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Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



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

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Annwyl Cyngorydd,

CABINET

Cynhelir Cyfarfod Cabinet yn Siambr y Cyngor, Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr CF31 4WB ar **Dydd Mawrth, 27 Chwefror 2018 am 14:30.**

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o Ddiddordeb
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Cymeradwyaeth Cofnodion 3 - 14
I dderbyn am gymeradwyaeth y Cofnodion cyfarfod y 30/01/18
4. Adnewyddu Yswiriant 15 - 20
5. Ailfodelu Llety Preswyl i Bobl Hyn 21 - 28
6. Ailfodelu Prosiect Gwasanaethau Llety Preswyl i Blant 29 - 58
7. Penodi Llywodraethwyr i Gynrychioli'r Awdurdod Lleol 59 - 60
8. Diwygio Gwasanaethau Anghenion Dysgu Ychwanegol 61 - 90
9. Darparu ar gyfer disgyblion ag Anghenion Dysgu Ychwanegol (ADY): cynnig i gyflwyno newidiadau i Ganolfan Adnoddau Dysgu Ysgol Gyfun Gymraeg Llangynwyd ar gyfer disgyblion ag Anhwyllder y Sbectwm Awtistiaeth 91 - 132
10. Comisiynu a Dyfarnu Cytundebau ar Gyfer Rhaglen Cefnogi Pobl 133 - 138

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11. Panel Craffu a Throsolwg Aelodau Ymgysylltu Ysgol 139 - 142
12. Blaenraglen Waith 143 - 150
13. Adroddiadau Gwybodaeth i'w Nodi 151 - 166
14. Materion Brys
I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â pharagraff 2.4 (e) o'r Rheolau Trefn y Cabinet yn y Cyfansoddiad.
15. Gwahardd y Cyhoedd
Nid oedd yr eitem canlynol yn cael eu cyhoeddi, gan fod eu bod yn cynnwys gwybodaeth eithriedig fel y'i diffinnir ym Mharagraffau 14 a 16 o Ran 4 a Pharagraff 21 o Ran 5, Atodlen 12A, Deddf Llywodraeth Leol 1972, fel y'i newidiwyd gan Orchymyn Llywodraeth Leol (Cymru) 2007 (Mynediad at Wybodaeth) (Amrywio).

Os, yn dilyn cymhwyso'r prawf budd y cyhoedd yn y Cabinet yn penderfynu yn unol â'r Ddeddf i ystyried yr eitem hyn yn breifat, bydd y cyhoedd yn cael eu gwahardd o'r cyfarfod yn ystod ystyriaeth o'r fath.
16. Cymeradwyaeth Cofnodion wedi'u Eithrio 167 - 168
I dderbyn am gymeradwyaeth y Cofnodion gwahardd cyfarfod y 30/01/18

Yn ddiffuant

P A Jolley

Cyfarwyddwr Gwasanaethau Gweithredol a Phartneriaethol

Dosbarthiad:

Cynghowrwy

HJ David

CE Smith

Cynghorwyr

PJ White

HM Williams

Cynghorwyr

Cyng

RE Young

CABINET - DYDD MAWRTH, 30 IONAWR 2018

COFNODION CYFARFOD Y CABINET A GYNHALIWYD YN SIAMBR Y CYNGOR - SWYDDFEYDD DINESIG, STRYD YR ANGEL, PEN-Y-BONT AR OGWR CF31 4WB DYDD MAWRTH, 30 IONAWR 2018, AM 14:30

Presennol

Y Cyngorydd HJ David – Cadeirydd

CE Smith
RE Young

PJ White

HM Williams

Cyng

Ymddiheuriadau am Absenoldeb

Swyddogion:

Gill Lewis	Pennaeth Cyllid a Swyddog 151 Dros Dro
Julie Ellams	Swyddog Gwasanaethau Democraidd - Pwyllgorau
Darren Mephram	Prif Weithredwr
Mark Shephard	Cyfarwyddwr Corfforaethol - Cymunedau
Susan Cooper	Cyfarwyddwr Corfforaethol - Gwasanaethau Cymdeithasol a Lles
Andrew Jolley	Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaethiol
Lindsay Harvey	Cyfarwyddwr Corfforaethol – Addysg a Chymorth i Deuluoedd (Dros Dro)
Gary Jones	Pennaeth Gwasanaethau Democraidd
Mandy Paish	Uwch Ymgynghorydd Her, Consortiwm Canolbarth y De

133. DATGANIADAU O FUDDIANT

Datganodd y Cyngorydd D Patel fuddiant personol yn eitem 10 ar yr agenda, Ceisiadau i fod yn Llywodraethwyr Awdurdod Lleol, gan iddi wneud cais i fod yn llywodraethwr awdurdod lleol yng Ngholeg Cymunedol Y Dderwen ac eitem 13 ar yr agenda, Canlyniadau Arolygiad Estyn ar gyfer Ysgol Gynradd Ogmores Vale gan ei bod yn llywodraethwr ysgol yn Ysgol Gynradd Ogmores Vale.

134. CYMERADWYO COFNODION

PENDERFYNWYD: Cymeradwyo cofnodion cyfarfod Cabinet 19^{eg} Rhagfyr 2017 fel cofnod gwir a chywir.

135. MONITRO CYLLIDEB 2017-18 - RHAGOLWG CHWARTER 3

Croesawodd yr Arweinydd y Pennaeth Cyllid a'r Swyddog Adran 151 Dros Dro i'w chyfarfod cyntaf o'r Cabinet. Yna, rhoddodd y Pennaeth Cyllid a'r Swyddog Adran 151 Dros Dro ddiweddariad i'r Cabinet ar sefyllfa ariannol y Cyngor ar 31^{ain} Rhagfyr 2017.

Roedd yr adroddiad monitro cyllideb yn rhoi trosolwg o'r sefyllfa ariannol bresennol a'r alldro rhagamcanol ar gyfer y flwyddyn yn erbyn y gyllideb a gymeradwywyd gan y Cyngor ym mis Mawrth 2017.

Ar 1^{af} Mawrth 2017, cymeradwyodd y Cyngor gyllideb refeniw net o £258.093 miliwn ar gyfer 2017-18, ynghyd â rhaglen gyfalaf am y flwyddyn o £63.854 miliwn, a gafodd ei diweddaru ers hynny i £49.893 miliwn gan gymryd cynlluniau newydd a gymeradwywyd a chynlluniau yn llithro i 2018-19 i ystyriaeth.

Y sefyllfa a ragwelid yn gyffredinol ar 31^{ain} Rhagfyr 2017 oedd tanwariant net o £1.245 miliwn, yn cynnwys £947,000 o orwariant net ar gyfarwyddiaethau a £5.336 miliwn o danwariant net ar gyllidebau ar draws y Cyngor. Roedd hon yn sefyllfa resymol i fod ynnddi heb unrhyw drosglwyddiadau sylweddol rhwng cyllidebau ers y rhai a adroddwyd i'r Cabinet ar ddiwedd chwarter 2 ym mis Hydref 2017.

Eglurodd fod y pwysau ar y gyllideb yn ystod y flwyddyn mewn perthynas â chynnydd ym mhrisiau ynni ar gyfer nwy a thrydan yn dal i fod yn anhysbys a byddai unrhyw addasiadau'n cael eu prosesu wrth i ffigyrau ddod yn fwy sicr.

Lle'r oedd cynigion ar gyfer lleihau cyllideb y flwyddyn gyfredol wedi cael eu hoedi neu lle na ellid eu cyflawni, roedd cyfarwyddiaethau'n gweithio'n ddiwyd i nodi camau lliniaru i gwrdd â balans y diffygion yn y flwyddyn ariannol hon.

Rhoddodd y Pennaeth Cyllid a Swyddog Adran 151 Dros Dro y wybodaeth ddiweddaraf am raglen gyfalaf y Cyngor a'r symud o fewn cronfeydd wrth gefn a glustnodwyd yn ystod chwarter 3.

Croesawodd yr Arweinydd y tanwariant cyffredinol rhagamcanol. Gofynnodd am ragor o wybodaeth am y pwysau y tu ôl i'r gorwariant ar wasanaethau i bobl ag anableddau dysgu a'r cynigion a ddygwyd ymlaen i reoli costau.

Eglurodd yr Arweinydd Corfforaethol - Gwasanaethau Cymdeithasol a Lles fod y gyfarwyddiaeth ar hyn o bryd yn cynnal adolygiad ariannol llawn ac yn llunio cynllun ariannol i nodi cyfleoedd amgen i leihau costau. Yn y gwasanaeth Gofal Preswyl i rai ag Anabledd Dysgu, cafwyd gorwariant rhagamcanol o £127,000 o ganlyniad i gynnydd yng nghymhlethdod anghenion ynghyd â'r galw am wasanaethau seibiant preswyl. Roeddent yn ceisio osgoi lleoliadau drud y tu allan i'r sir ond roedd rhan sylweddol o'r gorwariant yn digwydd o ganlyniad i gymhlethdod y bobl yr oeddent yn eu cefnogi.

Eglurodd yr Aelod Cabinet Gwasanaethau Cymdeithasol a Chymorth Cynnar fod y pwysau ar y gyfarwyddiaeth yn cael eu nodi'n fanwl yn yr adroddiad. Roedd mwy o bobl ag anghenion cymhleth ac anableddau dysgu ac roedd niferoedd yn cynyddu. Ychwanegodd y byddai'n hoffi gweld adolygiad o'r gyllideb yn ychwanegol at y cynllun ariannol.

Diolchodd y Dirprwy Arweinydd i'r swyddog cyllid am gadw'r cyllid ar y trywydd iawn a gofynnodd am ragor o wybodaeth am symudiad rhwng cronfeydd wrth gefn. Eglurodd y Pennaeth Cyllid a'r Swyddog Adran 151 Dros Dro fod y cronfeydd wrth gefn yn cael eu cadw o dan oruchwyliaeth fanwl oherwydd y posibilrwydd o amgylchiadau annisgwyl. Crëwyd cronfa wrth gefn newydd i dalu am ddyfarniadau cyflog a allai fod yn anodd eu hariannu. Ychwanegodd, pe na bai cronfeydd wrth gefn yn cael eu defnyddio, y byddent yn cael eu hadolygu.

Gofynnodd yr Aelod Cabinet dros Les a Chenedlaethau'r Dyfodol pa effaith yr oedd y tanwariant wedi'i gael ar y gweithlu ac ar ddarparu gwasanaethau stryd. Eglurodd y Cyfarwyddwr Corfforaethol - Cymunedau fod problem wedi bod o ran recriwtio staff tymhorol dros dro. Roedd opsiynau'n cael eu hystyried i wneud y gwasanaeth yn fwy cadarn ac roedd paratodau'n cael eu gwneud ar gyfer toriadau y flwyddyn ganlynol. Roedd mwyafrif helaeth y staff wedi ymateb yn dda i ffyrdd newydd o weithio.

PENDERFYNWYD:

Fe wnaeth y Cabinet nodi'r sefyllfa o ran refereniw rhagamcanol ac alldro cyfalaf ar gyfer 2017-18.

