care arrangements they are entitled to make a complaint.

BCBC has a Corporate Complaints Policy, any complaints regarding council (staff, policies, processes etc.) must be considered under the Council's Corporate Complaints Policy.

Governing bodies must have a complaints procedure specific to their educational setting and this must be published and/or available for viewing when requested. The complaints procedure should also be summarised in their policy for supporting learners with healthcare needs.

If the complaint is Equality Act 2010-/disability-related, then consideration of a challenge to the Special Education Needs Tribunal for Wales (SENTW) can be made.

15. Individual healthcare plans (IHPs)

BCBC acknowledges that IHP's are essential where healthcare needs are complex, fluctuating, long term or where there is a high risk that an emergency intervention is needed. IHP's set out what support is required by the learner. Governing bodies should ensure their healthcare needs policy includes information on who has overall responsibility for the development of IHP's.

Not all learners with healthcare needs require an IHP and each education setting is expected to implement a process whereby the most appropriate interventions are considered and implemented. (See flow chart in guidance). The development of detailed IHP's may involve learner, parent/ carers, education, healthcare professionals, social care and any others with relevant roles. (See guidance for flow chart).

IHPs do not need to be complex but they should be tailored to each individual and explain how the learner's needs can be met. An IHP should be easily accessible to all who need to refer to it, while maintaining the required levels of privacy. Each plan should capture key information and actions required to support the learner effectively. Details can be found in the guidance.

The aim of the plan is to capture the steps which need to be taken to help a learner manage their condition and overcome any potential barriers to participating fully in education.

Governing bodies should ensure the plans are reviewed at least annually or more frequently should there be new evidence that the needs of the learner have changed. They should be developed with the best interests of the learner in mind and ensure the education setting, with specialist services (if required), assess the risks to the learner's education, health and social well-being.

Where a learner has an SEN the IHP should be linked or attached to any individual education plan or Statement of SEN

16. Unacceptable Practice

BCBC recognises that it must not act in a manner where individuals pupils needs are not considered to the fullest. Unacceptable practice in this respect would include:

- Preventing learners from attending an education setting due to their healthcare needs, unless their attending the setting would be likely to cause harm to the learner or others.
- Preventing learners from easily accessing their medication when and where necessary, or eating, drinking, resting or using the toilet if needed.
- Require parents / carers to attend education setting, trip, off site activity to administer medication or provide healthcare support to the learner, including toileting.
- Assume every learner with the same condition requires the same treatment and support.
- Ignore the view of the learner, parent or guardian. Ignore the views of healthcare professionals and other stakeholders.
- Penalise learners for their attendance record if the absence is related to their healthcare needs.
- Not requesting adjustments or extra time for tests or assessment where needed.
- Prevent or create unnecessary barriers to a learner's participation in any aspect of their education, including particular lessons, lunch time or trips, e.g. by requiring a parent to accompany the learner.

School policies outline what is best practice and head teachers and governing bodies should share these with staff, to ensure that the above unacceptable practices do not occur. Schools should detail children with healthcare needs in appropriate policies. Best practice will be promoted by local authorities, governing bodies and schools following the guidance produced by Welsh Government

Short term and Long term absences should be monitored and managed carefully to ensure progress and attainment. Any reintegration should be appropriately supported to ensure that the child with healthcare needs engages fully with learning.

Please see the 'Unacceptable Practice' section in the Welsh Government 'Supporting Learners with Healthcare Needs' statutory guidance:

<http://learning.gov.wales/resources/browse-all/supporting-learners-with-healthcare-needs/?lang=en>

Annex 1: Useful Contacts

Asthma

Asthma UK Cymru
Helpline: 0300 2225800
www.asthma.org.uk

Anaphylactic shock

Allergy UK
Helpline: 01322 619898
www.allergyuk.org

Anaphylaxis Campaign
Helpline: 01252 542029
www.anaphylaxis.org.uk

Child support organisations

Action for Children
Tel: 0300 123 2112
www.actionforchildren.org.uk

Action for Sick Children
Helpline: 0800 074 4519
www.actionforchildren.org.uk

Barnardo's Cymru
Tel: 029 2049 3387
www.barnardos.org.uk/wales

Children in Wales
Tel: 029 2034 2434
www.childreninwales.org.uk

Diabetes

Diabetes UK Cymru
Tel: 029 2066 8276
www.diabetes.org.uk/

Diabetes IHP template
[www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-
childs-individual-healthcare-plan/](http://www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/IHP-a-childs-individual-healthcare-plan/)

Diabetes UK school and parent resource packs
www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/Diabetes-in-school-resources

Epilepsy

Epilepsy Action Wales
Tel: 01633 253407
Helpline: 0808 800 5050
www.epilepsy.org.uk/incvolved/branches/cymru

Epilepsy Wales
Helpline: 0800 2289016
www.epilipsy-wales.org.uk

Young Epilepsy
Helpline: 01342 831342
www.youngpilepsy.org.uk

Learning Difficulties

Learning Disability Wales
Tel: 029 2068 1160
www.ldw.org.uk

MENCAP Cymru
Helpline 0808 808 1111
www.mencap.org.uk

Special Needs Advisory Project (SNAP) Cymru
Helpline 0845 120 3730
www.snapcymru.org

Medical-based support organisation

The National Autistic Society Cymru
Helpline: 0808 800 4104
www.autism.org.uk/

Bobath Children's Therapy Centre Wales
Tel: 029 2052 2600
www.bobathwales.org

Cerebra-for brain-injured children and young people
Tel: 01267 244200
www.cerebra.org.uk

Crohn's in Childhood Research Association (CICRA) - for children with Crohn's and colitis
Tel: 0208 949 6209

www.cicra.org

CLIC Sargent - for children with cancer
Helpline: 0300 330 0803 www.clicsargent.org.uk

Coeliac UK
Helpline: 0333 332 2033
www.coeliac.org.uk/local-groups/?region=wales

Cystic Fibrosis Trust
Helpline: 0300 373 1000
www.cysticfibrosis.org.uk

Headway - the brain injury association
Helpline: 0808 800 2244
www.headway.org.uk/home.aspx

Migraine Action
Tel: 08456 011 033
www.migraine.org.uk

Multiple Sclerosis Society
Helpline: 0808 800 8000
www.mssociety.org.uk

Muscular Dystrophy UK
Helpline: 0800 652 6352
www.musculardystrophyuk.org

National Attention Deficit Disorder Information and Support Service (ADDiSS)
Tel: 0208 952 2800
www.addiss.co.uk

National Eczema Society
Helpline: 0800 089 1122
www.eczema.org

Prader-Willi Syndrome Association UK
Helpline: 01332 365676
www.pwsa.co.uk

Spina Bifida and Hydrocephalus Information (Shine)
Tel: 01733 555988
www.shinecharity.org.uk

Welsh Association of ME and CFS Support
Helpline: 029 2051 5061
www.wames.org.uk

Mental Health

Child and Adolescent Mental Health Service (CAMHS)
www.mental-health-matters.org.uk/page7.html

Mind Cymru
Tel: 02920 395123
www.mind.org.uk/about-us/mind-cymru

Public Bodies

Contact a Family - for families with disabled children
Helpline: 0808 808 3555
www.cafamily.org.uk

Children's Commissioner for Wales
Tel: 01792 765600
www.childcomwales.org.uk

Equality and Human Rights Commission
Helpline: 0808 800 0082
www.equalityhumanrights.com

Health and Safety Executive
Tel: 02920 263120
www.hse.gov.uk

National Children's Bureau Council for Disabled Children
Tel: 020 78436000
www.ncb.org.uk

National Health Service Direct Wales
Tel: 0845 4647
www.nhsdirect.wales.nhs.uk/contactus/feelingunwell

Information Commissioner's Office Wales
Tel: 029 2067 8400
Helpline: 0303 123 1113
ico.org.uk/for-organisations/education

Children's Rights

Children's Rights Wales

The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights for all children and young people, no matter who they are or where they live. These rights are the things that they need to be safe, healthy and happy.

www.childrensrights.wales

Sensory Impairment

Action on Hearing Loss
Helpline: 0808 808 0123
Textphone: 0808 808 9000
www.actiononhearingloss.org.uk/default.aspx

The National Deaf Children's Society (NDCS) Cymru
Tel: 0808 800 8880
www.ndcs.org.uk/family_support/support_in_your_area/wales

Royal National Institute of Blind People (RNIB)
Helpline: 0303 123 9999
www.rnib.org.uk/wales-cymru-1

Sense Cymru - services across Wales for deafblind people and their families
Tel: 0300 330 9280
Textphone: 0300 330 9282
www.sense.org.uk/content/sense-cymru-wales

Speech and Language

Afasic Cymru - helping children who have difficulty speaking and understanding
Helpline: 0300 666 9410
www.afasiccymru.org.uk

Annex 2: Form Templates

Education settings may wish to use or adapt the forms listed below according to their particular policies on supporting learners with healthcare needs.

- Form 1 – Contacting emergency services
- Form 2 – Parental agreement for education setting to administer medicine
- Form 3 – Headteacher/head of setting agreement to administer medicine
- Form 4 – Record of medicine stored for and administered to an individual learner
- Form 5 – Record of medicines administered to all learners – by date
- Form 6 – Request for learner to carry/administer their own medicine
- Form 7 – Staff training record – administration of medicines
- Form 8 – Medication/healthcare incident report

These forms are downloadable as Word documents from gov.wales/topics/educationandskills/publications/guidance/medicalneeds/?lang=en to enable schools or settings to personalise them.

Form 1: Contacting emergency services

Request for an Ambulance

Dial **999**, ask for an ambulance, and be ready with the following information where possible.

1. State your telephone number.
2. Give your location as follows [insert your address].
3. State that the postcode is [insert your address].
4. Give the exact location in the education setting [insert a brief description].
5. Give your name.
6. Give the name of the learner and a brief description of symptoms.
7. Inform Ambulance Control of the best entrance and state that the crew will be met and taken to [name location].
8. Don't hang up until the information has been repeated back.

Speak clearly and slowly and be ready to repeat information if asked to.

Put a completed copy of this form by all the telephones in the education setting.

Form 2: Parental agreement for education setting to administer medicine

[Insert name of education setting] needs your permission to give your child medicine. Please complete and sign this form to allow this.

Name of education setting

Name of child

Date of birth

Group/class/form

Healthcare need

Medicine

Name/type of medicine

(as described on the container)

Date dispensed

Expiry date

Agreed review date to be initiated by [name of member of staff]

Dosage and method

Timing

Special precautions

Are there any side effects that the setting needs to know about?

Self-administration (delete as appropriate) **Yes/No**

Procedures to take in an emergency

Contact details

Name

Daytime telephone no.

Relationship to child

Address

I understand that I must deliver the medicine personally to [*agreed member of staff*]

I understand that I must notify the setting of any changes in writing.

Date

Signature(s)

Form 3: Headteacher/head of setting agreement to administer medicine

Name of setting

It is agreed that [name of learner] will receive

[quantity or quantity range and name of medicine]

every day at [time medicine to be administered, e.g. lunchtime/afternoon break]

[Name of learner] will be given/supervised while

they take their medication by [name of member of staff]

This arrangement will continue until [either end date of course of medicine or until

instructed by parents/carers]

Date

Signed

[The headteacher/head of setting/named member of staff]

Form 4: Record of medicine stored for and administered to an individual learner

Name of setting

Name of learner

Date medicine provided by parent

Group/class/form

Quantity received

Name and strength of medicine

Expiry date

Quantity returned

Dose and frequency of medicine

Staff signature

Signature of parent/carer

Date

Time given

Dose given

Name of member of staff

Staff initials

Date

--	--	--

Time given

--	--	--

Dose given

--	--	--

Name of member of staff

--	--	--

Staff initials

--	--	--

Date

--	--	--

Time given

--	--	--

Dose given

--	--	--

Name of member of staff

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Staff initials

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Date

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Time given

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Dose given

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Name of member of staff

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Staff initials

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Date

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Time given

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Dose given

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Name of member of staff

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Staff initials

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Date

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Time given

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Dose given

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Name of member of staff

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Staff initials

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Form 5: Record of medicines administered to all learners – by date

Name of setting

Date	Learner's name	Time	Name of medicine	Dose given	Any reactions	Signature of staff	Print name

Form 6: Request for learner to carry/administer their own medicine

This form must be completed by the parent/carer.

If staff have any concerns discuss this request with healthcare professionals.

Name of setting

Learner's name

Group/class/form

Address

Name of medicine

Carry and administer

Administer from stored location

Procedures to be taken in an emergency

Contact information

Name

Daytime telephone no.

Relationship to learner

I would like my child to administer and/or carry their medicine.

Signed parent/carer Date

I agree to administer and/or carry my medicine. If I refuse to administer my medication as agreed, then this agreement will be reviewed.

Learner's signature Date

Form 7: Staff training record – administration of medicines

Please ensure that the Education Workforce Council registration is updated accordingly.

Name of setting

Name

Type of training received

Date of training completed

Training provided by

Profession and title

I confirm that [name of member of staff] has received the training detailed above and is competent to carry out any necessary treatment.

I recommend that the training is updated [please state how often]

Trainer's signature Date

I confirm that I have received the training detailed above.

Staff signature Date

Suggested review date

Form 8: Medication/healthcare incident report

Learner's name _____

Home address _____ Telephone no. _____

Date of incident _____ Time of incident _____

Correct medication and dosage: _____

Medication normally administered by:

Learner	<input type="checkbox"/>
Learner with staff supervision	<input type="checkbox"/>
Nurse/school staff member	<input type="checkbox"/>

Type of error:

- Dose administered 30 minutes after scheduled time
- Omission Wrong dose Additional dose
- Wrong learner
- Dose given without permissions on file Dietary
- Dose administered by unauthorised person

_____ **Description of incident:**

_____ **Action taken:**

Parent notified: name, date and time _____

School nurse notified: name, date and time _____

Physician notified: name, date and time _____

Poison control notified Learner taken home Learner sent to hospital

Other: _____

Note:

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

19 DECEMBER 2017

REPORT OF THE INTERIM CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

WELSH IN EDUCATION STRATEGIC PLAN

1. Purpose of report

1.1 The purpose of 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 priorities

2.1 The WESP supports the corporate priorities:

- Supporting a successful economy
- Smarter use of resources

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.

3.2 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. The Plan has been reviewed and updated annually prior to seeking approval from Welsh Government.

3.3 Following the rapid review commissioned by Welsh Government the timescales for publication of the WESP documents have been reviewed, as reported in Cabinet report (5 September 2017).

4. Current situation/proposal

4.1 Welsh Government issued new guidance for the next WESP, 2017-2020 in August 2016. There is a clear intent to link the work of the WESPs to the Welsh Language Standards and to drive local authorities towards Welsh Government's stated aim of having one million Welsh speakers by 2050. The template is a more concise document with very clear aims and objectives to meet each of the seven outcomes:

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

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

Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh

Outcome 4: More students aged 14-19 in study subjects through the medium of Welsh, in schools, colleges and work-based learning

Outcome 5: More students with advanced skills in Welsh

Outcome 6: Welsh-medium provision for learners with additional learning needs (ALN)

Outcome 7: Workforce planning and continuing professional development

4.2 The Plan was presented to the specified consultees for consultation on 2 November 2016 and submitted to Welsh Government on 20 December 2016. Modifications were made following responses to the consultation. Like other local authorities, Bridgend's WESP has not yet been formally approved by Welsh Government.

4.3 The Plan was the subject of a 'rapid review' by Aled Roberts (Welsh Government appointee) on 18 April 2017. Further information and modifications to targets, to make them more specific, were requested and have now been included in the Plan in consultation with Welsh Government.

4.4 It is advised that Welsh Government will seek to approve all plans by the end of January 2018, subject to approval processes within local authorities.

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 Equality Impact Assessment (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 which will provide monitoring data on which to base further decisions regarding the detail of the WESP.

7. Financial implications

7.1 Local authorities are expected to work with their regional consortia to demonstrate how the Education Improvement Grant administered by the consortium will support the implementation of the Welsh in Education Strategic Plan.

8. Recommendation

- 8.1 Cabinet is recommended to approve the new WESP and authorise publication of the revised WESP on the BCBC website from 1 June 2018.

Lindsay Harvey

Interim Corporate Director – Education and Family Support

Date: 08 December 2017

Contact Officer: Sue Roberts

Telephone: (01656) 754892

Email: 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 Plan: Current Position, 5 September 2017

Appendix A

WESP 2017-20 (revised draft, v0.5)

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Welsh in Education Strategic Plan (Bridgend) 2017-2020

1. Please state your local authority's vision, goal and objectives for Welsh-medium education over the next three years. Please refer to section 19 in the guidance for what you need to include in this section.

Vision:

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 Welsh Government's Welsh Language Strategy (2016) to reach a million Welsh speakers by 2050;
 - align with the following Welsh Government strategies:
- a. Rewriting the Future - <http://gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en>; This will be delivered through the Central South consortium's 'Closing the Gap' strategy and through Bridgend's 'Vulnerable Groups Strategy'.
 - b. Successful Futures - <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/why-we-are-changing/successful-futures/?lang=en>; This will be delivered through the work of Central South Consortium's teaching and learning strategies and through Bridgend's strategic review – with particular reference to the Curriculum and Workforce planning workstream.
 - c. Future Generations - <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>; This will be delivered through the multi-agency work conducted with partners in Bridgend and via the early help hubs and the WESP will give due regard to the seven goals, with particular reference to: 'A Wales of vibrant culture and thriving Welsh language'

Current situation

There are currently four Welsh-medium primary schools and one Welsh-medium secondary school in the LA. One of the primary schools is full to capacity but there are surplus places in the other three schools (Cwm Garw, Cynwyd Sant, Ysgol y Ferch O'Sger). There is promotional work ongoing within Mudiad Meithrin, Flying Start and primary schools to advance the benefits of bilingualism to parents and this is supported by the Communications, Marketing and Engagement team in the LA. There is ongoing work designed to recruit more pupils to Welsh-medium education and to retain them through to completion of their formal education (detailed in Outcome 1).

Within the Education and Family Support Directorate, there is currently a Strategic Review underway. This is considering the 'landscape' of all educational provision and will make recommendations for future planning, much of which will have a direct bearing on Welsh-medium education. There are four workstreams to support this and Welsh-medium sector is well represented on each: Post 16; Curriculum and Workforce; School Modernisation; and, Leadership and Federation.

Targets for next three years

1. Increase numbers entering Welsh-medium provision in early years by **5%** over the next three years
2. Improve transition rates **by 10%** between each phase of education and increase retention of children in Welsh-medium education in foundation phase and key stage 2
3. Establishing the requirements of Welsh-medium provision through the 21st Century School programme and through Bridgend's Strategic Review in order to promote and prioritise accordingly.
4. Develop plans to increase provision in line with the findings of the Learner Demand survey and Childcare Sufficiency Assessments (CSA).

Objectives: *(Note your four main objectives will be to reach the targets you have set. These may be activities the Forum will undertake or those of organisations providing early years provision/childcare, schools and/or local authorities).*

- Conduct and respond to the outcomes of the Learner Demand survey and CSA
- Develop a feasibility of Welsh-medium provision for the 21st Century School Modernisation programme – informed by the Learner Demand survey (see attached) and by the Strategic Review and CSA
- Increase the recruitment of children to Welsh-medium by **5%** over the next three years by presenting promotional materials from within the local authority and from Welsh Government that outline the benefits of being bi-lingual and by adding extra provision where there is sufficient demand. It is anticipated that this work will have been supported via Bridgend agreeing to host the Urdd Eisteddfod in the summer term, 2017
- Continue to develop and implement a strategy to increase the retention of children in Welsh-medium education in foundation phase and key stage 2, to include the planned review of Additional Learning Needs (ALN) support for the Welsh-medium sector.

Statement:

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

- Understand their respective roles within the Welsh in Education Strategic Plan (WESP) Forum in relation to formulating and monitoring the progress of the WESP
- Promote the language to create demand
- ensure that Welsh-medium provision is available to all children of pre-school age and above whose parents/carers wish them to receive their care/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 begin their primary education through the medium of Welsh will progress to 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 and the new ALN Reform
- 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.

2. Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh. Please provide a statement regarding the accessibility of Welsh-medium provision in your local authority in relation to home-to-school transport. Please highlight any challenges and/or areas of good practice through collaboration.

Two of the four Welsh-medium primary schools are located in the north of the county

borough, one in the west and one in the south. Pupils in the east are served by a collaborative arrangement with RCT, the neighbouring LA. The secondary school is based in the north of the county borough which is not the most accessible location for those pupils who live on the outskirts of the borough.

Whilst it is recognised that, due to the smaller numbers of Welsh-medium pupils and schools, pupils accessing Welsh-medium Education have further to travel than most other pupils, free transport is provided for those primary aged pupils travelling 2 miles or more and for secondary aged and post-16 pupils travelling 3 miles or more.

SECTION 2

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

How will the vision for increasing capacity within the Welsh-medium sector be implemented through your 21st Century Schools and Education programme?

Within Band A of the 21st Century Schools Programme there is provision for a replacement YGG Cwm Garw which forms part of the Garw Valley South project. It is planned that the 1FE school will open in January 2019. Although there is not an increase in capacity for pupils aged 4-11 years there will be an increase in the number of places for nursery aged children allowing more pupils to enter Welsh-medium provision. YGG Cwm Garw will relocate to the south of the valley and as a result it will be more accessible being central to the catchment. It is anticipated that the current surplus at YGG Cwm Garw will be greatly reduced through the move. A catchment change may be progressed between YG Bro Ogwr and YGG Cwm Garw, this will be determined one year after occupation of the new school.

The Authority is currently undertaking a Strategic Review of education. There are 4 work streams within the review; the School Modernisation (Band B) work stream has a project which is focussing on Welsh-medium provision, considering the immediate, short and long term needs of the sector. A **feasibility study of Welsh-medium provision** across the county is currently underway and, when published, it will recommend potential options regarding how best to increase and retain the numbers of pupils learning through the medium of Welsh up to 2030. It will take into consideration the results of the learner demand survey, locations of primary schools, their proximity to the Welsh-medium secondary school and the organisation of schools – including current collaborative arrangements – and it will also factor in the reasons for the lack of continuity in Welsh-medium education as identified by the Growth and Retention Strategy.

Please describe Welsh-medium education in the local authority – the number and type of schools as well as any recent examples of capital investment. If there are new economic/housing developments within the authority, how will you ensure that Welsh-medium education will be given full consideration as part of the developments including any 106 agreements that may be used for Welsh-medium provision:

There are 4 Welsh-medium community primary schools and 1 Welsh-medium community secondary within the County Borough. Pressure on places at YG Bro Ogwr has resulted in a double mobile classroom being installed from the Council's capital resources. Capital investment has also been made in YGG Cwm Garw, in terms of the works relating to the development of the new school which is planned for opening in January 2019.