136. AIL-DDATBLYGU NEUADD Y DREF MAESTEG

Rhoddodd y Cyfarwyddwr Corfforaethol - Cymunedau y wybodaeth ddiweddaraf am Brosiect Neuadd y Dref Maesteg oedd yn gofyn am gymeradwyaeth gan y Cabinet i gyflwyno adroddiad i'r Cyngor yn cynnig adolygiad i'r rhaglen gyfalaf ar gyfer 2017-18 i 2016-27. Yn dilyn trosglwyddo rheolaeth Neuadd y Dref i Ymddiriedolaeth Ddiwylliannol Awen yn 2015, comisiynwyd gwaith i ystyried ymarferoldeb adfer ac adnewyddu'r adeilad a chreu canolfan diwylliant a chelfyddydol aml-bwrpas. Roedd y cynnig wedi ei flaenoriaethu gan Lywodraeth Cymru ar gyfer Cyllid Adeiladau ar gyfer y Dyfodol ac roedd angen achos busnes llawn ar gyfer y prosiect yn awr.

Eglurodd y Cyfarwyddwr Corfforaethol - Cymunedau fod Mace Group wedi cael ei gomisiynu ym mis Awst 2017 i ddatblygu'r cysyniad dylunio, cyflawni gwaith ychwanegol i ystyried ymarferoldeb a darparu amcangyfrifon cost mwy cywir ar gyfer y prosiect. Trefnwyd i gwblhau'r gwaith manwl i ystyried ymarferoldeb erbyn mis Mawrth. Rhagwelir mai cost y cynllun yn seiliedig ar yr uchelgais gwreiddiol fyddai £5-6 miliwn, cynnydd o'r amcangyfrif cychwynnol o £4-5 miliwn a wnaed cyn i'r gwaith manwl i ystyried ymarferoldeb gael ei wneud. Roedd adnewyddu hen adeiladau hanesyddol fe eglurodd bob amser yn gymhleth a hyd nes bod y gwaith i ystyried ymarferoldeb yn gyflawn a bod yr holl faterion perthnasol wedi'u nodi roedd yn anodd rhagfynegi amcangyfrif cyfalaf yn gywir. Aeth ymlaen i egluro hyd nes y derbynir y tendrau terfynol y byddai amcangyfrif y gost yn parhau i fod yn ddangosol gydag adroddiad pellach i'w gyflwyno i'r Cabinet pan fyddai'r gwaith a chynllun y costau wedi'u cwblhau.

Roedd y Cabinet eisoes wedi neilltuo £800,000 o'r arian y disgwylid ei dderbyn o werthu tir yn Heol Ewenny ar gyfer adfywio yng Nghwm Llynfi a thybid bob amser y byddai'r swm hwn yn cael ei ddefnyddio i gefnogi ailddatblygu Neuadd Dref Maesteg. Ond nid oedd y tir wedi ei werthu eto ac felly roedd hyn yn golygu bod yna broblem o ran amseru gan fod angen cadarnhau'r dyraniad ychwanegol o £800,000 i'r cynllun at ddibenion ceisiadau am gyllid allanol yn awr. Roedd hyn oherwydd bod y Cyngor wedi cael gwybod bod gwell siawns i'r rhai hynny fod yn llwyddiannus pe bai swm llawn arian cyfatebol y Cyngor yn cael ei gadarnhau cyn i'r ceisiadau hynny gael eu hystyried yn ffurfiol. Ond roedd hyn yn golygu bod angen i'r Cyngor nodi'r £800,000 yn ei raglen gyfalaf yn awr a fyddai'n cael ei offsetio unwaith y byddai'r gwaith o werthu Heol Ewenny wedi'i gwblhau. Roedd hyn yn golygu rhywfaint o risg i'r Cyngor gan fod perygl na fyddai'n gwerthu ac os byddai'n gwerthu gallai werthu am lai na £800,000. Ond sicrhodd y Cyfarwyddwr Corfforaethol - Cymunedau'r Cabinet fod y gwaith o werthu'r tir yn mynd rhagddo'n dda.

Eglurodd yr Aelod Cabinet dros Addysg ac Adfywio fod trigolion Cwm Llynfi yn ymwybodol o'r trafodaethau ond byddai o gymorth i aelodau newydd pe gellid dosbarthu enghreifftiau o'r cynigion. Mynegwyd pryderon na allai'r prosiect fynd rhagddo heb werthu tir yn Heol Ewenny. Eglurodd y Cyfarwyddwr Corfforaethol - Cymunedau, mewn sefyllfa lle na fuasai'r uchelgais presennol ar gyfer ailddatblygu'r neuadd yn fforddiadwy, naill ai oherwydd na sicrhawyd yr holl gyllid allanol a ragwelid neu oherwydd bod costau'r cynllun yn cynyddu, fod nifer o opsiynau ar gael. Byddai'n bosibl chwilio am ffynonellau eraill o gyllid allanol, er y gallai hyn achosi rhywfaint o oedi. Gallai'r cynllun gael ei gwtogi a bod yn destun 'peirianeg gwerth' i weddu i ba faint bynnag o arian oedd ar gael, ond efallai y byddai yna ganlyniadau gweithredol o wneud hyn. Gellid anfon cais arall i'r Cyngor hefyd i sicrhau'r arian ychwanegol angenrheidiol, ond byddai angen ystyried hyn yng nghyd-destun gofynion eraill ar raglen gyfalaf y Cyngor. Dywedodd eto mai'r uchelgais yw parhau i gyflawni'r cynllun llawn, ond efallai y bydd yn rhaid adolygu hyn yn dibynnu ar amcangyfrif y gost derfynol a chanlyniad ceisiadau am gyllid allanol dros y misoedd nesaf.

Gofynnodd yr Aelod Cabinet dros Les a Chenedlaethau'r Dyfodol a oedd swyddogion yn hyderus na fyddai'r costau'n cynyddu eto. Dywedodd y Cyfarwyddwr Corfforaethol - Cymunedau y byddai'n fwy hyderus pan fyddai amcangyfrifon terfynol yn cael eu derbyn ddiwedd mis Mawrth.

Dywedodd yr Arweinydd ei fod yn hyderus y byddai'r prosiect yn mynd rhagddo ac y byddai'r arian o Heol Ewenny yn cael ei sicrhau.

PENDERFYNWYD: Argymhellodd y Cabinet gael cymeradwyaeth gan y Cyngor am gyllideb gyfalaf fwy o £5.186 miliwn ar gyfer ailddatblygu Neuadd y Dref Maesteg, a oedd yn cynnwys £800,000 ychwanegol o dderbyniadau cyfalaf, a fyddai'n dod naill ai trwy werthu tir yn Heol Ewenny, neu o dderbyniadau cyfalaf cyffredinol, pe na bai'r arian o werthu Heol Ewenny yn dod neu ei fod yn is na'r arian a ragwelwyd ynghyd â chyllid diwygiedig o ffynonellau allanol.

137. **YSGOL GYNRADD CROESTY AC YSGOL GYFUN PENCOED - CYNNYDD YNG NGWARIANT Y CYNLLUN LLWYBRAU DIOGEL MEWN CYMUNEDAU**

Cyflwynodd y Cyfarwyddwr Corfforaethol - Cymunedau adroddiad yn gofyn am gymeradwyaeth y Cabinet i gynyddu gwariant y contract ar gyfer Cam 2 Cynllun Cyfalaf Ysgol Gynradd Croesty ac Ysgol Gyfun Pencoed a oedd yn cael ei ariannu gan raglen Llwybrau Diogel mewn Cymunedau Llywodraeth Cymru. Gofynnodd yr adroddiad hefyd am hepgoriad o dan Reoliadau Gweithdrefn Contractau Rheol 3.2.5 o'r gofyniad i gael dyfynbrisiau neu dendrau i ganiatáu estyn y contract gyda'r contractwr presennol.

Rhagwelid y byddai'n bosibl cyflawni costau llawn y cynllun gwreiddiol a'r gwaith ychwanegol a nodwyd, gan gynnwys unrhyw gynnydd pellach mewn costau a allai ddigwydd o ganlyniad i broblemau a wynebir ar y safle, o fewn y dyraniad cyllid diwygiedig o £675,000, yn amodol ar gyflwyno a chymeradwyo dyfynbris derbynol i ymgymryd â'r gwaith ychwanegol gan Alun Griffiths (Contractwr) Limited.

Cymeradwyodd yr Aelod Cabinet - Cymunedau'r cynnig a dywedodd ei bod yn hanfodol i'r cynnig hwn gael ei gymeradwyo.

PENDERFYNWYD: Fe wnaeth y Cabinet:-

- a) Gymeradwyo'r gwariant ychwanegol ar y cynllun;
- b) Awdurdodi hepgoriad o dan Reol Gweithdrefn Contract 3.2.5 o'r gofyniad i gael dyfynbrisiau neu dendrau am yr uchod er mwyn gallu ymestyn y contract gyda'r contractwr presennol.

138. **GOFAL CYMDEITHASOL PLANT - FFI OEDD PRIFYSGOL**

Cyflwynodd y Cyfarwyddwr Corfforaethol - Gwasanaethau Cymdeithasol a Lles adroddiad yn hysbysu'r Cabinet am yr adolygiad a oedd ar y gweill mewn perthynas â chymorth ariannol sy'n cael ei roi i rai sy'n gadael gofal gyda ffioedd prifysgol a chostau cysylltiedig. Roedd yr adroddiad hefyd yn gofyn am gymeradwyaeth i ymgynghori'n ffurfiol ar y tri dewis ariannol arfaethedig i gefnogi'r rhai sy'n gadael gofal sy'n mynd i'r Brifysgol.

Eglurodd y Cyfarwyddwr Corfforaethol - Gwasanaethau Cymdeithasol a Lles fod yr Awdurdod yn rhoi cymorth ariannol i bobl ifanc a oedd yn flaenorol yn blant oedd yn derbyn gofal i fynychu cyrsiau prifysgol ac addysg uwch. Roedd y cymorth hwn yn cael ei roi yn absenoldeb polisi a gytunwyd ac nid oedd unrhyw gyllideb benodol y gellid

tynnu'r gefnogaeth ariannol ohoni. Roedd yr adroddiad hefyd yn adlewyrchu'r pecyn o argymhellion a gynhwyswyd yn adroddiad terfynol Arolwg o Gyllid Addysg Uwch a Threfniadau Cyllid Myfyrwyr yng Nghymru. Ar hyn o bryd roedd yr Awdurdod yn cefnogi naw o bobl oedd yn gadael gofal i fynychu'r brifysgol ac roedd y nifer hwn yn debygol o gynyddu dros y tair blynedd nesaf.

Eglurodd y Cyfarwyddwr Corfforaethol - Gwasanaethau Cymdeithasol a Lles fod y tri dewis gwahanol i'r sefyllfa bresennol yn gyson o ran sicrhau bod yr Awdurdod yn cydymffurfio â'r Ddeddf Gwasanaethau Cymdeithasol a Llesiant (SSWBA). Amlinellodd y tri opsiwn a risgiau a manteision pob un.

Pwysleisiodd yr Aelod Cabinet Gwasanaethau Cymdeithasol a Chymorth Cynnar bwysigrwydd rhoi'r gefnogaeth orau bosibl a sicrhau nad oedd myfyrwyr yn cael eu trin yn wahanol. Roedd mwy o blant oedd yn derbyn gofal yn mynd i'r brifysgol ac roedd yn bwysig cael polisi a chyllideb ar eu cyfer.