There are planned housing developments within the County Borough which will generate Section 106 contributions to education places. The Council will determine where the funds from these developments are invested including appropriate provision for Welsh-medium places. Decisions are taken based on the demand for places within the school catchment area for the development. There are a number of pockets of small housing developments in Valleys Gateway area where the catchment school is currently Bro Ogwr, although it is anticipated that pupils may migrate to the new Cwm Garw site at Bettws where, based on current number and projections there should be some surplus capacity. A catchment review will be undertaken one year after the occupation of the new school building. There are also developments in Brackla North East (450 houses) and in Coychurch/Pencoed area (290 houses).

Cabinet have recently approved the recommendations to take forward to Band B options appraisals for feasibility and more detailed designs (3 October 2017). The schemes included with Bridgend's 21st Century Schools and Education Strategic Outline Programme submitted

to Welsh Government make a commitment to increasing existing provision:

- Bridgend West (Welsh-medium 2 form entry provision) in line with the Welsh education survey indicating there is demand for additional primary provision in that area. This may be new provision or additional places to existing provision in the area.
- Bridgend North East (where there may be an opportunity to create additional Welsh-medium provision to meet the demand for current housing developments potentially addressing the number of Welsh-medium education places serving the area) as priority Band B schemes. This will need to be considered as part of a strategic response to the impact on all schools in the area.

Currently there is no specific reference to Welsh-medium provision within the 'Supplementary Planning Guidance' although Welsh-medium provision is taken into consideration in determining where the funds are invested. It is planned that the Supplementary Planning Guidance will be reviewed in the very near future and particular regard will be given to Welsh-medium requirements in its development.

If there are any Welsh-medium schools within a 10% capacity threshold or nearing their capacity, please set out your plans to ensure a sufficiency of school places:

As at May 2016, three of the four Welsh primary schools were within the 10% capacity (WG return re: surplus places). It is considered that the relocation of YGG Cwm Garw to the south of the Garw Valley will relieve pressure on places at YG Bro Ogwr, notwithstanding that, all Welsh-medium schools are subject to a review project which is currently being undertaken, the outcome of which may identify the need for investment as part of the Council's Band B proposals and future bands of the 21st Century Schools Programme. (See reference to the feasibility study above). The relocation should be complete by January 2019.

Are there any Welsh-medium federations within your authority or plans to federate?

There are no Welsh-medium federations within the County Borough, although this is one of many ideas under consideration as part of the Strategic Review and national and regional policy-based initiatives.

Do you have plans to conduct an assessment of the need for more childcare/Welsh-medium education? Do you work with other local authorities to assess the need?

- The Learner Demand Survey began on 26 September 2016 and closed on 19th December 2016. The outcome of this survey will inform decision making in respect of the right type and size of provision in the most appropriate locality.
- The Childcare sufficiency will be undertaken and submitted by 31.3.2017 this will outline any gaps and an action plan will be developed to follow. Recent information shows that two small childcare settings now operate via the medium of English rather than the previous model as a Welsh language provider, however the level of spoken Welsh was very low prior to this development.

When did you last conduct a Welsh-medium education assessment in accordance with the 2013 Regulations? How are its findings reflected in your Plan?

- Prior to the recently conducted survey, the last Learner Demand survey was conducted in Sept/Oct 2013
- The findings were reflected in the 2014-17 plan by identifying the need to improve the quality of Welsh language being taught in English medium schools, respecting parental wish for children to become bilingual rather than necessarily attending Welsh-medium schools for all their subjects. (It is recognised that it is very difficult for pupils to become bilingual without attending Welsh-medium provision and that there is a need to raise parental awareness of the linguistic outcomes from different

linguistic models).

- The most recent survey will inform decisions made about the size, type and location of any new Welsh-medium provision.

How do you support the parents/carers of non-statutory nursery age children in Welsh-medium settings transfer to statutory Welsh language education;

- The LA works closely with ABMU Health Board around the role of health colleagues in ensuring Welsh language is a focus from the earliest opportunity for parents, there are Ti a Fi groups supported by Mudiad Meithrin (MM) and Flying Start (FS) across the borough where expectant mums are welcome alongside those with babies and toddlers. Baby massage groups are offered by MM and Cymraeg i Blant and again are able to be accessed by expectant parents.

Within FS, parents are regularly made aware from the earliest opportunity of the benefits that are available to them from the FS programme, including the opportunity for their child to benefit from Welsh language childcare provision.

All antenatal parents in the borough benefit from information regarding Welsh language benefits for their child with Cymraeg i Blant sponsoring information at both the scan and the child health record books that all children receive.

- The LA assesses the transition data to know the numbers moving from early years to FP, a Questionnaire is being developed to find out parents thoughts and considerations, a meeting for autumn term 2016 is planned to develop more effective and meaningful transitions arrangements.

How do you intend to provide parents with information on the benefits of Welsh-medium education in your local authority;

- Welsh-medium headteachers have developed a leaflet in consultation with Mudiad Meithrin and RhAG. The LA will work with partners to complete and circulate this work as part of promotional campaign, helping raise parental awareness of the linguistic outcomes from different linguistic models.
- Cymraeg i Blant also provide information to parents to support Welsh-medium education – see Appendix A for further details.
- At the 18-month visit all Flying Start children's parents are given information regarding the opportunity to receive provision at 2 years via the medium of Welsh if they so wish.

How do you ensure that there are opportunities for children and young people to access Welsh language immersion provision. Please set out your arrangements for latecomers to Welsh-medium education:

- The LA will follow up with entry data for each Welsh language schools admission process outside of the September term. At present latecomers to Welsh-medium education are supported by individual schools via extra Welsh lessons in registration time and being withdrawn from some lessons for one-to-one support.
- Following the rapid review recommendations, it has been identified that there is a need for CSC to consider and plan for arrangements for latecomers to Welsh-medium education and there will be a need to promote and raise awareness about these arrangements so that pupils can access Welsh-medium education, where required.
- There is currently no formal arrangement for latecomers so discussions need to occur across the consortium to identify potential options. A proposal has been put forward to Directors of Education with the aim of doing more research into the

viability of setting up a regional immersion unit. This is very much in its initial stages.

How you will support or lead schools within your county to move along the linguistic continuum?

- There are nine Cylch Meithrin settings in Bridgend seven of whom offer Flying Start:
Cylch Meithrin Dechrau'n Deg Caerau ** FS only
CM Plant Bach Sarn ** FS provider
CM Cynwyd Sant Maesteg ** FS provider
CM Y Diwlith Garth **FS provider
CM Tabernacl Bridgend **FS provider
CM Porthcawl
CM Pencoed
CM Gwdihw Bryntirion Bridgend **FS provider
- MM data related to the transition from these settings to Welsh-medium primary schools is analysed to ensure effective transition as a means of maintaining linguistic continuity. (See data pack for details) The LA Childcare team work to investigate the reasons for some parents not continuing with Welsh-medium education and to improve the transfer rates where they are not already 100%.

Flying Start - Welsh-medium

- Within Bridgend there are 18 Flying Start childcare providers, 7 of which are Cylch Meithrin offering Welsh Language provision is provided by the following:

Flying Start only

Dechrau' Deg Caerau

Mixed economy (offering both FS and places to children outside of FS):

Cylch Meithrin Sger North Cornelly
Cylch Meithrin Cynwyd Sant Maesteg
Cylch Meithrin Y Diwlith Maesteg
Cylch Meithrin Tabernacl Bridgend
Cylch Meithrin Plant Bach Sarn
CM Gwdihw Bryntirion Bridgend

- **Supporting Flying Start settings to support the WESP**

All Families in receipt of the Flying Start programme are fully aware of the ability to receive FS Childcare via the medium of Welsh. Information is available to families at the 18 month visit regarding the options for childcare with parents clearly aware that FS will support the parent to access the childcare of their choice.

Language and play sessions offered to parents have a strong focus on bi lingualism and there is a strong influence on parents to fully embrace the rich Welsh culture via rhymes and songs that enable parents to feel more confident regarding the use of Welsh incidentally in the home and in everyday life.

Within the FS 18 month parent pack families receive information originally published by Twf outlining the benefit to young children of use of the Welsh language and bi-lingualism.

Flying Start and the BCBC Childcare Team work in partnership with Mudiad Meithrin to enable the offer of Welsh language provision to be strong and effective with a

focus on the quality of the provision and supporting the Welsh language sector in Bridgend to be successful and promote the benefits of a Welsh language early years' experience for their child to parents.

Flying Start further extends this in the support and funding of Ti a Fi groups in areas of Bridgend identified by MM as targeted for such services. FS funds staff costs and room hire to enable this provision to move forwards.

There are some members of the FS team who are first language Welsh with the whole early years team having a strong focus on the effective and meaningful use of the Welsh language, while there are low numbers of first language Welsh speakers in the health team the FS team also benefits from the training available to BCBC staff and is focussed on increasing our use of Welsh with families in everyday situations alongside the existing focus in the FS childcare settings.

FS Bridgend has developed its own Welsh language provision in Caerau where none was present at the outset of the programme.

In Phase 2 of FS since expansion there is a stronger focus on working with the groups already in existence, enabling FS to support the sustainability of the groups.

This effective partnership helps to enable all early years settings in Bridgend to offer the very best experience to our young learners. Providers are supported with focus on outcomes and offered opportunities to grow and develop.

Within the team at FS Bridgend there is a clear understanding of the WESP; it is discussed and is an agenda item at all meetings. The FS team has a clear understanding of the need for the LA to be committed to supporting parents to understand and access a WM education for their child.

- **Transition arrangements from non-maintained settings to nursery establishments.**

Flying Start has developed effective transition from the early years provision to nursery education settings for all FS children. 80% of Bridgend schools attend these FS led termly transition meetings; Welsh language providers and schools attend this regularly. In the summer term 2017, the Welsh language settings and schools will meet to further develop this close and effective relationship regarding transition plans. The Early Years and Childcare Team Manager and Head Teachers from the Welsh Language sector are developing a transition policy for all Welsh provision. Using the FS transition policy as a template the LA recognises the need to be more effective in the support of this vital transition in order to meet the targets set by WG and to demonstrate the commitment evident within the LA.

This work is supported by colleagues from the Central South Consortium and has been in development during the last academic year with the intention of the policy being in place for September 2017. The Childcare Team in the Borough has a long standing relationship with the WM sector and is able to build upon this to ensure the support to the sector is effective and cohesive with support around professionalism and quality a real strength.

MM supported an event around transition recently in Porthcawl between the community in Porthcawl, the local provider and Ysgol Y Ferch O'r Sger, this is clear evidence that the focus on effective transition is a reality in the Borough.

Further to this work the Childcare team is developing a parent questionnaire to identify the reasons behind transition choices and to consider how we might increase the transition from early years education to the WM schools sector in Bridgend.

- The LA has worked with schools and other organisations to develop a strategy to help retain children in the Welsh-medium sector to the end of their formal education. The linguistic continuum will also be considered within each of the relevant workstreams of the Strategic Review.

Please indicate any plans you may have to increase the provision of Welsh-medium education in bilingual schools/dual stream.

- This is part of the 21st Century School Modernisation Plan and specifically the feasibility work being conducted on the Welsh-medium project (outlined above). The results of the Learner Demand Survey are informing this planning.

Expanding provision

What is the percentage of seven-year-old children currently taught through the medium of Welsh?

Data Taken at PLASC January 2016

WM Primary Schools	No of pupils on roll	Total No. of pupils on roll across all BCBC Primary Schools including WM	% pupils taught through the medium of Welsh (first language):
Ysgol Gymraeg Bro Ogwr	44		
YGG Cwm Garw	21		
YGG Cynwyd Sant	43		
Ysgol y Ferch O'r Sger	28		
	136	1602	8.5%

Please provide your current position relating to the number of seven year olds taught through the medium of Welsh and your targets for the next three years.

	Current Position (Jan 16)	Jan 17	Jan 18	Jan 19	Jan 20
Target (12.3% increase between 2017-2020)	136	141	145	152	158

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

1. Promote the value of Welsh-medium/bilingual education via the Urdd and via promotional campaigns
2. Increase the transition rates from the non-maintained nurseries to Welsh-medium primary schools **by 5%**
3. Increase provision in areas of greatest demand, responding to the outcomes of the Learner Demand survey and CSA and linking with the 21st Century School Modernisation Programme (eg a starter class of pupils)
4. Increase retention rates in foundation phase and key stage 2 **by 10%**.

Supporting Statement:

The Welsh-medium Provision Project board has concluded that a short, medium and long term approach should be taken to meeting the needs for Welsh-medium places within Bridgend schools. This may develop via the provision of a starter class where there is the most demand (outlined through the Welsh-medium demand survey) thus creating additional primary places and will give consideration to the fact that there is only one secondary school in Bridgend located to the north of the county borough rather than central.

Systems are in place to monitor the number of children who transition from non-maintained Welsh nurseries to Welsh-medium primaries based on figures provided both locally and by Mudiad Meithrin; A questionnaire is developed to explore parents decision making when their child moves from Early Years to Welsh-medium Foundation Phase. An information leaflet has been developed by partners to stimulate demand and support parental decision which addresses details related to Welsh-medium provision and its implications. There is a clear commitment in the borough to develop effective links between the Mudiad Meithrin Cylchoedd the BCBC Childcare Team, Central South Consortium (CSC) Early Years team and Welsh-medium primary schools; a clear commitment to support any Flying Start (FS) funded childcare to be available in either Welsh-medium or English Medium with both offers promoted equally. (Additional information is offered at the 18 month visit to enable parents to effectively understand the Welsh-medium offer); colleagues from Mudiad Meithrin and CSC are working with the Cylchoedd to enable them to respond positively to developments around Welsh-medium Early Years provision and the desire to support the raising of standards in the Cylchoedd in particular the immersion approach. There is also proposed work to develop ante-natal links, supported via the antenatal maternal health records and scan cards.

Cymraeg i Blant sponsors the all Wales maternity notes folder which every new mother will receive and the 12 week scan card. Further to this the child health record from Jan 2017 will also be sponsored by Cymraeg i Blant.

At the time of writing, the LA has not committed to the School Modernisation Band B programme. Welsh Government are yet to identify the available funding for LAs and therefore the LAs commitment requirements (match funding). However the LA has identified for Welsh Government its list of priority schemes to be taken forward in the event of that commitment. At least one of these schemes is likely to provide additional primary places for Welsh-medium education. Planning for Band C of the programme will take place during Band B to develop a strategy to ensure sufficient places with growth in the right location within the county borough and with adjacent LAs.

The Central South Wales improvement model is based on expert practitioners delivering professional development programmes to and with their peers. These programmes are delivered in school 'hubs', available to all practitioners; or form the focus of the work of School Improvement Groups (SIGS - small groups of schools who work together on an identified development need). This work is funded by the consortium and is mapped against regional need. In addition, the region is working closely with the Successful Futures pioneer network.

Using this model, the regional consortium will support the language continuum by:

- Funding and supporting professional learning programmes against regional need (particularly in relation to workforce development and enhancing practitioners' language skills)
- Supporting the work of the pioneer network as they work on the detail of the Welsh continuum.

This is an area that will develop significantly during the lifetime of the current WESPs as the detail of the curriculum becomes clearer. Current provision includes:

Intensive Welsh Language Training (Basic Level)

Intensive Welsh Language Training (Intermediate Level)

The impact of the central south Wales hub and SIG model are subject to a research and evaluation programme which will externally monitor the impact of the provision on practitioners and learners.

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

This outcome is about improving numbers transferring from;

- a) *Funded non-maintained nursery education to funded nursery education;*
- b) *The foundation phase to the second key stage;*
- c) *The second key stage to the third key stage; and*
- d) *The third key stage to the fourth key stage*

As outlined above, there is work underway to improve the transition between non-maintained nursery provision and Welsh-medium primary schools and between education stages thereafter. Analysis of data reveals that there is a reduction in the % pupils assessed in Welsh as they move through the educational stages and this has resulted in an investigation about retention of numbers in Welsh-medium education, particularly in Foundation Phase and key stage 2.

The rates of progression are set out below (and in the data file):

- Progression between non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase:

	Number transferred to Welsh Education	% transferred to Welsh Education	Notes
Cynwyd Sant	15	100%	
Lon y Parc	7	100%	
Bryntirion	1	10.00%	Progress ongoing. Working closely with staff and parents on the continuity and benefits of Welsh-medium education.
Nantymoel			Nursery closed
Pencoed	24	60.00%	
Sarn	7	33.33%	Progress ongoing. Working closely with staff and parents on the continuity and benefits of Welsh-medium education.
Porthcawl	3	9.68%	Positive progress in the sequence compared to last year but it is unfortunate that several parents do not want to send their children to the local Welsh-medium schools which are located in disadvantaged areas.
Tabernacle	2	10.00%	
Y Diwlith	13	92.86%	
Y Sger	19	79.17%	

As detailed in the following tables, there is a notable reduction of numbers of pupils moving from one key stage to the next. Investigations have revealed that the reduction is largely a consequence of in-year transfers from Welsh-medium to English-medium schools. The local authority has been working with partners to devise a strategy to retain and grow numbers in

Welsh-medium provision and has considered reasons given for in-year transfers out of Welsh-medium education. Reasons cited for moves to English-medium schools vary from pupils not responding to learning through the medium of Welsh/inability of parents to be able to support their child's learning, access to support for Additional Learning Needs (ALN) and relationship issues between pupils at the school. These are factors that have been considered in the development of a 'Growth and Retention Strategy' for the Local Authority. Issues related to educational provision/support of pupils with Additional Learning Needs (ALN) have been reviewed through the ALN Review which has addressed the issues raised – as outlined in Outcome 6 below.

There has been work between the Welsh-medium cluster of schools to further improve transition between key stage 2 and key stage 3.

- Progression between foundation phase and key stage 2:

Data Source: PLASC

	Number of pupils in Year 2 in Welsh-medium School		Number of pupils in Year 3 in Welsh-medium School	% Difference
Jan 13	139	Jan 14	135	-2.9%
Jan 14	140	Jan 15	135	-3.6%
Jan 15	157	Jan 16	149	-5.1%

- Progression between key stages 2 and 3:

Data Source: PLASC

	Number of pupils in Year 6 in Welsh-medium School		Number of pupils in Year 7 in Welsh-medium School	% Difference
Jan 13	90	Jan 14	84	-6.7%
Jan 14	126	Jan 15	114	-9.5%
Jan 15	115	Jan 16	108	-6.1%

- Progression between key stages 3 and 4:

Data Source: PLASC

	Number of pupils in yr9 in Welsh-medium School		Number of pupils in yr10 in Welsh-medium School	% Difference
Jan 13	89	Jan 14	83	-6.7%
Jan 14	103	Jan 15	98	-4.9%
Jan 15	108	Jan 16	109	0.9%

Current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language)

Current Position (Jan 16)	Jan 17 target	Jan 18 target	Jan 19 target	Jan 20 target*
77	111	116	109	125

* The targets are based on the numbers of children currently in Welsh-medium education cohorts leading up to Year 9 by 2020. (It is anticipated that the increase in new entrants to Welsh-medium Education will be at the beginning of the child/ren's schooling rather than additional pupils coming late to Welsh-medium education and adding to existing cohorts) There is ongoing work to devise and implement a strategy to support the retention of

numbers in Welsh-medium schools throughout the academic year. There has been a large increase in numbers January 2016 January 2017 due to a one-off small cohort which has been in existence for this year group since primary school level. The figure flatlines afterwards as they are based on current numbers in Welsh-medium education in the cohorts preceding Year 9. It is not expected that there will be many new Welsh speaking pupils arriving at this stage in their education. The targets are based on 100% retention of numbers currently in the system.

Historic trends regarding pupil assessment through the medium of Welsh:
(from data pack)

Current percentage of learners in Year 9 assessed in Welsh (First Language):

Data taken at PLASC Jan 16

	No of pupils assessed at end KS3 receiving Welsh 1st Language	Total No. of pupils across all BCBC secondary schools assessed at the end of KS3 Cohort	% pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language):
YGG Llangynwyd	77	1475	5.22

How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?

Data Taken at PLASC Jan 13

	No of pupils assessed at end KS2 receiving Welsh 1st Language	Total No. of pupils across all BCBC primary schools assessed at the end of KS2 Cohort	% pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language):
Ysgol Gymraeg Bro Ogwr	29		
YGG Cwm Garw	10		
YGG Cynwyd Sant	25		
Ysgol y Ferch O'r Sger	27		
	91	1445	6.30

All subjects are taught through the medium of Welsh at YGG Llangynwyd.

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

1. Increase the transfer rate from primary to secondary school
2. Devise and implement a strategy to support the retention **of 10%** numbers in Welsh-medium schools throughout the academic year by summer 2018
3. Review the ALN provision to support pupils in Welsh-medium schools to assist with growth and retention of pupils in Welsh-medium primary schools
4. Use the results of the strategic review, to devise strategies to improve language skills on transfer from primary to secondary school.

Supporting Statement:

The LA has conducted an investigation into the numbers of pupils who leave Welsh-medium education throughout the academic year and is working to develop a 'Growth and Retention' strategy to support the retention of numbers. (It is expected that this will be completed and available by summer 2018) It has been noted that in some areas children do not transfer from non-maintained Welsh-medium nurseries to Welsh-medium primary schools and this is something that the Early Years Childcare team are working to address in consultation with the settings and the schools. Priority has been given to addressing the large (and growing) numbers transferring from Welsh-medium primary schools to English Medium primary schools at all ages in the primary sector. The local authority has worked closely with schools and parent groups to understand the reasons behind these transfers and is currently engaged in devising a strategy to grow and retain numbers in this sector, addressing a number of the concerns raised – including support for parents who feel unable to support their child's learning and reviewing support available to pupils with Additional Learning Needs (ALN).

The LA will continue develop its work with early intervention in respect of those pupils at risk of disengagement from Welsh-medium education.

The transfer from Welsh-medium primary schools to the Welsh-medium secondary school is continually monitored by the Welsh-medium cluster of schools and transition arrangements are established to maintain and increase the transfer rate. The local authority is exploring how pupils who were taught wholly or mainly through the medium of Welsh in primary school are supported to continue with the language if/when they transfer to English Medium Secondary schools.

All Welsh-medium primary schools will be adopting the Welsh Language Charter which aims to improve the use of incidental Welsh within and outside the school from March 2017.

Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh.