Cytunai'r Arweinydd ei bod hi'n bwysig cael polisi a chyllideb ar gyfer hyn a bod y polisi'n cael ei gymhwyso'n gyson. Roedd yn bwysig i fyfyrwyr gael cyfle i symud ymlaen mewn bywyd ac roedd yn edrych ymlaen at weld canlyniad yr ymgynghoriad.

Croesawodd y Dirprwy Arweinydd y cyfle i ddatblygu polisi i gefnogi plant oedd yn derbyn gofal sy'n mynd i'r brifysgol. Awgrymodd y dylid ystyried unrhyw awgrymiadau sy'n deillio o'r ymgynghoriad ac nid dim ond y tri opsiwn a gynigiwyd eisoes.

Cytunodd yr Aelod Cabinet Gwasanaethau Cymdeithasol a Chymorth Cynnar gyda'r awgrym a bod angen polisi i ymdrin â swm sylweddol o arian mewn maes lle'r oedd niferoedd yn debygol o gynyddu.

PENDERFYNWYD:

Fe wnaeth y Cabinet

- Nodi'r wybodaeth yn yr adroddiad
- Cymeradwyo ymgynghoriad ffurfiol 12 wythnos ar yr opsiynau a nodwyd yn yr adroddiad;
- Cytuno i dderbyn adroddiad gyda chanlyniad yr ymgynghoriad, (gan gynnwys diwygiadau / ychwanegiadau i'r tri dewis), a fyddai'n cynnwys aelodau'r Pwyllgor Trosolwg a Chraffu, er mwyn i'r Cabinet wneud penderfyniad terfynol.

139. SAFONAU LLYFRGELLOEDD CYMRU - PERFFORMIAD

Cyflwynodd y Cyfarwyddwr Corfforaethol - Gwasanaethau Cymdeithasol a Lles berfformiad y Cyngor i'r Cabinet yn erbyn Pumed Fframwaith Safonau Llyfrgelloedd Cyhoeddus Cymru (WPLS) ar gyfer y cyfnod 2016-17 ac i gael cymeradwyaeth i egwyddorion strategol y Gwasanaeth Llyfrgell. Roedd Cyngor Pen-y-bont ar Ogwr yn cyflwyno ffurflen Safonau Llyfrgelloedd Cyhoeddus Cymru yn flynyddol i'w hystyried gan aseswyr. Yna roedd adroddiad yn cael ei gyhoeddi gan yr Is-adran Amgueddfeydd, Archifau a Llyfrgelloedd (MALD) a atodir fel Atodiad 1 yr adroddiad. Roedd yr adroddiad hwn yn egluro bod y Gwasanaeth Llyfrgell ym Mhen-y-bont ar Ogwr bellach yn cwrdd â phob un o'r deunaw o'r hawliau dinesydd craidd yn llawn a hefyd mewn perthynas â'r saith dangosydd ansawdd yn seiliedig ar dargedau, roedd pump wedi'u cyflawni'n llawn ac un wedi'i gyflawni'n rhannol.

Dywedodd yr Arweinydd ei bod yn galonogol derbyn yr adroddiad gan fod yr awdurdod am y tro cyntaf yn bodloni pob un o'r deunaw hawl.

Dyweddod yr Aelod Cabinet dros Les a Chenedlaethau'r Dyfodol ei bod hi'n falch o weld yr adroddiad a bod pob un o'r deunaw hawl wedi'u bodloni a bod cwsmeriaid yn hapus gyda'r gwasanaeth a ddarperir.

PENDERFYNWYD: Fe wnaeth y Cabinet:-

- 1) Ystyried a nodi cynnwys yr adroddiad a'r atodiad, a chydnabod blwyddyn lwyddiannus o gynnydd yn erbyn Safonau Llyfrgelloedd Cyhoeddus Cymru.
- 2) Cymeradwyo'r egwyddorion strategol ar gyfer datblygu, gan gynnwys y posibilrwydd o gydleoli cyfleusterau a'r opsiynau i'r gwasanaeth llyfrgell deithiol gael eu datblygu fel rhan o gynllun datblygu'r gwasanaeth ar gyfer 2018/19.

140. CYNNIG I SEFYDLU CANOLFAN ADNODDAU DYSGU ANHWYLDER Y SBECTRWM AWTISTIG (ASD) YN YSGOL GYNRADD PENCOED

Cyflwynodd y Cyfarwyddwr Corfforaethol dros Dro - Addysg a Chymorth Teuluol adroddiad yn gofyn am gymeradwyaeth y Cabinet i ymgynghori'n ffurfiol â rhieni, staff a chorff llywodraethu Ysgol Gynradd Pencoed a phartïon eraill â diddordeb ynghylch y cynnig i sefydlu Canolfan Adnoddau Dysgu ar gyfer disgyblion ag ASD yn Ysgol Gynradd Pencoed.

Eglurodd fod y Cyngor yn cefnogi'r egwyddorion y dylai plant gael eu haddysgu, lle bo modd, mewn amgylchedd ysgol brif ffrwd mor agos â phosib at eu cartrefi. Byddai'r cynnig i agor Canolfan Adnoddau Dysgu ag Anhwyllder y Sbectrwm Awtistig yn Ysgol Gynradd Pencoed yn rhoi cyfle i blant ag ASD sy'n byw yn ardal ddwyreiniol Bwrdeistref Sirol Pen-y-bont ar Ogwr gael eu haddysgu'n lleol.

Ychwanegodd y Cyfarwyddwr Corfforaethol, Addysg a Chymorth Teuluol Dros Dro y gofynnid am farn pobl ifanc hefyd fel rhan o'r ymgynghoriad.

Dyweddod yr Aelod Cabinet dros Addysg ac Adfywio ei fod ef yn cefnogi'r cynigion a oedd yn fuddsoddiad sylweddol ym Mhencoed ac yn y sir gyfan.

Dyweddod yr Arweinydd ei fod yn falch o weld y cynigion a'r ymgynghoriad oedd ar y gweill a phan ymgynghorwyd â rhanddeiliaid ynghylch agor canolfan adnoddau dysgu yn Ysgol Gyfun Gymraeg Llangynwyd y cafwyd ymateb hynod gadarnhaol gan gymuned yr ysgol ac roedd yn hyderus y byddai ymateb yr un mor gadarnhaol ym Mhencoed.

PENDERFYNWYD: Cytunodd y Cabinet i ymgynghori'n ffurfiol ar y cynnig i sefydlu Canolfan Adnoddau Dysgu ar gyfer disgyblion ag ASD yn Ysgol Gynradd Pencoed ac i ganlyniad yr ymgynghoriad gael ei adrodd yn ôl i'r Cabinet fel y gellid gwneud penderfyniad gwybodus ar y cynnig o 1 Medi 2018.

141. CEISIADAU I FOD YN LLYWODRAETHWYR AWDURDOD LLEOL

Cyflwynodd y Cyfarwyddwr Corfforaethol Dros Dro, Addysg a Chymorth i Deuluoedd adroddiad yn gofyn am gymeradwyaeth gan y Cabinet i benodi llywodraethwyr awdurdodau lleol i gyrrff llywodraethu'r ysgolion a restrir yn yr adroddiad.

Ar gyfer 12 o'r ysgolion a restrwyd, roedd 15 ymgeisydd yn bodloni'r meini prawf cymeradwy ar gyfer eu penodi fel llywodraethwyr ALI ac nid oedd unrhyw gystadleuaeth am unrhyw rai o'r swyddi gwag hyn. Ar gyfer y 4 ysgol arall, roedd cystadleuaeth am 5 o swyddi gwag ac archwiliodd panel y swyddogion y ceisiadau a gwnaed yr argymhellion sydd i'w gweld yn yr adroddiad.

Gwahoddodd yr Aelod Cabinet dros Addysg ac Adfywio unrhyw drigolion oedd ag awydd gwasanaethu eu cymuned i gadw golwg am swyddi gwag yn y dyfodol a dywedodd y byddai hyfforddiant am ddim yn cael ei ddarparu.

PENDERFYNWYD: Cymeradwyodd y Cabinet y penodiadau a restrir ym mharagraffau 4.1 a 4.2 yr adroddiad.

142. RHAGLEN MODERNEIDDIO YSGOLION - BAND B

Cyflwynodd y Cyfarwyddwr Corfforaethol Dros Dro, Addysg a Chymorth Teuluol adroddiad gyda'r Pennaeth Cyllid a'r Swyddog Adran 151 Dros Dro yn gofyn i'r Cabinet gymeradwyo'r rhaglen ariannol sy'n ofynnol ar gyfer Band B y Rhaglen Moderneiddio Ysgolion cyn ei chyflwyno i'r Cyngor.

Ym mis Rhagfyr 2017 rhoddodd Llywodraeth Cymru gymeradwyaeth mewn egwyddor i ail don buddsoddiad Pen-y-bont ar Ogwr, gyda'r amcangyfrif o gost 'amlen y rhaglen' yn £68.2m. Efallai y bydd angen costau pellach sydd heb eu pennu eto a fydd yn gysylltiedig â chapasiti ychwanegol o ran isadeiledd. Roedd y gwaith cychwynnol wedi dechrau ar y rhaglen ac roedd timau prosiect yn cael eu sefydlu. Byddai gwaith y timau prosiect yn pennu unrhyw ofynion ychwanegol i'w cyflawni ar y cynlluniau unigol megis gwelliannau i'r priffyrdd.

Eglurodd y Cyfarwyddwr Corfforaethol Dros Dro, Addysg a Chymorth Teuluol y goblygiadau ariannol, yr angen am achosion busnes manwl ar gyfer pob prosiect a sut y byddai'r arian cyfatebol yn cael ei ddarparu. Dywedodd hefyd y byddai'r prosiectau a gynhwyswyd yn rhaglen gyfalaf y Cyngor yn cael eu cadarnhau unwaith y byddai Llywodraeth Cymru yn cymeradwyo'r achosion busnes terfynol a bod digon o gyllid wedi'i gynhyrchu.

Ychwanegodd yr Aelod Cabinet dros Addysg ac Adfywio fod hwn yn gynllun uchelgeisiol ond cyraeddadwy.

PENDERFYNWYD: Fe wnaeth y Cabinet:-

- (1) gymeradwyo'r ymrwymiad ariannol sy'n ofynnol ar gyfer Band B y Rhaglen Moderneiddio Ysgolion mewn egwyddor. Byddai'r gymeradwyaeth yn ddarostyngedig i nodi a dyrannu adnoddau digonol i fodloni'r ymrwymiad i gael arian cyfatebol;
- (2) cymeradwyo bod adroddiad yn cael ei gyflwyno i'r Cyngor i ddiwygio'r rhaglen gyfalaf ar gyfer Band B y Rhaglen Moderneiddio Ysgolion.

143. CANLYNIADAU AROLYGIAD ESTYN YNGHYLCH YSGOL GYFUN CYNFFIG

Cyflwynodd y Rheolwr Grŵp, Gwella Ysgolion, adroddiad ar ganlyniadau arolygiad Estyn diweddar ar Ysgol Gyfun Cynffig. Arolygwyd yr Ysgol gan Estyn ym mis Hydref 2017 a chyhoeddwyd yr adroddiad ar 4 Rhagfyr 2017. Rhoddodd yr arolygwyr 4 dyfarniad "Digonol ac angen gwella" ac un "Da" a gwnaed nifer o argymhellion. Byddai'r ysgol yn llunio cynllun gweithredu ôl-arolygiad a fyddai'n manylu sut y byddai'n ymdrin â'r argymhellion.