Outcome 3: More learners aged 14 -16 studying for qualifications through the medium of Welsh

	Current 2015-16	2016- 17	2017- 18	2018- 19	2019-20
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Measure 3.1: Maintain the percentage of learners entered for GCSE Welsh (first language) who are studying for at least two further level 1 or level 2 qualifications through the medium of Welsh at 100% by 2020 (Please note that this does not include those children with particular statements of SEN). 90.2% 100% 100% 100% 100%

Measure 3.2: Increase the percentage of learners entered for GCSE Welsh (first language) for at least five further level 1 or level 2 qualifications through the medium of Welsh by 3% to 95% by 2020 (Please note this does not include those children with particular statements of SEN). 100% 100% 100% 100% 100%

Source: CSC - KS4 data supply 2016

Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh

Outcome 4: More learners aged 16-19 who study subjects through the medium of Welsh in schools

	Current 2015-16	2016- 17	2017- 18	2018- 19	2019-20
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Measure 4.1: Increase the percentage of learners aged 17 who study 2 or more subjects through the medium of Welsh in Welsh-medium schools by 4% by 2020. 100% 100% 100% 100% 100%

Source: CSC - KS4 data supply 2016

What are the authority's targets for increasing this percentage? This can be expressed either as annual targets or as a single end of Plan target

There is no target to increase this percentage during the lifetime of the plan (2017-2020) as the figures will be determined by the existing population currently in Year 5 and Year 6 and by those already in the only Welsh-medium secondary school in the Local Authority. It is expected that the targets for increasing the number of children entering Welsh-medium primary schools (Outcome 1) will begin to impact on KS4 and KS5 figures as these children progress through the schools e.g. children entering reception class in Sept 2017 will reach year 11 by 2028. Likewise the strategy to retain pupils in Welsh-medium education in primary schools and transitioning to secondary school may begin to impact on Year 11 figures from September 2021 at the earliest.

Post 16 vocational courses running in YGG Llangynwyd and in collaboration with YGG Llanhari are: BTECs in Business, Sports and Public Services. There is also a BTEC in Health & Social Care in Y13 in collaboration with Bridgend College. All these courses are delivered through the medium of Welsh.

Outcome 4 - Maintaining and increasing the range of Welsh-medium provision, 16-19:

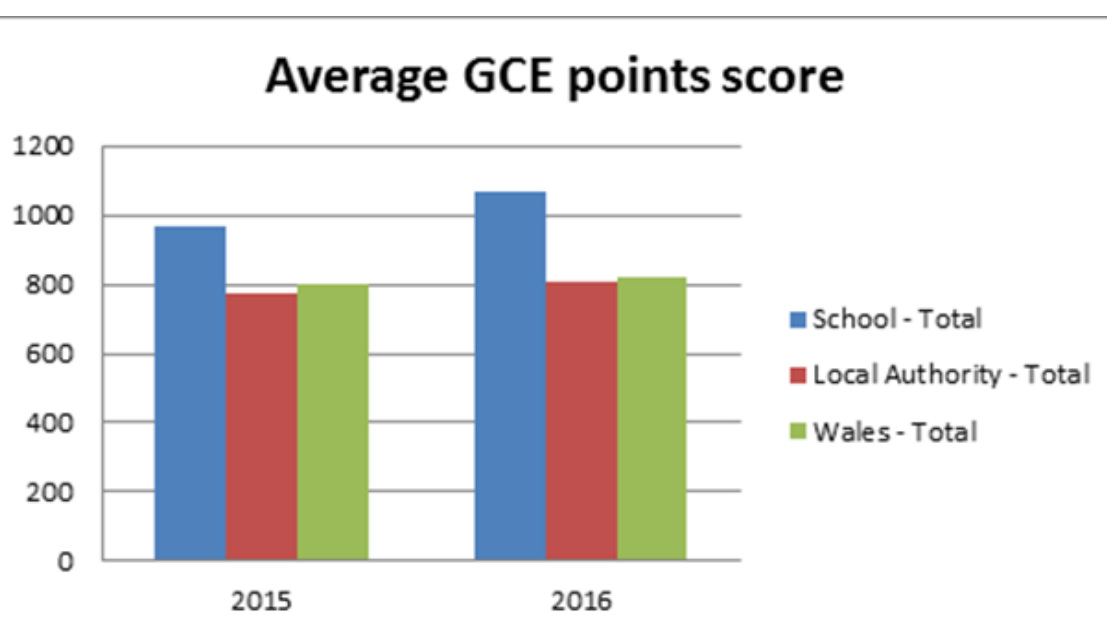
- There is a close working partnership and collaboration with YGG Llanhari in RCT

incurring a cost of approximately £25,000 for transport - shared between the two schools.

- Currently there are 8 collaborative AS courses in Year 12 and 10 collaborative A2 courses in Year 13.
- Overall YGGL is able to timetable 23 courses in Year 12 and 26 courses in Year 13 plus the Welsh Bac. (and including 4 vocational courses). This compares with 30 Level 3 courses and 5 vocational offered in line with the Learning & Skills Measure.

Using the results of schools data to improve the provision of WM education:-

- BCBC undertakes an annual review of Post 16 provision with each Sixth Form including YGGL
- The standards of performance in the national PIs is monitored and discussed with the school. As can be seen from the graph below performance in Welsh-medium provision is well above that of the LA and Welsh averages



- In addition BCBC makes use of Alps value-added data to review the comparative performance of the WM provision against other local EM provision BCBC and across England & Wales:
 - The current standard of A level Welsh 1st is “good”
 - Welsh 2nd A level is broadly satisfactory
 - YGGL has an overall value-added performance of “excellent” and is currently placed 3rd on this measure when compared with the nine sixth form settings in BCBC
 - The value added scores for subjects within YGGL have improved significantly from 2015 to 2016 with particularly excellent or outstanding performance in Applied ICT, English Lit., Geography, Mathematics, Music, Psychology, Religious Studies, Welsh Bac.

Extract from Bridgend College’s Annual Monitoring Report to the Welsh Language Commissioner:

Linguistic Profile of Learners at Bridgend College 2015-2016

Type of Learner	Overall no. of enrolments 2015-2016	No. of Welsh speaking students	No. of Welsh speaking students as %
FE Full Time	2555	153	6%
FE Part Time	3132	78	2.5%
HE Full Time	442	40	9%
HE Part Time	151	42	8%
TOTAL	6280	313	5%

The number of Welsh speakers is relatively low and typically no Welsh speakers at all or 1 or 2 students per group of on average 18 English medium students. Due to the low numbers of Welsh speaking learners, there are no students studying entirely through the medium of Welsh. However, over 500 learners completed the Iaith ar Waith Welsh-medium Customer Care vocational course (485 at Entry level and 31 at Level 2) during 2015-2016 in addition to their main qualifications.

List your four main objectives for achieving each outcome (please list your objectives in bullet point format).

- To increase the number of pupils entering Welsh-medium secondary education and thereby increase the number of examination entries.
- Review and increase Welsh-medium Post 16 opportunities
- To include specific mention to Welsh-medium provision in an advisory report to Cabinet by July 2017 outlining future options for Post 16 provision across the county borough. Cabinet have approved the Post-16 Board recommendation to generate specific proposals in relation to Welsh-medium provision.

Supporting Statement:

The number of students aged 14-16 studying through the medium of Welsh is dependent on the numbers of young people within key stage 3; with reference to increasing the range of Welsh-medium GCSE provisions there are pressures arising from the introduction of KS4 Welsh Bac., full course Welsh First language GCSE in addition to English, the new double Maths GCSE and the best 9 performance indicator at key stage 4 (which includes two sciences). These are all resulting in pressure to reduce the number of options available in KS4 and the number of subjects within those options. Whilst collaboration between schools at Post 16 is helpful in maintaining curriculum breadth it is not yet shown to be feasible at KS4. Should YGG Llangynwyd take any decisions to reduce subjects at key stage 4 then this will have a consequential effect to the viability of those subjects in post-16 two years later.

Welsh Second Language becomes compulsory from September 2017 and there is encouragement for young people to continue learning through Welsh and maintain their language 'use it or lose it'

Extract from Bridgend College's Annual Monitoring Report to the Welsh Language Commissioner:

'Bridgend College was previously active in partnership working. Until recently the 14-19 Network Grant enabled partnership work with Ysgol Gymraeg Llanhari and Ysgol Gyfun Gymraeg Llangynwyd to flourish. A range of Welsh-medium courses in Construction, Motor Vehicle and Health and Social Care were delivered successfully. The grant funding allowed both the college and school to run with small numbers of learners who benefited greatly from

having expert vocational tuition through the medium of Welsh at Bridgend College. The current partnership course in Health and Social Care will come to an end in June 2017 and the courses in Construction and Motor Vehicle have also been lost. There is currently no growth in Welsh-medium provision across the borough of Bridgend, therefore planning provision at FE level remains a challenge.'

The Post-16 Operational Board are preparing an advisory paper for the Strategic Review Board to inform a paper to cabinet by July 2017 with an expectation that implementation will begin from 2019 onwards.

Consortium input:

School-to-school work in this area is designed to respond to identified need in the Welsh-medium secondary sector. Their programme for 2016/17 includes programmes designed to enhancing practitioner skills to teach through the medium of Welsh, and the oracy skills of learners. Programmes include:

- Improving Language for Leaders – setting and implementing plan in school
- Oracy across the curriculum – developing pupil oracy skills and confidence
- Training for non-specialists aimed at increasing the number of science teachers to teach subjects other than their main specialism.

Outcome 5: More students with advanced skills in Welsh

Outcome 5: More learners with higher-level Welsh-language skills

This outcome focusses on raising standards and improving attainment in Welsh and Welsh Second Language. Local authorities are asked to demonstrate how schools will increase the number of candidates achieving Advanced Level Welsh and Welsh Second Language qualifications.

Please consider how learners are prepared for the workplace and any implications resulting from economic and community development and the impacts that could have both on workforce planning and skills. These developments include for example the proposed new nuclear plant on Anglesey, Wylfa Newydd, the new prison in Wrexham and the Tidal Lagoon project in Swansea for example.

Please outline the opportunities for learners to use and practise their Welsh language skills in formal and non-formal settings in partnership with Youth Services and other community-based stakeholders. The Forum has a significant role in this area but refer to other sub groups or joint working with the Urdd, Young Farmers, Menter Iaith and other community partners.

Please refer to annex 1 for the data you need to provide for this Outcome.

Please include the following:

- *How you will improve Welsh language literacy standards;*
- *What specific actions, developments and/or initiatives are being implemented or are planned to enable the authority to meet these targets;*
- *What are your strategies to continue to improve the quality of all Welsh language provision; and*
- *How you will increase opportunities for children and young people to use the language in formal and non-formal settings in line with the Welsh Government's national framework (to be shared with local authorities September 2016). This should include mapping the needs of children and young people in collaboration with the youth services and key stakeholders.*

- *Implementation of the national programme (Welsh Language Charter and Supporting Young People's Practices project) within your schools.*

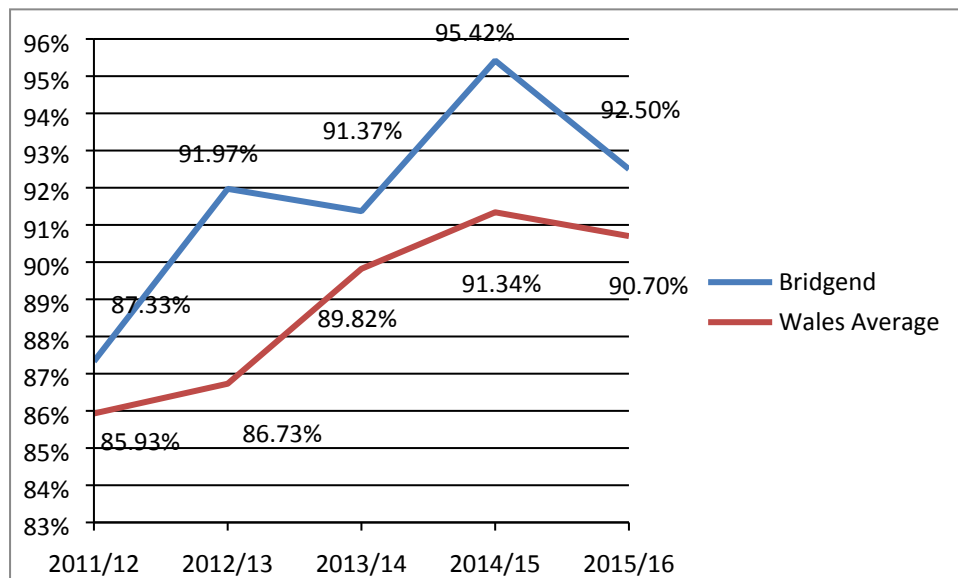
Improving provision and standards in Welsh First Language

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?