Dywedodd yr Aelod Cabinet dros Addysg ac Adfywio ei fod yn falch fod rhaglen gefnogaeth ragweithiol yn cael ei chynnig yn dilyn y canlyniadau cymysg.

Amlinellodd y Rheolwr Grŵp, Gwella Ysgolion y gefnogaeth a roddwyd ar waith, gan gynnwys cefnogaeth ynghylch sgiliau ymarfer da o bob rhan o'r rhanbarth, cefnogaeth gan arbenigwyr mewn perthynas ag ymddygiad a thystiolaeth gan ysgolion a phartneriaethau eraill i helpu i ddatblygu systemau a phrosesau.

Dywedodd yr Arweinydd ei fod yn hyderus y byddai'r ysgol yn gwneud cynnydd ac roedd yn edrych ymlaen at dderbyn adroddiad yn ôl maes o law.

PENDERFYNWYD: Nododd y Cabinet gynnwys yr adroddiad.

144. CANLYNIADAU AROLYGIAD ESTYN YNGHYLCH YSGOL GYNRADD OGMORE VALE

Cyflwynodd y Rheolwr Grŵp, Gwella Ysgolion, adroddiad ar ganlyniadau arolygiad diweddar Estyn ar Ysgol Gynradd Ogmores Vale. Arolygwyd Ysgol Gynradd Ogmores Vale gan Estyn ym mis Hydref 2017 a chyhoeddwyd yr adroddiad ar 4 Rhagfyr 2017. Rhoddodd yr arolygwyr 4 dyfarniad "Digonol ac angen gwelliant" ac un "Anfodhaol ac angen gwelliant ar frys" a gwnaed nifer o argymhellion. Byddai'r ysgol yn llunio cynllun gweithredu ôl-arolygiad a fyddai'n dangos sut y byddai'n ymdrin â'r argymhellion. Dywedodd y Cyfarwyddwr Corfforaethol Dros Dro, Addysg a Chymorth i Deuluoedd y byddai Estyn yn adolygu'r sefyllfa ar 13^{eg} a 14^{eg} Chwefror 2018 ac yna'n darparu diweddiadau bob tymor am y cynnydd a wneir.

Dywedodd yr Aelod Cabinet dros Addysg ac Adfywio y bu ymweliad diweddar i'r ysgol cyn i'r canlyniadau gael eu cyhoeddi ac roedd gan yr Aelodau ddealltwriaeth dda o'r hyn oedd yn digwydd yn yr ysgol ac roedd yn obeithiol y byddai'r ysgol yn ateb yr her.

Eglurodd y Rheolwr Grŵp, Gwella Ysgolion fod yna lefel bellach o gategori dilynol i'r ysgol hon. Roedd y cynllun gweithredu ôl-arolygiad yn mynnu bod datganiad yn cael ei anfon o'r Awdurdod Lleol o fewn 10 diwrnod. Roedd yr ysgol wedi cyflwyno'r dogfennau perthnasol ac roedd Estyn yn gweithio drwy'r datganiad gweithredu ar hyn o bryd. Roeddent yn disgwyl gweld gwelliannau o fewn y flwyddyn academaidd a byddent yn adrodd bob hanner tymor ar gynnydd. Byddai'r cynnydd yn cael ei fonitro trwy'r grŵp gwella ysgolion a byddai adroddiadau pellach yn cael eu rhoi i'r Cabinet.

PENDERFYNWYD: Nododd y Cabinet gynnwys yr adroddiad.

145. POLISI ADNEWYDDU'R SECTOR PREIFAT

Cyflwynodd y Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth adroddiad yn gofyn am gymeradwyaeth y Cabinet i ddiwygio Polisi Adnewyddu Tai ac Addasiadau i'r Anabl y Sector Preifat i adlewyrchu newidiadau Llywodraeth Cymru i delerau ac amodau cynllun benthyciadau eiddo gwag "Troi Tai yn Gartrefi".

Eglurodd fod Llywodraeth Cymru wedi newid telerau ac amodau'r cynllun benthyciad trwy gynyddu cyfnod y benthyciad ar gyfer eiddo gwag y bwriedir eu rhentu o uchafswm o 3 blynedd i 5 mlynedd. Cynyddwyd uchafswm y benthyciad a gynigir i bob ymgeisydd ar gyfer eiddo gwag hefyd o £150,000 i £250,000 (10 uned yn ôl £25,000 yr uned).

Croesawodd yr Aelod Cabinet dros Les a Chenedlaethau'r Dyfodol y newidiadau a fyddai'n helpu gyda'r agenda eiddo gwag.

Croesawodd y Dirprwy Arweinydd y newidiadau hefyd a'r gallu i ailgylchu arian a buddsoddi mewn adeiladwyr a chyflenwyr lleol.

PENDERFYNWYD: Cymeradwydd y Cabinet Bolisi Adnewyddu Tai ac Addasiadau i'r Anabl y Sector Preifat diwygiedig ac yn benodol, y newidiadau i'r cynllun benthyciadau eiddo gwag 'Troi Tai yn Gartrefi' fel yr amlinellir yn adran 4.1 yr adroddiad.

146. GORCHYMYN GWARCHOD MANNAU CYHOEDDUS

Dywedodd y Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth fod yr eitem hon wedi'i dileu o'r agenda oherwydd nad oedd yr adroddiad yn cynnwys cynlluniau'r Gorchymynion Gwarchod Mannau Cyhoeddus newydd y gofynnir i'r Aelodau eu creu.

PENDERFYNWYD: Dileu'r eitem o'r agenda.

147. POLISI CADW DATA

Cyflwynodd y Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth adroddiad i'r Cabinet gymeradwyo'r Polisi Cadw Data a fyddai'n nodi cyfrifoldebau a gweithgareddau'r Cyngor mewn perthynas â'r data roedd yn ei gadw gyda phwyslais ar gyflwyno amserlen cadw data a fyddai'n cael ei chytuno gan yr holl Gyfarwyddiaethau.

Eglurodd y byddai'r Rheoliad Cyffredinol ar Ddiogelu Data yn dod i rym ym mis Mai 2018 a byddai'n cyflwyno gofynion ychwanegol o ran cadw data personol o'i gymharu â Deddf Diogelu Data 1998. Gallai torri'r darpariaethau hyn arwain at osod dirwyon sylweddol.

Eglurodd y Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth fod y Polisi Cadw Data yn anelu at ddiffinio rhwymedigaethau a chyfrifoldebau'r Awdurdod wrth drin a storio data mewn perthynas â Deddf Diogelu Data 1998.

Diolchodd yr Aelod Cabinet dros Les a Chenedlaethau'r Dyfodol i'r swyddogion a fu'n gweithio ar ddatblygu'r polisi.

PENDERFYNWYD: Cymeradwydd y Cabinet y Polisi Cadw Data a atodir yn Atodiad 1 yr adroddiad.

148. COMISIYNU A DYFARNU CONTRACTAU MEWN PERTHYNAS Â'R RHAGLEN CEFNOGI POBL

Cyflwynodd y Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth adroddiad yn gofyn am gymeradwyaeth i lunio contract peilot am 12 mis gyda dewis i ymestyn am 12 mis arall ar gyfer Rhaglen Cyflawnwyr (*Perpetrators*) i ategu'r Gwasanaeth Cam-drin Domestig Integredig presennol. Pe bai caniatâd yn cael ei roi yna byddai rhan o Reol Sicrhau Contractau'r Cyngor mewn perthynas â chontract peilot ar gyfer Rhaglen Cyflawnwyr yn cael ei hatal a byddai'r Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth yn cael ei awdurdodi i ymrwymo i gontract peilot 12 mis gydag opsiwn i ymestyn am 12 mis arall.

Eglurodd y Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth fod cyfle wedi codi i ddatblygu cynllun peilot i redeg ochr yn ochr â'r ddarpariaeth bresennol i weithio gyda chyflawnwyr troseddau. Byddai'r rhaglen ymyrraeth i gyflawnwyr yn mabwysiadu ymagwedd gyfannol at ddarparu gwasanaethau gyda'r ymrwymiad i ddileu trais yn erbyn dynion a merched, cam-drin domestig a thrais rhywiol, gan gefnogi'r agenda atal, amddiffyn a chefnogi trwy Ddeddf Trais yn erbyn Menywod, Cam-drin Domestig a Thrais Rhywiol (Cymru) 2015, a Deddf Gwasanaethau Cymdeithasol a Lles (Cymru) 2014.

Eglurodd fod yna anawsterau wrth gomisiynu'r gwasanaethau hyn oherwydd yr ansicrwydd ynghylch ariannu contractau o'r fath yn y dyfodol o dan raglenni ariannu Llywodraeth Cymru. Roedd hyd arfaethedig y contract hwn yn gymharol fyr a gwerth isel oedd iddo. Roedd angen pwyso'r risg hon yn erbyn yr angen i ddarparu gwasanaeth ataliol i atal neu leihau cam-drin domestig, trais rhywiol a risg o niwed difrifol neu laddiad rhag digwydd.

Ychwanegodd yr Aelod Cabinet dros Les a Chenedlaethau'r Dyfodol fod hwn yn adroddiad diddorol oedd yn ymdrin â mater cam-drin domestig mewn ffordd wahanol. Byddai'r gwasanaeth craidd yn parhau i weithio gyda dioddefwyr yn y ffordd arferol ac roedd hwn yn gyfle i dreialu'r cynllun.

Cytunodd yr Arweinydd a'r Aelod Cabinet dros Gymunedau â hyn a dywedodd fod hwn yn wasanaeth hynod arbenigol na allai ond nifer gyfyngedig o sefydliadau ei ddarparu.

PENDERFYNWYD: Fe wnaeth y Cabinet:-

- (1) Wahardd y rhannau perthnasol o Reolau Sicrhau Contractau'r Cyngor mewn perthynas â'r gofynion i dendro ac ymrwymo i gontract peilot am 12 mis, gydag opsiwn i ymestyn am 12 mis arall ar gyfer y Rhaglen i Gyflawnwyr a restrir yn Atodiad 1 yr adroddiad.
- (2) Awdurdodi'r Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth i ymrwymo i Gontract peilot 12 mis gydag opsiwn i ymestyn am 12 mis arall ar gyfer Rhaglen i Gyflawnwyr.

149. ADRODDIADAU ER GWYBODAETH I'W NODI

Cyflwynodd y Cyfarwyddwr Corfforaethol Gwasanaethau Gweithredol a Phartneriaeth adroddiad a hysbysodd y Cabinet am yr Adroddiadau er Gwybodaeth i'w nodi a gyhoeddwyd ers ei gyfarfod diwethaf, fel y'u cynhwysir ym mharagraff 4.1 yr adroddiad.

PENDERFYNWYD: Bod y Cabinet yn cydnabod cyhoeddi'r pedair dogfen sydd yn yr adroddiad cyffredinol.