Data Source :AWCDS Bridgend Performance at LA Level

Academic Year	Bridgend	Wales Average
11/12	87.33%	85.93%
12/13	91.97%	86.73%
13/14	91.37%	89.82%
14/15	95.42%	91.34%
15/16	92.5%	90.7%

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



Over the past 5 years Bridgend has consistently outperformed the Welsh Average. The average differential over this period between Bridgend performance, and that of All Wales is 2.8%

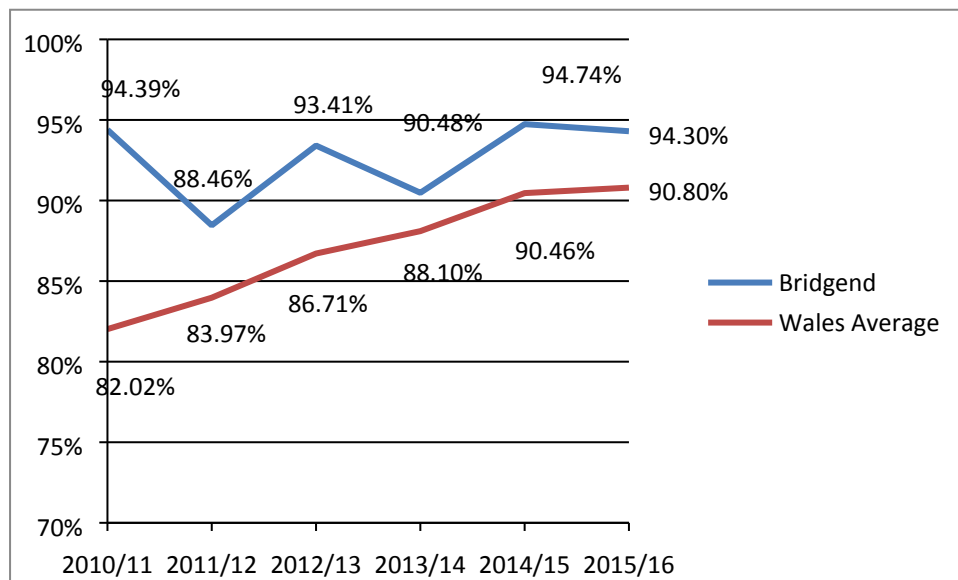
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in

teacher assessment in Welsh?

Data Source :AWCDS Bridgend Performance at LA Level

Academic Year	Bridgend	Wales Average
10/11	94.39%	82.02%
11/12	88.46%	83.97%
12/13	93.41%	86.71%
13/14	90.48%	88.10%
14/15	94.74%	90.46%
15/16	94.30%	90.80%

Percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh



Over the past 6 years Bridgend has consistently outperformed the Welsh Average. The average differential over this period between Bridgend performance, and that of All Wales is 5.6%

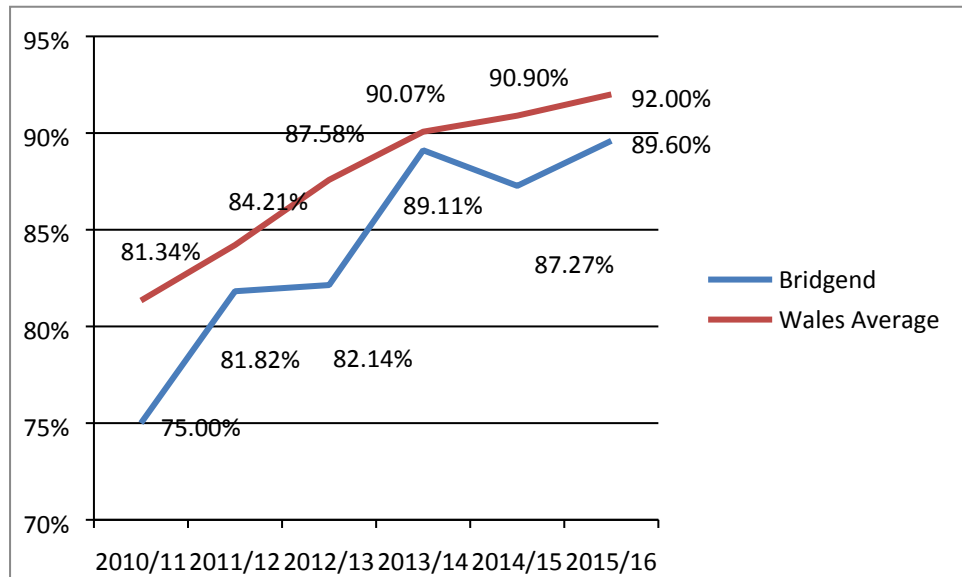
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in

teacher assessment in Welsh?

Data Source :AWCDS Bridgend Performance at LA Level

Academic Year	Bridgend	Wales Average
10/11	75.0%	81.34%
11/12	81.82%	84.21%
12/13	82.14%	87.58%
13/14	89.11%	90.07%
14/15	87.27%	90.9%
15/16	89.6%	92.0%

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



Over the past 6 years Bridgend has been consistently worse than the Welsh Average. The average differential over this period between Bridgend performance, and that of All Wales is -3.5%

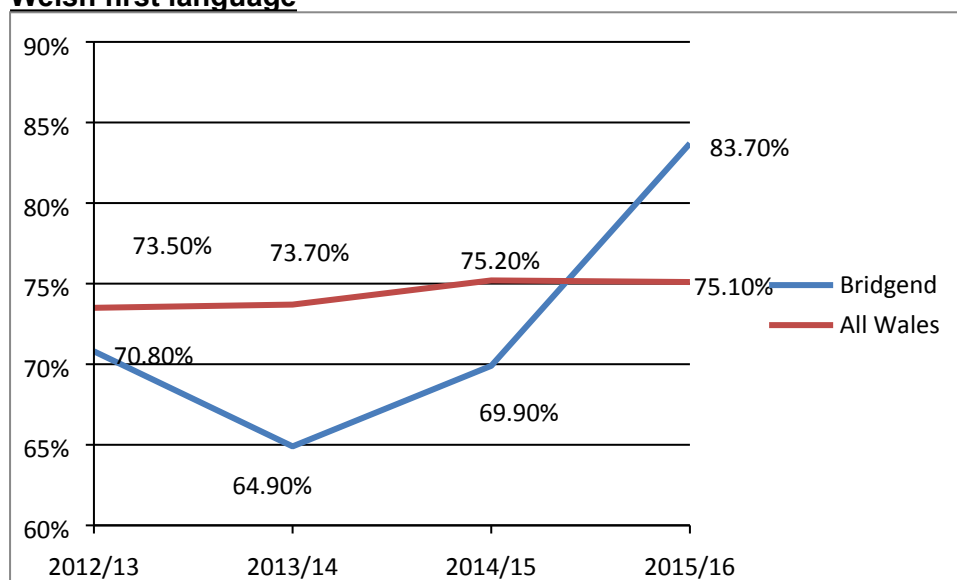
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in

GCSE Welsh first language?

Data Source: Internal Calculations from SSSP, All Wales figures from 'Examination Results in Wales, 2015-16' Statistical Release

Academic Year	BCBC			All Wales
	Number achieving A*-C in Welsh First Language	Cohort	% achieving A*-C in Welsh First Language	% achieving A*-C in Welsh First Language
2012/13	85	120	70.8%	73.5%
2013/14	63	97	64.9%	73.7%
2014/15	58	83	69.9%	75.2%
2015/16	77	92	83.7%	75.1%

Percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language



The Welsh average has stayed relatively consistent over this period, whereas the number at Bridgend has fluctuated widely. This is quite likely as we are analysing such a small cohort in only 1 school. The 2015/16 achievement should be noted in that it outperformed the Welsh average considerably.

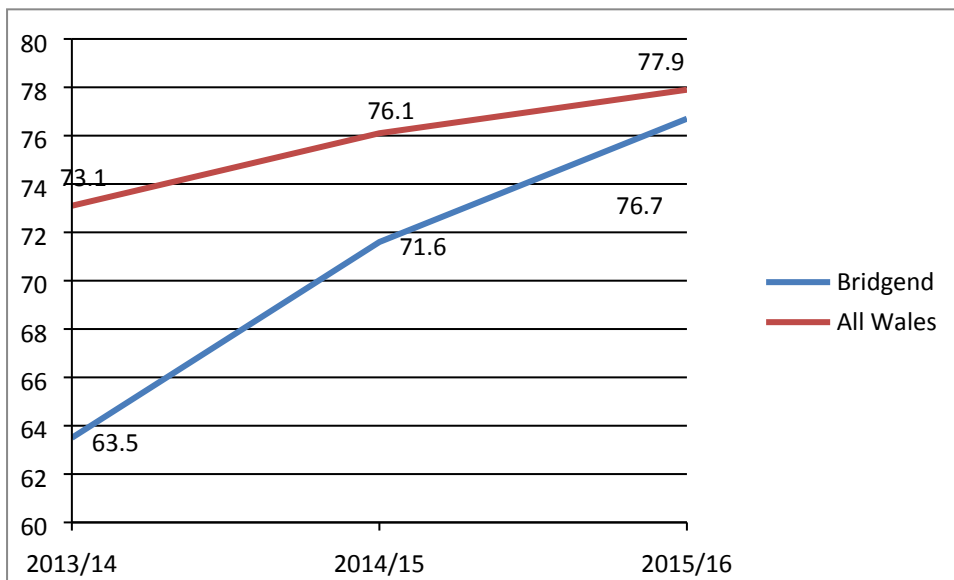
Improving provision and standards of Welsh Second Language

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?

Data Source: 'National Curriculum teacher assessments of non-core subjects: Wales 2016' Statistical Release

Academic Year	BCBC		All Wales
	%	Rank amongst Welsh LAs	%
2013/14	63.5	21	73.1
2014/15	71.6	18	76.1
2015/16	76.7	12	77.9

Percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language



Over this 3 year period Bridgend has been consistently well below the Welsh Average. However, the Bridgend's performance has risen by 13.2% in this period and is now only just below the Welsh average.

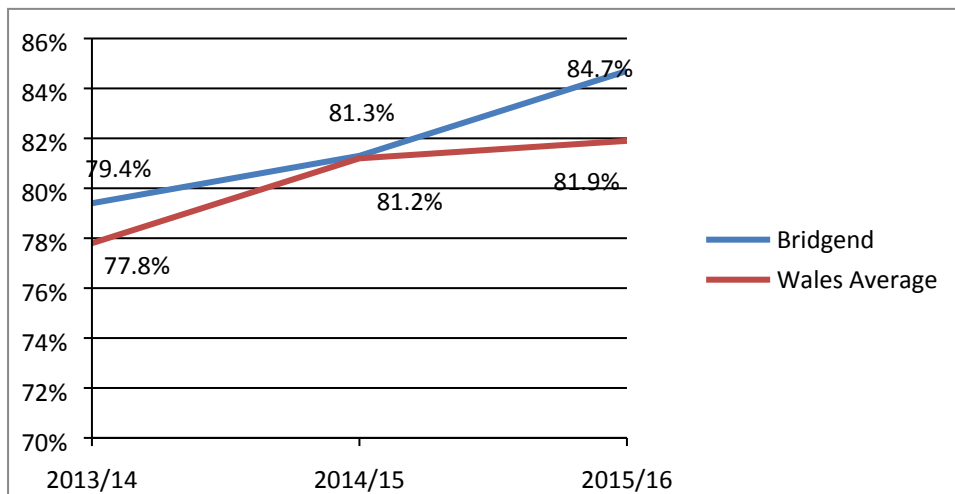
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in

the teacher assessment of Welsh Second Language?