150. EITEMAU BRYD

PENDERFYNWYD: Derbyniodd y Cadeirydd yr eitem ganlynol fel mater brys yn unol â pharagraff 2.4 (e) Rheolau Gweithdrefn y Cabinet o fewn y Cyfansoddiad, er mwyn rhoi digon o amser i'r Cabinet ystyried canfyddiadau'r Panel Ymchwilio a Gwerthuso'r Gyllideb (BREP), ynghyd ag ymatebion pob un o'r Pwyllgorau Trosolwg a Chraffu ar Bynciau ar gynigion drafft y Gyllideb a gynhwysir yn Strategaeth Ariannol Tymor Canolig y Cyngor (MTFS).

151. STRATEGAETH ARIANNOL TYMOR CANOLIG 2018-19 I 2021-22 A'R BROSES YMGYNGHORI AR Y GYLLIDEB DDRAFFT

Cyflwynodd y Cyng. M Jones, Cadeirydd y Panel Ymchwilio a Gwerthuso'r Gyllideb, ganfyddiadau ac argymhellion y Pwyllgor Trosolwg a Chraffu Corfforaethol mewn perthynas â chanfyddiadau'r Panel Ymchwilio a Gwerthuso'r Gyllideb (BREP) i'r Cabinet a'r ymatebion o'r Pwyllgorau Trosolwg a Chraffu ar Bynciau mewn perthynas â chynigion cyllideb ddrafft y Cabinet. Roedd y Cyng. C Green, Cadeirydd y Pwyllgor Trosolwg a Chraffu Corfforaethol i fod i gyflwyno'r adroddiad ond anfonodd ymddiheuriadau am absenoldeb oherwydd ei bod yn sâl.

Diolchodd y Cynghorydd M Jones i'r Dirprwy Arweinydd a'r swyddogion am eu cefnogaeth yn ystod y broses. Bu'r Pwyllgor Trosolwg a Chraffu Corfforaethol yn ystyried canfyddiadau'r Panel Ymchwilio a Gwerthuso'r Gyllideb (BREP) ar 25 Ionawr 2018 i benderfynu a ddylid anfon yr argymhellion i'r Cabinet fel rhan o'r broses ymgynghori ynghylch y gyllideb.

Eglurodd, yn ogystal â chynnig argymhellion mewn perthynas â'r cynigion cyllideb drafft ar gyfer 2018-19 i 2021-22 a'r broses ymgynghori, fod y Panel hefyd wedi gwneud sawl argymhelliad ynghylch cynllunio cyllideb ar gyfer y dyfodol ac wedi cynnig argymhellion arfaethedig i fforymau eraill o fewn yr Awdurdod.

Diolchodd y Dirprwy Arweinydd i'r Cyng. M Jones am gadeirio BREP ac am wneud y gwaith o ddifrif ac yn frwdfrydig. Byddai'r Cabinet yn rhoi diwydrwydd dyladwy i'r argymhellion ac yn rhoi adroddiad pellach ymhen amser.

Diolchodd yr Arweinydd hefyd i'r Cyng. M Jones a'r Panel am yr amser a gymerwyd i ystyried yr holl gynigion yn ofalus. Roedd hwn yn banel trawsbleidiol a diolchodd i'r aelodau am y ffordd adeiladol yr oeddent wedi cymryd rhan yn y broses. Byddai'r Cabinet yn awr yn ystyried yr argymhellion ac yna'n adrodd yn ôl i'r pwyllgor craffu a BREP.

PENDERFYNWYD: Cytunodd y Cabinet i ystyried argymhellion y Pwyllgor Trosolwg a Chraffu Corfforaethol, mewn ymateb i Strategaeth Ariannol Tymor Canolig 2018-19 i 2021-22 a'r Broses Ymgynghori ar y Gyllideb Ddrafft

152. GWAHARDD Y CYHOEDD

PENDERFYNWYD: O dan Adran 100A (4) o Ddeddf Llywodraeth Leol 1972 fel y'i diwygiwyd gan Orchymyn Llywodraeth Leol (Mynediad i Wybodaeth) (Amrywiad) (Cymru) 2007, y dylid gwahardd y cyhoedd o'r cyfarfod wrth ystyried yr eitem fusnes ganlynol gan ei bod yn cynnwys gwybodaeth eithriedig fel y diffinnir hynny ym Mharagraff 14 o Ran 4 a Pharagraff 21 o Ran 5 Atodlen 12A Deddf Llywodraeth Leol 1972, fel y'i diwygiwyd gan Orchymyn Llywodraeth Leol (Mynediad i Wybodaeth) (Amrywiad) (Cymru) 2007.

Yn dilyn cymhwyso prawf budd y cyhoedd wrth ystyried yr eitem hon, penderfynwyd, yn unol â'r Ddeddf y cyfeirir ati uchod, ystyried yr eitem yn breifat, gyda'r cyhoedd yn cael ei wahardd o'r cyfarfod gan y byddai'n golygu datgelu gwybodaeth eithriedig o natur fel y nodwyd uchod.

153. GWAREDU TIR YM MHARC AFON EWENNI (CYN STORFA JOHN RAYMOND TRANSPORT)

Daeth y cyfarfod i ben am 16:20

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE INTERIM HEAD OF FINANCE AND SECTION 151 OFFICER

RENEWAL OF INSURANCE COVER

1. Purpose of Report

- 1.1 The purpose of this report is to seek approval for the renewal of the Council's insurance programme, to inform Cabinet of the result of the retender exercise for the material damage and contract works policy and to seek Cabinet approval to authorise Marsh UK Limited, as the Council's appointed insurance broker, to accept cover for the full range of policies, on behalf of the Council.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 The Council must manage its finances carefully and in a way that enables resources to be directed at spending priorities and the delivery of core services. The purchase of insurance is part of this robust approach to financial and risk management.

3. Background

- 3.1 Whilst the Council's insurance cover is subject to long term agreements with providers, the Council is required each year to agree annual premiums and associated claims handling costs for each policy in accordance with those agreements. This is carried out by Marsh UK Limited, who were reappointed as the Council's insurance broker in 2017.
- 3.2 The material damage and contract works policy is subject to a long term agreement which expires on 30 March 2018. A retender exercise has therefore been carried out for this policy, via the National Procurement Service Framework Agreement.

4. Current situation / proposal

Policies with Long Term Agreements in place

- 4.1 Marsh UK have undertaken the annual insurance renewal negotiations for the policies still subject to long term agreements. The net premiums, excluding insurance premium tax, are shown in Table 1 below.

Table 1

Policy	2017-18 £	2018-19 £	Year on Year Change £	Year on Year Change %	Insurer
School Offsite Activities	20,557	20,557	0	0	Chubb
Youth Offsite Activities	500	500	0	0	Chubb
Professional Indemnity	6,600	6,600	0	0	QBE (via RMP)
Terrorism	9,985	9,985	0	0	Marsh
Fidelity Guarantee	24,288	24,288	0	0	QBE (via RMP)
Officials Indemnity	29,000	29,000	0	0	QBE (via RMP)
Combined Liability	189,860	188,010	(1,850)	(0.99)	QBE (via RMP)
Computer	9,623	9,535	(88)	(0.91)	RSA
Medical Malpractice	2,496	2,496	0	0	Marketplace
Porthcawl Harbour	826	780	(46)	(5.57)	Allianz
Motor	115,250	127,325	12,075	10.48	QBE (via RMP)
Engineering Insurance	4,752	5,528	776	16.33	Zurich Municipal
Engineering Inspection	28,567	32,504	3,937	13.78	Zurich Municipal
Contractors Plant	6,600	14,700	8,100	122.7	Zurich Municipal
Personal Accident & Travel	7,764	7,371	(393)	(5.33)	Zurich Municipal
Claims Handling	31,769	23,095	(8,674)	(27.30)	Gallagher Bassett
Total	488,437	502,274	13,837	2.83	

- 4.2 A discount rate is used to calculate settlements for large personal injury claims when they include an element of future loss. On 20 March 2017 the rate was reduced from 2.5% to minus 0.75%. This means that the sum paid by the Insurer for an injury claim will be larger because a lower rate of return on the future investment of the claim sum is being assumed. The consequence of this has been that the Insurer, QBE (via RMP), has increased their rates, across all Local Authority clients, by 20% for Employers and Public Liability and 10% for Motor, assuming that the policy deductibles remain the same.
- 4.3 Alternatively, the Council can maintain the premiums at the existing levels by increasing the policy deductibles. To maintain the liability premium at the current level the deductible would have to increase from £200,000 to £275,000 and from £Nil to £5,000 for the motor insurance policy.
- 4.4 The Council has made an assessment of whether it should reject the offer of increased premiums and put the liability and motor policies out to tender. However, having considered the likely results of a tender, based on past exercises, it was considered unlikely that a more advantageous price would be obtained. In the event that the Council did go out to tender the existing Insurer would withdraw their quote with the possible result that the Council would be required to pay a higher premium than is now on offer.
- 4.5 The Council has also made an assessment of whether it should maintain the existing premium by increasing policy deductibles. Claims statistics from previous years demonstrate that it is unlikely to be financially beneficial to increase the motor policy deductible from £Nil to £5,000 but that it is likely to be financially beneficial to increase the liability deductible from £200,000 to £275,000. Consequently, it is

recommended that renewal be agreed with a £Nil deductible under the motor policy and £275,000 for the liability policy.

- 4.6 The engineering insurance and inspection policy premiums have increased. This is because of changes to the schedule of equipment and an increased cost of £4 per item. This is within the terms of the long term agreement which expires in 2020.
- 4.7 The contractors plant premium has increased. This is because Insurers were previously pricing the policy on out dated plant hire fees which have now been brought up to date. In addition to this there has been an increase in the maximum value of any possible claim from £100,000 to £250,000. This is the maximum accumulated value of plant at any one site. The increase acknowledges that more than one item of plant might be involved in a single incident.
- 4.8 The claims handling fee has reduced because based on current trends the Council's external claims handlers are anticipating a reduction in claims numbers.
- 4.9 Terms for the Medical Malpractice policy have not yet been received, but it is anticipated that they will be the same as 2017-18. The figure is included in 4.1 above for the purposes of comparison.

Policies Re-tendered (Material Damage & Contract Works)

- 4.10 The Council confirmed to bidders that awards would be made to the 'most economically advantageous' tender, based on a weighting of 60% for price and 40% for quality.
- 4.11 The specifications asked for tenders based on a number of long term agreement options, namely: three years, three years with an option to extend for a further two years and five years.
- 4.12 Tenders were received electronically by the deadline of 2 February 2018.
- 4.13 The companies who responded in accordance with the tender instructions have been identified as companies A, B, C, and D in the second column of Table 2. Tenders have been evaluated, with the assistance of Marsh UK Limited, in accordance with the tender evaluation criteria. The responses to the tender, winning scores, and recommended Insurer, are detailed in Table 2 below.

Table 2

Policy	Insurer	Available Score	Winning Score	Recommended Insurer
Material damage	A, B, C, D	100	86.81	Zurich Municipal
Contract works	A, B, C, D	100	53.71	Zurich Municipal

- 4.14 Zurich Municipal did not achieve the highest score for the Contract Works policy. However, companies B, C and D would not insure this policy unless they were the successful Insurer for the material damage insurance. Zurich Municipal were the

successful Insurer for the material damage and so it follows that they must also be successful for the Contract Works in the absence of other alternative Insurers.

- 4.15 Following consideration of the bids received, Marsh UK Limited have recommended a five year long term agreement because of the prices achieved. The scores in Table 2 above are therefore for a five year long term agreement. The current premium and the new tender premium are shown in Table 3 below. There is a reduction in premium of £120,940.

Table 3

Policy	2017-18 £	2018-19 £
Material damage	£349,306	£220,476
Contract works	£2,160	£10,050
Total	£351,466	£230,526

5. Effect upon policy framework & procedural rules.

- 5.1 There will be no direct effect on the Policy Framework & Procedure Rules.

6. Equality Impact Assessment

- 6.1 There are no equality implications.

7. Financial Implications.

- 7.1 The costs for 2018-19 are shown in Table 4 below, and reflect a reduction of £107,103 (12.75%) on 2017-18. Costs will be met from the 2018-19 insurance revenue budget.

Table 4

	2017-18 £	2018-19 £
Existing Long Term Agreements	£488,437	£502,274
Re-tendered policies	£351,466	£230,526
Total Price	£839,903	£732,800

- 7.2 The premiums are net figures and other than Engineering Inspection, claims handling and part of the Terrorism insurance, are subject to 12% Insurance Premium Tax. This is an increase from 10% in 2017-18. The Engineering Inspection, claims handling and part of the Terrorism insurance are subject to VAT. The total tax liability for Insurance Premium Tax is £80,965 which is an increase of £3,258 from 2017-18.

8. Recommendation.

- 8.1 That cabinet approves the acceptance of the quotations in paragraphs 4.1 and 4.15 and the renewal of the insurance programme through Marsh UK Limited as the Council's appointed Insurance Broker.

Gill Lewis
Interim Head of Finance and Section 151 Officer
27 February 2018

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Background documents

The Risk Management & Insurance Section holds the insurance renewal tender documents and renewal report from Marsh UK Limited.

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE CORPORATE DIRECTOR – SOCIAL SERVICES AND WELLBEING

REMODELLING OLDER PERSONS ACCOMMODATION

1.0 Purpose of Report

1.1 The purpose of this report is to make a recommendation to Cabinet to tender as a going concern one of BCBC's internal residential care homes, which is currently in-scope for the Extra Care Housing (ECH) scheme plans.

2.0 Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1 The report links to the following priorities in the Corporate Plan 2016-20:

- Helping people to become more self-reliant;
- Smarter use of resources.

3.0 Background

Extra Care

3.1 In November 2014, Cabinet approved the option for the Council to seek Registered Social Landlords (RSL) to develop two new ECH schemes in the County Borough, which once developed, will replace 3 of the existing Council-run care homes.

3.2 Three RSLs expressed an interest in working with BCBC on this project, and they were sent a briefing note and selection criteria that clearly set out the Council's intention to dispose of two parcels of land for the potential development of ECH schemes. Scheme 1 – Former Maesteg Lower Comprehensive site; and Scheme 2 – Former Archbishop McGrath site at Ynysawdre.

3.3 The submissions were evaluated based on value for money (quality, cost and time) determined by the Project plan; the costs of leasing the residential units; and the level, nature and timing of any subsidy required; together with the need to meet the essential criteria set out in the brief. Following the evaluation, Linc Cymru were deemed to be the preferred RSL partner by the evaluation panel.

3.4 In January 2016, Cabinet approved the disposal of the sites to Linc Cymru at the market value, and officers were also given delegated authority to enter into formal agreements with Linc Cymru and to grant the subsidy to Linc Cymru at a level that delivers value for money in accordance with the proposed financial model. Specific details in respect of financial values and the service models being developed are contained and are available within the report to Cabinet in January 2016.

- 3.5 Work has commenced at each site, and the project timetable provided by Linc Cymru (11/10/17) is as follows, and a Project Board and a number of workstreams have been established in order to monitor and oversee progress against this plan:

	Maesteg	Ynysawdre
Tender Issue	14/10/16	01/11/16
Tender Return	08/12/16	23/12/16
Linc Board Approval	26/01/17	26/01/17
Contract Mobilisation	06/03/17	06/03/17
Commencement on-site	19/06/17	22/05/17
Fit out period	September 18	September 18
Completion	October 18	October 18

Ty Cwm Ogwr care home proposal

- 3.6 In August 2016, an opportunity presented itself in respect of the plans for the BCBC in-house residential care homes in the longer term; which is for an independent provider to purchase as a going concern one of the 3 Council care homes which is in-scope for the ECH schemes, and remodel the home over time based on BCBC's requirements. Based on this proposal, a briefing note was presented to Corporate Management Board (CMB), who following consideration, gave approval to scope-out this proposal further.
- 3.7 A multi-department Project Team was convened (involving colleagues from Adult Social Care, Procurement, Legal Services, Human Resources, Finance and Property Services) to consider the potential viability of this proposal, where during officer discussions it was suggested that it would be possible to undertake a procurement exercise alongside a land and building long-lease, should the service area wish to tender the care home as a going concern.
- 3.8 An appraisal of the three existing BCBC homes in-scope for the ECH schemes was undertaken, in order to identify which home would be most suitable for these potential plans; where it was identified that Ty Cwm Ogwr in the Ogmores Valley would be the most appropriate, for the following reasons:
- Under current plans, there will be an alternative ECH scheme containing residential beds being built within a close proximity of Hyfrydol and Glan-yr-Afon care homes but no new provision in the Ogmores Valley offering a direct alternative. The table below charts the distance between the three existing BCBC homes, and the new ECH schemes being developed:

	Glan-yr-Afon	Hyfrydol	Ty Cwm Ogwr
ECH 1 - Ynysawdre	< 0.5 mile	6 miles	5 miles
ECH 2 - Maesteg	6 miles	< 0.5 mile	10 miles

- Following analysis of the site plans and the condition surveys undertaken at each of the three homes, Ty Cwm Ogwr was identified as the most suitable for converting into a Nursing EMI model over time – which would encourage potential bidders.

3.9 In July 2017, a report was presented to Cabinet advising them of the potential option to tender Ty Cwm Ogwr care home as a going concern. Cabinet noted the report and gave authority for targeted engagement and consultation to be undertaken with individuals, families and staff affected by the proposal. Cabinet also noted that feedback from OVSC would be sought in respect of the proposed plans; and noted that Cabinet would receive a further report outlining the results of the consultation and feedback from OVSC, and if appropriate asking for authority to go out to tender.

3.10 In January 2018, a report was presented to OVSC, which provided detail on the proposal to tender as a going concern Ty Cwm Ogwr care home, which also provided the results and feedback from the engagement and consultation. OVSC were requested to provide comment and feedback on the proposal, and to note that a report would be presented to Cabinet in February 2018, requesting approval to undertake the proposed tender process.

3.11 Members welcomed the proposal and were reassured to hear of the Trade Unions' involvement during the engagement and consultation process. Members also raised concerns in respect of survey response rates, and recommended that when reporting to Cabinet, additional detail is provided in respect of potential savings and safeguarding processes – all of which have been addressed within this report.

4.0 Current situation / proposal

Engagement and consultation

4.1 Following approval from Cabinet in July 2017 to undertake targeted engagement and consultation, staff at Ty Cwm Ogwr were briefed on the proposal, where they had an opportunity to voice their initial thoughts and questions, and were assured that there would be a consultation period where they would be able to raise any concerns, and have a more in-depth discussion. There has also been management presence in the home throughout the engagement process, so a lot of questions have been raised and dealt with as they have arisen on an informal basis.

4.2 In addition to the early engagement mentioned above, targeted consultation has also been undertaken with those individuals, families and staff at Ty Cwm Ogwr affected by the proposal, in order to help inform the main benefits and drawbacks of undertaking this approach, and for alternative options to be considered which took place in the form of:

- A full-day 'drop-in' event undertaken at Ty Cwm Ogwr, where staff, families/carers and residents themselves could meet with officers from Adult Social Care, Human Resources and Trade Unions to discuss the proposal;
- Contact details being provided within letters sent to all staff, residents and families – offering individuals an opportunity to provide feedback either over the phone or in writing (if preferred) – and the offer of 1:1 meetings; and
- A survey being sent out to all staff and families/carers of residents – requesting for feedback in respect of the proposal.

4.3 The key findings from this targeted engagement and consultation is shown below:

4.3.1 *Survey responses*

- 21 survey responses were received in total
- 14 of these were from staff – which represents 30% of all staff at Ty Cwm Ogwr
- 7 of these were from families – which represents 33% of the 21 placements made at Ty Cwm Ogwr during the time of the consultation and engagement

4.3.2 *Survey Question – Are you supportive of the proposal (yes/no)*

- 90% (19 people) of total respondents responded ‘yes’
- 5% (one person) of total respondents responded ‘no’
- 5% (one person) of total respondents responded ‘not sure’
- 13 staff members were supportive of the proposal, with one saying ‘not sure’
- 6 family members/carers were supportive of the proposal, with one saying ‘no’

4.3.3 *When asked to explain the response...*

- Of those who responded ‘yes’ – the main reasons provided were: security for residents/families/staff, no upheaval, and provision remains in the Ogmores Valley
- The family member who responded ‘no’ – the reason given was that they felt that “private homes were not controlled”
- The staff member who responded ‘not sure’ – the reason given was that they were concerned for staff following transfer to an independent provider

4.3.4 *Survey Question – What are the main benefits of the proposal?*

- The reasons provided mirrored their explanation for stating why they were supportive of the proposal. i.e. Home remains in the valley, residents don’t have to move, families have peace of mind, continuity of care, no long journeys for families

4.3.5 *Survey Question – What are the main drawbacks of the proposal?*

- There were some concerns raised around: the home requiring investment, concerns about terms and conditions for staff and the TUPE process, unknowns in respect of the potential bidders, plans that the home could be Nursing EMI only in the future

4.3.6 *Survey Question – Any alternative options that we should consider?*

- A relatively small number of alternative suggestions/variations were provided, which were: retain some residential care beds (not just Nursing EMI), and give staff the choice to transfer to the new ECH schemes, if they would prefer

4.4 Following analysis of the feedback received from the targeted engagement and consultation with those individuals, families and staff affected by the proposal, officers have:

- Gone back to staff, residents and families/carers – providing a summary of the key findings and recurring themes identified;

- Directly contacted individuals who raised concerns about the proposal, in order to address and alleviate their concerns; and
- Linked-in with colleagues in Human Resources regarding staff implications, which has been included in the response provided to staff.

Procurement approach

4.5 Under the Public Contracts Regulations 2015, and in-line with BCBC’s Contract Procedure Rules, the Council is required to undertake an open and transparent process in order to select a provider to transfer Ty Cwm Ogwr to as a going concern, which will be undertaken in the form of a procurement exercise.