Data Source: National Curriculum teacher assessments of non-core subjects: Wales 2016' Statistical Release

Academic Year	BCBC		All Wales
	%	Rank amongst Welsh LAs	
2013/14	79.4	9	77.8
2014/15	81.3	12	81.2
2015/16	84.7	7	81.9

Percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language



Over this period Bridgend has consistently outperformed the Welsh Average. The ranking amongst LAs in Wales rose in 2015/16 to 7th from 12th.

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course?

Data Source: Internal Calculations from SSSP (Data based on those completing course codes 50074076/50074040)

Academic Year	Number of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course	Cohort	% learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course
13/14	367	392	93.6%
14/15	483	619	78.0%
15/16	462	585	79.0%

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course?

Data Source: Internal Calculations from SSSP (Data based on those completing course codes 50074052/50074088)

Academic Year	Number of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course	Cohort	% learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course
13/14	538	947	56.8%
14/15	557	870	64.0%
15/16	433	784	55.2%

What are your targets for improvement in each of the above – either year on year or at the end of the 3-year Plan period?

What percentage of the cohort is entered for (i) GCSE Welsh Second Language Full Course; (ii) GCSE Welsh Second Language Short Course; and (iii) not entered for either?

Data Source: Internal Calculations from SSSP

Note that some children were entered for both the Full and Short Course

Academic Year	Cohort	Entries at the end of Key Stage 4 in GCSE Welsh Second Language Full Course	% Entries at the end of Key Stage 4 in GCSE Welsh Second Language Full Course	Entries at the end of Key Stage 4 in GCSE Welsh Second Language Short Course	% Entries at the end of Key Stage 4 in GCSE Welsh Second Language Short Course	Not entered for either course	% Not entered for either course
13/14	1672	392	23.4%	947	56.6%	377	22.5%
14/15	1617	619	38.3%	870	53.8%	307	19.0%
15/16	1529	585	38.3%	784	51.3%	338	22.1%

How many are taking Welsh GCSE at the moment?

More learners with higher-level Welsh language skills

What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?

This is not applicable as no children at YGG Llangynwyd took A levels 2 years ago

What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?

This is not applicable as no children at YGG Llangynwyd took A levels 2 years ago

More students with advanced skills in Welsh (This relates to the numbers achieving A Level Welsh and Welsh Second Language quals)

Data Source : Internal Calculations from SSSP

		Cohort who sat exam	Achieved A* - E	% achieved A* - E
Welsh First Language	A2	9	9	100%
Welsh First Language	AS	10	10	100%
Welsh Second Language	A2	21	21	100%
Welsh Second Language	AS	28	28	100%

Current Position	2017/2018	2018/2019	2019/2020
Welsh First Language (WFL): A Level entries as a % of the GCSE WFL entries two years earlier: 9.57%	10%	11%	12%
Welsh 2nd Language (W2L): A Level entries as a % of the full and short course GCSE W2L entries two years earlier: 1.62%	2%	3%	4%

List your four main objectives to achieving this outcome (please list your objectives in bullet point format and refer to annex 1 for the data you need to include for this outcome).

- To maintain the high proportion of pupils studying the language in Welsh-medium education
- To increase the numbers of English Medium pupils studying GCSE Full Course Welsh Second Language
- Decide viable delivery methods of Welsh second language via the Strategic Review (as outlined in the Cabinet paper 25 October 2017)
- Schools will be able to respond to changes in the examination specifications for Welsh first and second Language.

Supporting Statement:

There is a large proportion of the Year 12 and Year 13 cohort in the YGG Llangynwyd entered for Welsh AS (19%) and A Level (31%) As noted in the Cabinet report (25 October 2017 point 4.7): Welsh-medium provision is enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in Rhondda-Cynon-Taf County Borough Council.

Consortium input:

Raising standards in Welsh literacy/Welsh is a specific improvement priority in the consortium's business plan. This means that achieving improvement in learner outcomes in Welsh is a key factor when the consortium plans hub school training provision and all other aspects of its school improvement activity.

Outcomes for Welsh have improved dramatically across the region since 2012, with particularly significant increases in outcomes at above the expected levels in the Foundation Phase to KS3. The percentage of pupils achieving an A-C grade in Welsh at GCSE has

jumped almost 9 percentage points since 2012/13 to 85.9%.

Further improvement will be secured by eg:

Continuing to develop professional learning programmes for practitioners designed to:

- Enhance practitioners' own language skills
- Improve teaching by eg providing training on the NAIID scheme (assessment for learning, progress lunch, developing interdependent learning, enquiry based learning, developing activities)
- Improve leadership by providing Welsh-medium leadership programmes for new headteachers and middle leaders.
- Embed successful Welsh teaching practice in English medium schools across the local authority (programmes offered by schools whose current Welsh second language provision is good e.g. the WBQ project between YGGL and Llangynwyd Primary School)

The consortium will also:

- Continue to support networks of Welsh-medium schools to share and develop good practice
- Working with the hub/pioneer network to develop the Welsh continuum and ensure that the consortium's professional learning programme is designed to respond to workforce development needs in relation to the new curriculum.

The consortium is currently (September 2016) in the process of recruiting a serving headteacher to support the Welsh Language Charter and Supporting Young People's Practices project.

The Interim Welsh Second language GCSE needs analysis has been sent to all Schools. The Welsh Language Continuum will be in place from 2020 as part of the new Curriculum. Support is being planned within the consortium for schools in preparation for the changes (ready for September 2017 for GCSE)

Outcome 6: Welsh-medium provision for learners with additional learning needs (ALN)

The focus here is on extending capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education. In particular, you are asked to note how you measure and meet demand and work with parents seeking Welsh-medium ALN provision. How you work collaboratively with other local authorities to provide Welsh-medium ALN provision.

Please consider the following in your response:

- in the light of your most recent annual audit of the additional needs of pupils in Welsh-medium education, support for what type of need is the authority unable to provide through the medium of Welsh;*
- how does the authority propose to bridge the gap between identified needs and the support available; and*
- provide an estimate of how many pupils are unable to access Welsh-medium education because the authority cannot provide the appropriate support through the medium of Welsh.*

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

- Implement outcomes of review MLD (Moderate Learning Difficulties) support and extend MLD support to Welsh-medium Secondary Education from April 2017.
- Establish Welsh-medium ALN Provision at YGG Llangynwyd and either at the new site of Cwm Garw or at Ysgol Y Ferch O'Sger -2018.
- Develop Welsh-medium PRU provision in collaboration with the Local Authorities in CSC.
- Continue to undertake provision mapping regarding ALN and explore opportunities to collaborate as a Consortia.

Supporting Statement.

- **Implement outcomes of review MLD (Moderate Learning Difficulties) support and extend MLD support to Welsh-medium Secondary Education from April 2017.**

A recent review has been undertaken and concluded regarding the support which is provided to children and young people with a diagnosis of MLD (Moderate Learning Difficulties) in Welsh-medium Schools. Having consulted with the Headteachers of the four primary schools and the one secondary school it has been agreed that the model of support will change. MLD teachers will work with schools for a whole day at a time and the LSO's will be employed by the schools. The support from the MLD Specialist Teacher will extend to the Welsh-medium Secondary School where previously this was not the case. Currently there are 15 children with a diagnosis of MLD.

- **Establish Welsh-medium ALN Provision at the new site of Cwm Garw-2018/2019.**

Cwm Garw Primary school is being relocated into a new build closer to the Valley's Gateway area in 2018/2019. This affords the Local Authority the opportunity to open Welsh-medium provision on the site as there has been an area dedicated to Additional Learning needs provision which is also mirrored in the English Medium School on the same campus. Initial discussions have been held with Welsh-medium Primary Headteachers regarding the development of this provision. The Local Authority will continue to carry out a needs analysis and liaise with the Headteachers of the Primary and Secondary Welsh-medium Schools.

The Inclusion service have gained additional resource to consult on opening two Welsh-medium Learning Resource Centres. One at KS3 attached to YGG Llangynwyd and the other would either be at Cwm Garw or Ysgol Y Ferch O'Sger. The service intends to consult during this academic year. Currently, there are 13 children who would be able to access the KS2 ASD LRC and there are 0 children who will be able to access the KS3 ASD LRC.

Provisional PLASC 17 Data – MLD Pupils by Year Group

PLASC 17 - MLD Pupils	Year Group									
	3	4	5	6	7	8	9	10	11	
Welsh Schools										
YGG Cwm Garw		1								
YGG Cynwyd Sant	3		1							
Ysgol Gymraeg Bro Ogwr		3	1							
Ysgol y Ferch o'r Sger	1	1	1	1						
Ysgol Gyfun Gymraeg Llangynwyd									1	1

Data on ALN v Non ALN Performance in Welsh-medium Schools

This data compares the ALN v Non ALN performance of Welsh-medium Schools against that of Bridgend schools overall.

The data is broken down into 4 strands:-

- Those achieving the FPI at end of the Foundation Phase
- Those achieving the CSI at the end of Key Stage 2
- Those achieving the CSI at the end of Key Stage 3
- Those achieving the L2+ indicator at the end of Key Stage 4

Note that this data only compares data from mainstream schools, and comparisons are made across the last 3 years.

Also note that due to the small cohorts in some year groups in the Welsh-medium Schools the percentages can fluctuate and as a result the data needs to be treated with caution when being used for analytical purposes.

All data is taken from internal calculations from PLASC and NDC.

No comparison is possible between the performance of Bridgend Welsh-medium Schools and that of Welsh-medium Schools across the rest of Wales.

- **Develop Welsh-medium PRU provision in collaboration with the Local Authorities in CSC.**

The Inclusion Leads from each Local Authority meet on a monthly basis. Currently the Group Manager Inclusion and School Improvement leads this group. Initial discussions have begun to look at the possible development of a Welsh-medium PRU in collaboration with other LAs. This is a focus for development for the Consortium for the 2017/18 financial year. Collaboration would be required in this area as the numbers in each LA are few. There are currently 4 Welsh-medium pupils who access the Bridge Alternative Provision (KS4 Anxious and mental health provision).

Continue to undertake provision mapping regarding ALN and explore opportunities to collaborate as a Consortia.

Provision Mapping is currently being undertaken led by Group Manager Inclusion School Improvement with regards to ALN provision (which includes Welsh-medium) within the Local Authority. This also forms part of the discussion with Inclusion Leads meetings within the Central South Consortium. Currently, a sensory review of provision and need is being undertaken led by Bridgend on behalf of the other LAs in the Consortium.

**Outcome 7: Workforce planning and continuing professional development.
(CPD)**

This outcome is about developing the teaching workforce's Welsh language skills and ability to teach through the medium of Welsh.

The response should explain the local authority's strategy for ensuring sufficient number of teachers and teaching assistants can deliver Welsh-medium education, and how the Welsh language skills of practitioners in schools will be developed.

Responses should set out the role of school development plans and Welsh language skill audits or other similar processes to identify the development needs of the workforce in this area. An explanation of how these needs will be prioritised and met should be provided. This may include the support and development offered by the regional consortia or other sources, but must make specific reference to how the Welsh-language Sabbatical Scheme will be used strategically to meet the needs of schools.