4.6 The proposed approach would involve a procurement exercise being undertaken using Most Economically Advantageous Tender (MEAT). Criteria will be established and appropriate weighting will be applied to quality/price:

- Lease on a long-term basis the land and building (which will be subject to an independent valuation which is to be undertaken by a specialist valuer within the care home sector), and tender the service as a going concern. i.e. With the current residents to continue receiving a residential service;
- The service must continue to be delivered in accordance with the existing contract (pre placement agreement) which is in place with all independent BCBC care home providers;
- As the successful bidder will be awarded a pre-placement agreement, they will be subject to the terms of the contract, which includes contract monitoring requirements in-line with the Regional Quality Framework, that all care homes are subject to – both internal care homes and commissioned care homes;
- As per the terms of the contract, payments made to the purchaser/provider will be made in-line with the sector-wide ‘standard price schedule’ i.e. Rates for individual placements are fixed at the below rates:

Category	2017/18 Rate
General Residential	£542
Residential EMI	£578
General Nursing (including health contribution of £149.67)	£691.67
Nursing EMI (including health contribution of £149.67)	£727.67

- There will be a strong emphasis on quality, and there will be an expectation and requirement that the successful bidder will be an experienced care provider;
- Working alongside colleagues in Procurement, consideration will be given as to how families of residents and staff members can be a part of the tender process – which will help inform the decision made in respect of the successful bidder.

4.7 An indicative procurement timetable is shown below:

Task	Date
Engagement with affected staff/families/residents	September 2017
Draft Tender Pack	Dec 17 – Feb 18
Report to OVSC – pre decision scrutiny	8 th January 2018

Report to Cabinet – approval to go to tender	27 th February 2018
Publish notice on Sell2Wales	March 2018
Close Tender	May 2018
Evaluate Tender	May 2018
Presentation/Interviews	June 2018
Approval to award (Delegated Power)/Award Notice	July 2018
Mobilisation/formal staff consultation	August 18 – Sept 18

- 4.8 Approximately 40 staff are employed by BCBC working in Ty Cwm Ogwr, including a mixture of care and ancillary staff, and, following consultation, it is anticipated that all staff employed at Ty Cwm Ogwr prior to transfer will TUPE across to the new provider at contract commencement, dependent on how the successful provider proposes to deliver the service in moving forward. Staff will initially transfer with their existing terms and conditions.
- 4.9 Consideration in respect of pension costs and the potential implications with regard to the historic liability for pensions is being undertaken at the next stage – during the finalising of the tender pack – taking into account the likely risks and costs for both the Council and bidding organisations.

Benefits and risks

- 4.10 If given approval to tender Ty Cwm Ogwr care home as a going concern, a number of benefits could be achieved, including:
- No move necessary for those residents in Ty Cwm Ogwr – which was direct feedback received during the engagement and consultation;
 - More appropriate longer-term use of a provision which currently has vacancy levels of over 30%. i.e. 9 vacancies within a 28-bed home;
 - There is scope to convert the home into a Nursing EMI provision over time, which is a high priority area for BCBC (in line with Western Bay Care Home Commissioning Plan) and a category where there is limited capacity and often very few vacancies;
 - This would result in a smoother ECH transition plan. i.e. 2 homes (totaling 62 beds) into 2 ECH schemes with a 70-bed capacity, as opposed to 3 homes (totaling 90 beds) transferring into a 70-bed capacity – as per current plans;
 - As highlighted in paragraph 4.8, following consultation, it is anticipated that all staff employed at Ty Cwm Ogwr prior to transfer will TUPE across to the new provider at contract commencement – thus eliminating any redundancy implications and costs for those staff at Ty Cwm Ogwr;
 - Care home provision remains in the Ogmores Valley – which is recognised as being a key hub within the community.
- 4.11 However, there are some risks with this proposal, which include:
- The option to retain one of the homes as a going concern was not considered as part of the consultation on the ECH scheme;
 - Requires an open tender exercise, which has inherent risks and no guarantees;
 - An untried procurement approach being undertaken. i.e. Tendering the service alongside a land and building long lease.

- 4.12 In recognition of the risks identified above, further engagement and targeted consultation was undertaken with those affected as reported in paragraphs 4.1 and 4.2. The proposed procurement route was considered, and advice received stated that it is a lawful approach, and that BCBC had identified proper reasons for selecting Ty Cwm Ogwr.
- 4.13 Safeguarding, contract monitoring and quality assurance processes and procedures at Ty Cwm Ogwr will not change as a result of the home being transferred to an alternative provider. BCBC will remain the lead agency for all safeguarding alerts for homes within the county borough, and there is a clear process for dealing with safeguarding referrals; that applies to both BCBC and independent care homes. There are also very clear expectations and requirements within the contract and service specification for commissioned providers to have appropriate safeguarding policies and procedures in place.
- 4.14 In light of the positive response to the proposal received from those directly affected during the targeted engagement and consultation, and the associated benefits identified above, it is recommended that Ty Cwm Ogwr care home is tendered as a going concern.

5.0 Effects on the Policy Framework and Procedure Rules

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

6.0 Equalities Impact Assessment

- 6.1 An Equality Impact Assessment screening has been undertaken, which identified a low EIA priority, due to the fact there is a negligible impact on staff and residents immediately as a tender exercise is being undertaken, whereby all existing staff and residents will transfer to the new provider under current terms and conditions.
- 6.2 There is an expectation that the home will remodel over time in order to meet the needs and requirements of the care sector in moving forward (i.e. more complex needs), and the impact of any future changes will need to be assessed in the future – namely after 3 years, when a full EIA will be undertaken.

7.0 Financial Implications

- 7.1 BCBC's gross budgeted cost for Ty Cwm Ogwr care home is £1 million in 2017/18; £890,000 of which relates to staff costs – which will be the potential TUPE cost based on the assumption that following consultation all current Ty Cwm Ogwr staff transfer to the new provider.
- 7.2 By way of comparison with the independent sector – based on the 2017/18 price schedule of rates – the comparative cost if the service was provided by the independent sector totals £805,000; this represents a potential shortfall of circa £85,000 in year 1 for the successful provider, excluding running costs – but a corresponding cost reduction for BCBC. Consideration will therefore be given in respect of transition arrangements, and whether an element of support is required in the short-term.

- 7.3 The average length of stay within existing BCBC homes is 2.5 years – which is the going concern element of the tender exercise. The total contract value therefore totals circa £2 million. i.e. £805,000 multiplied by 2.5 years.
- 7.4 An independent valuation of the land and building is being undertaken, coordinated by colleagues in Property Services, and initial informed estimates value the land and building at Ty Cwm Ogwr in the region of £100,000 to £195,000 – which will generate a one-off capital receipt of this amount for the Council.
- 7.5 As part of the tender process, providers may also be asked to consider whether they can offer any financial added value. No assumptions have been made in respect of this potential income amount, due to the cost differentials when comparing likely TUPE costs with likely income levels for the provider based on BCBC’s schedule of rates – as described in paragraph 7.2 above. i.e. There is no guarantee that bidders will include any amount as part of the tender process and they will not be disqualified for failing to include financial added value in their submission.
- 7.6 It is currently projected that the proposed plan for Ty Cwm Ogwr will not adversely impact on the transition arrangements for individuals, and will therefore not affect the MTFs savings requirements linked to extra care remodelling. However, the full financial impact will not be known until the tender is undertaken, as tendered costs will not be known until this point. Also, the needs of individuals continually change, and the numbers of placements could differ between now and transfer date. The costs of funding the placements made within Ty Cwm Ogwr will continue to be met from core community budgets.
- 7.7 There will be no financial implication for BCBC in phasing in new models of care (such as Nursing EMI models) over time, as the additional cost of Nursing/Nursing EMI placements are met by health through Funded Nursing Care (FNC) payments.

8.0 Recommendations

8.1 It is recommended that Cabinet:

- Note the information contained in this report;
- Give approval to tender Ty Cwm Ogwr in line with the proposals at 4.6; and
- Delegate authority to the Cabinet Member for Social Services and Early Help to approve the award of the contract to the successful bidder under Scheme A of the Scheme of Delegation.

Susan Cooper

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February 2018

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Background documents:

None

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE CORPORATE DIRECTOR – SOCIAL SERVICES AND WELLBEING

REMODELLING CHILDREN'S RESIDENTIAL SERVICES PROJECT

1.0 Purpose of Report

- 1.1 To inform Cabinet of the work that has been undertaken as part of the Remodelling Children's Residential Services project and to seek approval to implement a proposed new model for Children's Residential Services.

2.0 Connection to Corporate Plan

- 2.1 This report links to the following improvement priorities in the Corporate Plan:

- Helping people to be more self-reliant;
- Smarter use of resources.

Plus the following document:

- Medium Term Financial Strategy (MTFS).

3.0 Background

- 3.1 Children's Social Care Services currently provides residential placements for looked after children through two homes located within the County Borough. These are:

- Sunnybank – a four bed home for children aged 11-16;
- Newbridge House – a transition unit for young people aged 15-17. This comprises of four residential bedrooms and two bedsits that act as a step-down before move-on from the property.

- 3.2 Both of the homes have been at 100% occupancy throughout 2017. The average placement at Sunnybank lasts over a year, and placements at Newbridge House vary from a few days to two years.

- 3.3 The most recent Rota Visit undertaken by Elected Members (which took place in January 2017) provided mixed feedback on the Residential homes, and can be summarised as follows:

- Sunnybank – The premises were clean and tidy and had a pleasant atmosphere, they appeared to be in a good state of repair and visitors were not advised of any issues. There were four service users present and the Member visiting was able to speak with one of them separately; the young person was very complimentary, happy and contented. The children are doing well in their education and plenty of activities are available.

- Newbridge House – The unit needs modernising and redecoration is a priority at this time. The television in one room was extremely dated and needs replacing. The garden needs to be created into a relaxing environment as, at present, it is bare and uninviting. The entrance to the home was not well signposted.

3.4 Feedback from staff during engagement sessions identified a number of issues with the existing service model and the way homes are structured currently, including:

- A lack of control over resident ‘mix’ due to age restrictions of each home and lack of placement options;
- No alternatives to residential placements for those with complex needs;
- Insufficient move-on facilities resulting in longer residential placements than is necessary;
- Young people who are not ready for transition being placed in Newbridge House, as there are no other options available;
- No emergency beds – existing homes cannot be used for emergency placements as this is not in the Statements of Purpose;
- Layout of the homes not encouraging a positive, psychologically informed environment;
- Staff only able to provide minimal outreach support;
- Reservations regarding services’ ability to achieve certain outcomes meaning a high level of Out Of County and Independent Fostering Agency (IFA) placements;
- Children being sent far away from their home area.

3.5 Analysis of care leaver data demonstrated the need for a model which maximises the number of stable and sustainable accommodation options for young people leaving care. The data below shows the accommodation situation of care leavers that were in contact with the Just Ask Plus team in December 2017:

Placement / accommodation type	Age			
	18	19	20	21
Adult placement			3	1
Family	6	8	7	3
Independent	8	13	25	11
No contact		1		
No Fixed Abode	2	10	1	
Prison		1	3	
Private arrangement with previous Foster Carers				1
Supported living	6	4	2	
Temporary accommodation			1	
When I'm ready	2	3		
Grand Total	24	40	42	16

3.6 The Directorate also provides an internal supported lodgings service to young people in Bridgend. This acts as an option for people who are ready to be more independent, but are not yet ready to live completely independently. The Supporting People Programme Grant currently funds an internal Supported Lodging Service

which is being reviewed in line with Supporting People Grant conditions, to assess service delivery, eligibility and value-for-money in accordance with Welsh Government guidance. Currently £69,000 is funded which is subject to review on the criteria above.