Please consider the following in your response:

- *What is your strategy for ensuring that you have sufficient number of teachers to deliver Welsh-medium education in your schools;*
- *What is your strategy for recruiting Welsh speaking head teachers and teachers;*
- *What is your strategy for increasing the number of teaching assistants for the Welsh-medium sector; and*
- *How will the local authority ensure that the Plan will contribute to the County and Consortia's wider strategies for improving education standards.*

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

Objectives:

1. To link with the council's Welsh Language Standards Five Year Strategy to maintain the number of Welsh speakers in Bridgend.
2. To complete the 'Curriculum and Workforce' workstream of the Strategic Review and to act upon recommendations that follow.
3. To continue to link with and promote the Central South Consortium CPD programme
4. To continue to link with Early Years and Mudiad Meithrin
5. To develop a link with and promote the Welsh Government Sabbatical Scheme

Supporting Statement:

1. **To link with the council's Welsh Language Standards Five Year Strategy to maintain the number of Welsh speakers in Bridgend.**

The council's Communications, Marketing and Engagement team has been promoting the Welsh Language in the work place via the council's Welsh Language Standards Implementation board to support the Welsh Language Standards. They have set up dedicated pages on the staff intranet to assist with requirements e.g. providing a template for answering the telephone. There have also been regular reminders about specific aspects of requirements and briefing sessions for staff about what is required.

The Communications, Marketing and Engagement team has also supported the Urdd Eisteddfod preparations with publicity surrounding the Urdd proclamation procession which

included special features in Bridgend's newsletter.

Figures on Welsh Language skills of Bridgend Education and Family Support employees as at 31/03/2017 are below:

Description	Schools				All Other Services (inc Education and Family Support)			
	Female	Male	Total	%	Female	Male	Total	%
Welsh Speaker								
'A little'	298	46	344	10.80%	305	95	400	12.71%
'Fairly Good'	53	16	69	2.17%	38	10	48	1.53%
'Fluent'	138	20	158	4.96%	80	17	97	3.08%
'No'	268	51	319	10.02%	1013	298	1311	41.67%
No Response	1893	401	2294	72.05%	1002	288	1290	41.00%
Welsh Reader								
'A little'	288	43	331	10.40%	318	102	420	13.35%
'Fairly Good'	56	17	73	2.29%	50	18	68	2.16%
'Fluent'	139	21	160	5.03%	78	15	93	2.96%
'No'	274	52	326	10.24%	989	285	1274	40.50%
No Response	1893	401	2294	72.05%	1003	288	1291	41.04%
Welsh Writer								
'A little'	259	37	296	9.30%	233	71	304	9.66%
'Fairly Good'	54	16	70	2.20%	43	11	54	1.72%
'Fluent'	132	20	152	4.77%	70	12	82	2.61%
'No'	311	60	371	11.65%	1089	325	1414	44.95%
No Response	1894	401	2295	72.08%	1003	289	1292	41.07%

It is worth noting:

- The 'Schools' category covers employees directly employed by governing bodies. Inclusion staff are included under the 'All Other Services' category.
- The 'No Response' category covers employees who have not responded to the Equalities survey.
- The skill levels identified are based on individual self-assessment.

- Please note: 265 employees hold a School position and an 'All Other Services' position – they are counted once in each category.

Recruitment

We have advertised 3 headteacher positions in Welsh-medium schools over the last 2 years. YGG Llangynwyd – less than 5 applicants appointed acting deputy
YGG Bro Ogwr – 7 applicants – appointment to be made
YGG Cwm Garw – 4 applicants – appointed acting deputy
Head positions tend to be low in numbers, however positions for Welsh Heads are very low. The LA is aware that YGG Llangynwyd has difficulty appointing to specialist subject in the school. At a recent Post 16 review meeting with YGGL it was reported that: *“There is significant pressure around the recruitment of Welsh-medium staff for example in Science where the field of applicants has dropped from 22 to 1 over the past 3 years”*

National Professional Qualification for Headship (NPQH)

The NPQH process for 2016/17 was completed in May 2017. In the Welsh-medium sector, the deputy headteacher of Bro Ogwr and acting headteacher of Cwm Garw were successful in gaining the qualification. The new deputy of Llangynwyd, who is also has NPQH. Senior Leadership Team (SLT) members with NPQH include: 1 in Bro Ogwr (Deputy), 1 in Llangynwyd (deputy) and acting headteacher in Cwm Garw. There are no members of SLT in Ysgol y Ferch O’Sger or Cynwyd Sant with NPQH. The next round of NPQH will be starting in the summer term 2017. No one has expressed interest in any discussions.

2. To complete the ‘Curriculum and Workforce’ workstream of the Strategic Review and to act upon recommendations that follow.

The Curriculum and Workforce workstream of the Strategic Review is designed to focus on the curriculum needs of the schools and to ensure that these needs are supported by appropriately trained staff/teachers. The Welsh Language Standards will be factored into this work and will be included in subsequent recommendations. This may also factor in social opportunities and support available to the workforce. It is anticipated that this workstream will report its findings and recommendations to the overarching strategic board in the summer 2017, although it is expected that the consortium will take the lead on this work.

3. To continue to link with and promote the Central South Consortium CPD programme

Teachers:

The number of teachers/level of skill required to implement the new curriculum for Welsh effectively is not yet clear. However, the consortium will use workforce data to continue to design professional learning programmes which reflect regional workforce needs. The Consortium is also working closely with Initial Teacher Training and Education (ITET) providers to develop jointly-delivered (by schools and HEIs) programmes for newly qualified teachers. These are being designed to reflect the requirements of the new curriculum and will include the development of a suitably qualified workforce to deliver the Welsh continuum.

In the shorter term, recruitment to particular teaching posts in Welsh-medium schools remains a challenge. Mathematics, Sciences and English are particularly challenging. This is being addressed by ‘hub’ provision which offers training for non-specialists to enable them to teach subjects other than their main specialism effectively.

Leadership:

Recruitment to headship in Welsh-medium schools is challenging. Identifying, developing and supporting school leaders is also strategic priority for the region more broadly. The support, development and recruitment strategy includes.

Increasing the number of training programmes for school leaders in the Welsh-medium sector. It has also offered to make the programmes available to other regions. These include:

1. An accredited 'New to Headship' programme to be delivered through the medium of Welsh during the 2016/17 academic year;
2. The 'Headship Now' programme (for middle leaders looking to pursue a career as headteachers) is currently being piloted.
3. The Welsh-medium secondary 'hub' schools will deliver a 'middle leadership' programme during this academic year

Additionally:

4. A Senior Leader in Education (SLE) is currently being recruited to develop and support leadership in schools facing challenge
5. The Welsh-medium primary schools are being funded to work in a School Improvement Group (SIG) on leadership: developing middle leaders, sharing good practice, identifying future leaders
6. A recruitment campaign aimed at attracting leaders to work as headteachers in Wales, including current headteachers who are Welsh speaking practitioners currently working elsewhere.
7. The consortium is rolling out a support programme for schools who wish to federate. This is open to all schools. The schools selected for the support programme will be required to demonstrate that federating will:
 8. Impact positively on learners
 9. Increase leadership capacity in the schools

Note: Evaluating the impact on practitioners and learners of the programmes, hubs and SIG activity are part of the consortium's ongoing research programme undertaken in conjunction with Cardiff University.

Additionally, a middle leaders course is available through Melin Gruffydd Welsh-medium primary hub and secondary schools support leadership as part of the Gyda'n Gilydd programme.

Teaching Assistants (TAs)

The number of teaching assistants/level of language skills required to implement the new curriculum for Welsh effectively is being reviewed. The consortium will use workforce data to continue to design professional learning programmes which reflect regional workforce needs. A programme of support for TAs in the Foundation Phase has been provided by Llanhari; a Higher Level Teaching Assistant course is run via CSC and a TA Welsh sabbatical course is available through Cardiff University.

4. To continue to link with Early Years and Mudiad Meithrin

Mudiad Meithrin are keen to work with those who work in the field of education/ childcare to obtain Level 3 diploma in child-social care (Annex B)

5. To re-develop a link with and promote the Welsh Government Sabbatical Scheme

The local authority has explored the details of the Sabbatical Scheme that has been in operation since 2005 offered by Cardiff University to support the development of Welsh skills

of 15 members of Bridgend staff out of 76 members of staff across CSC (at various levels) by providing Welsh Sabbatical courses to both Welsh-medium and Second Language practitioners. Within Welsh-medium they run a course for Teachers aimed at up-skilling the Workforce and support the staff with the language skills to improve the ability of pupils. Welsh-medium Teaching Assistants have the opportunity to improve their Welsh language. For Second language support, they teach Welsh to adults thus providing them with the skills to use in the Classroom.

Numbers completing course 2005-2017 are as follows:

Niferoedd wedi cwblhau cwrs CS Medi 2005 - Gorffennaf 2017/
Numbers completing course 2005-2017

	Mynediad/ Access	Sylfaen/ Foundation	Uwch/ Higher	Uwch i Gynorthwywyr/Senio r Assistant
Awdurdod Lleol/ Local Authority	Cynorthwywyr dysgu - ysgolion cynradd cyfrwng Saesneg / Teaching assistants - English- medium primary schools	Athrawon ysgolion cynradd cyfrwng Saesneg/Teacher s in English- medium primary schools		Cynorthwywyr dysgu - ysgolion cynradd cyfrwng Cymraeg / Teaching Assistants in Welsh-medium schools
Penybont	7	7		1

Cofrestriadau ar gyfer cyrsiau CS 2017/18 / Registrations for courses CS 2017/18

	Mynediad	Sylfaen	Uwch	Uwch i Gynorthwywyr
Penybont	1	1		

Source: Welsh Government

The Scheme offers a range of courses targeted at various cohorts within the teaching workforce. Further information can be found on the following page - <http://learning.gov.wales/resources/collections/welsh-lang-practitioner-training?lang=en#collection-2>. These courses are all free to access. Funding for supply cover is also provided to the participating school.

The Welsh in Education Unit aim is that local authorities and regional consortia, in conjunction with their schools, identify practitioners that would benefit from participating in the Scheme, and then work with the course providers to achieve this. The Scheme's courses in the CSC and EAS regions are co-ordinated by Cardiff University (but courses are delivered across the region – currently in Cardiff, Treforest and Pontypool).

Further information is also available on Cardiff University's website - <http://www.cardiff.ac.uk/welsh/courses/professional-courses-and-welsh-for-adults/sabbatical-scheme>

These opportunities will be promoted to all schools in Bridgend (2017-18) via the Director's newsletter to schools, via the WESP Forum and via Central South Consortium.

Signed: Date:

(This needs to be signed by the Chief Education Officer within a local authority)

Annex 1 Data:-



Cymraeg i blant is a new project Managed by Mudiad Meithrin and funded by Welsh Government that focuses on increasing the number of nursery age children that are able to speak Welsh. It shares information, advice and support to parents on the benefits of being bilingual, the importance of introducing Welsh to children as early as possible and the advantages of Welsh-medium childcare and education.

Cymraeg i blant sponsors the all Wales maternity notes folder, the scan card and the Child Health Record book which is delivered to every new parent in Wales

The local Cymraeg i blant officer runs weekly bilingual baby massage, baby yoga and Welsh rhymetime sessions for parents and young children across the county working alongside the local Midwifery and Health Visiting teams to ensure that parents receive these key early messages during the ante-natal and post-natal period and are made aware of the bilingual pathway available for their child.

In addition parents are signposted over to Mudiad Meithrin's Ti & Fi groups and to the 'Cylchoedd Meithrin' the Welsh-medium playgroups as well as receiving information about regular family events that are held in partnership with the Mentrau Iaith and other local early years partners.

Cymraeg i blant / Cymraeg for kids will therefore contribute towards the Welsh Government's target of achieving a million Welsh speakers by 2050.

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