- 3.7 The Council currently spends a significant amount of money on high-cost out of county residential placements for young people – with the average out of county placement costing in the region of £160,000 per annum. In respect of numbers of placements, on average, more than 10 young people have been placed out of county at any one time over the last few years. There will always be a requirement to make out of county placements – as this is the best placement option due to factors associated with risk and personal circumstance – and current forecasts estimate that circa 4 out of county placements need to be made for these reasons. This suggests that a number of individuals could have remained in-county, if there was a more effective service model in place.
- 3.8 In light of these issues, the Remodelling Children’s Residential Services project was formed as part of the Remodelling Children’s Services Programme. The remit of the project was to review current residential placements (to include Residential homes, Supported Lodgings and out-of-county placements) and to develop a proposed model for internal residential placements.
- 3.9 A significant amount of engagement has taken place to inform the proposed model including:
- Research into innovation and best practice across the UK;
 - Reviewing of feedback from CSSIW reports for the residential homes;
 - A multi-agency workshop involving colleagues from Children’s Services, ABMU, Police, Education and other key stakeholders;
 - Engagement with current and former residents of the residential homes;
 - In-depth engagement with residential staff members;
 - Targeted engagement with all pertinent stakeholders on the final proposed model.
- 3.10 Engagement with current and former residents of the residential homes was also undertaken to inform the development of the proposed new model. A summary of the feedback received from these young people is detailed below:

Aspects of the respondent’s experience in the home they found positive	Aspects of the respondent’s experience in the home they would change if they could
<ul style="list-style-type: none"> • The staff members • The support/advice/guidance they received • The independence they had • The facilities • The free time/activities available 	<ul style="list-style-type: none"> • Increased access to WIFI • Better computers • Would like more independent flats/step-down options • Would like more move-on support/support post 18 • Access to individual bathroom facilities as opposed to shared • More free time and freedom.

- 3.11 In November 2017, a report was presented to Overview and Scrutiny Committee (OVSC) outlining the proposed model, and requesting feedback as part of the engagement to help inform the proposed new model in moving forward. OVSC requested further detail in respect of the proposed model, and requested for another report to be submitted to allow pre-decision scrutiny, prior to the final model being presented to Cabinet in February 2018.
- 3.12 In January 2018, a more detailed report was submitted to OVSC alongside a presentation (attached as **Appendix B** for reference), which provided further detail on the proposed model. OVSC were requested to provide views on the proposed new model for residential placements and to note that a report would be presented to Cabinet in February 2018, requesting approval to implement the proposed new model for residential placements and associated changes in allowances for carers.
- 3.13 OVSC commended the report for its detail and focus. Members fed back that they would like consideration to be given to: joint regional training, foster carer contracts and career development and contingency planning, all of which will be factored into the implementation planning process by the project team pending Cabinet approval of the proposed new model.

4.0 Current Situation

- 4.1 A diagram of the 'ideal model' on which the proposal is based has been attached as **Appendix A** for reference. The aim of the model is to create a wider variety of internal placement options that are flexible enough to meet the increasingly complex needs of the children and young people becoming looked after. Creating more placement options will enable the Council to choose the right placement for each individual and to achieve the best possible evidence-based outcomes for each child. It will also reduce the pressure on placements currently being experienced across services and minimise the number of placement breakdowns occurring.
- 4.2 The model will also create more placement options locally within the Bridgend Area for the children and young people who are best placed closer to home. The project team have ensured the model will create the option of bringing back young people currently placed out of county, as well as preventing future young people from being placed out of county, wherever possible and appropriate.
- 4.3 The proposed model will increase the number of available placements through the implementation of a number of key service elements. This is demonstrated in the chart below:

	Emergency residential	Residential - Sunnybank	Residential - Newbridge	Transitional carers	Supported lodgings	Preparation for independence/ Supported Living	Total
Current services	0	4	4	0	8	2	18
Proposed model	2	4	4	6+	10+	4-6	30+

- 4.4 As the scope of this project covers many service areas, there will be a phased approach to implementing the model. This will reduce the need for significant

additional resources at any one time but still enable the team to begin achieving the desired aims and outcomes of the project, including the return of young people placed out-of-county in line with their care plans.

- 4.5 A full implementation plan has been developed, with the aim of the model being fully implemented by the end of 2018/19. This approach also means that cost reductions will begin to be realised during the implementation phase, and will continue to be realised once implementation is complete.

Key elements of the proposed new model

4.6 Residential Units

4.6.1 *The Hub*

The aim of the Hub will be to provide support in a time-effective way in order to facilitate move-on to one of the other placement options within the model. It is proposed that the Hub will:

- Be based at Newbridge House initially – with alternative longer-term options for the Hub being considered in the future, if deemed more appropriate;
- Consist of four short term/assessment beds and two emergency only beds which can be accessed for a maximum of 72 working hours;
- Be open to children and young people aged 11-17, giving residential managers the flexibility to ensure the 'mix' of young people is right, as opposed to being age restricted;
- Have therapeutic staff based at the Hub;
- Increase the amount of outreach support provided to children and young people, families and carers – with staff members available 24/7 to provide advice and support; this will minimise the chance of placement breakdowns.

There is an intention to employ two 'Residential Educational Outreach Workers' who will provide structured support to the young people located at the Hub, with the aim of getting them out and engaged within their community. Further details of all the costs of additional staff and training have been included within the model and are detailed within the financial implications section of this report.

4.6.2 *Medium-term Unit*

It is proposed that a medium-term unit is developed, that will be:

- Based at Sunnybank;
- A four bed home for those who need a higher level of intensive support before moving on to one of the other placement options within the model;
- Open to children and young people aged 11-17, giving residential managers the flexibility to ensure the 'mix' of young people is right as opposed to age restricted.

It is proposed that the young people based at this Unit would have access to the Hub, including the therapeutic interventions and Residential Educational Outreach Workers.

4.6.3 Residential Unit Staffing

- It is not envisaged that this model will result in a significant change in the staffing levels required to deliver the services, thereby reducing the potential risk of redundancies.
- The Residential managers have undertaken a full workforce planning exercise to inform the staffing requirements for both residential units under the proposed model. Some additional residential staff members will be required to deliver the model, for example, additional Residential Workers and the proposed Residential Educational Outreach Workers.
- Existing staff members may require a minor change to their role requirements to enable them to deliver the model effectively. The impacted job roles have been submitted to HR for pre-emptive benchmarking to inform the cost-savings analysis, and the proposed changes to job descriptions should not impact on the pay scales for existing residential staff roles.

4.6.4 Potential for income generation

- The Children's Commissioning Consortium Cymru (4Cs) are currently implementing systems and processes to support Local Authorities to sell available placements to other Local Authorities at a pre-defined rate that is more affordable than current out of county placement options.
- The Directorate is engaged in this work as, although we will not be expected to provide placements to other Local Authorities if we are at full capacity, it could be an option to generate income if the proposed model creates space in our residential homes in the future.

4.7 Supported Lodgings

- 4.7.1 Supported Lodgings is an in-house placement provision for young people who are not yet ready for independent living. It does not require the level of regulation that a fostering placement requires, but still gives the young person a more structured, family type environment prior to their transition into independence.
- 4.7.2 A joint service review of Supported Lodgings services recently took place involving Children's Services, Supporting People and Housing Services. As part of this exercise, an external organisation was commissioned to review BCBC's Supported Lodgings provision. This impartial report highlighted operational difficulties which resulted in relatively low referral numbers, meaning value for money was not being demonstrated.
- 4.7.3 Following the recommendations of the report, Supporting People and Housing have established an external Supported Lodgings project, with the purpose of providing accommodation to young people who are 16+ and are not of looked after status, to assist in the prevention of homelessness. This project runs alongside BCBC's internal Supported Lodgings provision, where internal processes and procedures have been reviewed that will support and enable an increase in the number of young people accessing Supported Lodgings to ensure it is achieving best value for money. As a result of this work, the number of Supported Lodgings hosts has increased and it is proposed that, once the Hub is in place, Hub staff will provide extra support to the BCBC's Supported Lodgings hosts.

4.8 Supported Living

- 4.8.1 The Directorate would benefit from an increased amount of move-on accommodation for young looked after people residing in placements before they turn 18 years of age. This would reduce delays in transfers out of residential placements and reduce the pressure on residential placements that is currently being experienced. It would also help in preventing young looked after people from presenting as homeless on their 18th birthday in order to access housing.
- 4.8.2 Children's Social Care is working closely with colleagues in Supporting People and Housing in order to better align our Supported Living services for both young looked after children, as well as those who are not looked after, with the intention of Supported Living services being available from the age of 16.
- 4.8.3 Placements will provide structured support for young looked after people who are not yet ready for fully independent living, preparing them for a move-on into the community.

4.9 Therapeutic services

- 4.9.1 The number of children requiring therapeutic support is increasing, and as a result the Directorate is spending an increasing amount on spot-purchasing therapeutic interventions for children. The total of this spend came to approximately £180,000 in the 2016/17 financial year. Demand for these services is not decreasing and consequently it is anticipated that spend will be very similar at year end 2017/18.
- 4.9.2 Initial scoping has taken place to consider alternative ways in which such support can be provided in the future. A consideration is that the Directorate recruit an internal therapeutic staffing function to consist of a Clinical Psychologist and a Senior Practitioner Social Worker. In the future, this team could then expand to include Placement Support Workers, and/or a Therapist Worker with a play therapy background.

4.10 Transitional Carers

- 4.10.1 It is proposed that four to six Transitional Carers are recruited, who will provide a respite or emergency function if they do not have a placement. Three current foster carers have been identified as suitable for up-skilling to this level to support the new model, and it proposed that three new sets of fostering households are recruited.
- 4.10.2 The Transitional Carers would act as a step-down for young people coming out of the residential units before being placed in a long-term family or independent placement. They will be therapeutically trained and therefore able to address issues that occur as a result of a transition into a different environment, increasing the chances that the long-term placement will be successful and reducing multiple placement breakdowns and reliance on out-of-county placements.
- 4.10.3 The Transitional Carers would take a maximum of one transitional placement at any time (not including other placements outside of this service) and will provide intensive support for up to 24 weeks. They will work closely with the Therapeutic Team staff, who will advise on the best way to support the young people to maximise the benefits and success of future placements.

4.10.4 It is envisaged that two out of the six carers would be without placements at any one time, enabling them to provide support to the other four Transitional Carers, provide respite for foster carers that need a break to prevent a crisis from occurring, and to provide emergency family placements if needed. This will be monitored closely and will be subject to review, as the model evolves.

4.11 Training

4.11.1 The consultation has identified that there are currently multiple approaches to the therapeutic and behavioural support models used across the Directorate. The Directorate will benefit from a consistent model used across all services. This would aid young people transitioning between placements by providing consistency of support, and would ensure the best possible outcomes are being achieved for each young person.

4.11.2 It is proposed that, once a therapeutic staffing team has been employed, the Directorate develops its own internal core training programme for front-line staff across the directorate. This will be a rolling 16-week programme and will bring transitional carers, residential staff and social workers together to help them form relationships and inform each other's learning. Specialists will be brought in to deliver this rolling programme as required, but the majority will be delivered by internal staff resulting in overall cost reduction.

4.11.3 The aim of the 16 week training programme is not to train staff and transitional carers to directly deliver therapy to the children and young people they support. Instead, it will up-skill them all in the same basic therapeutic principles and intervention methods that can form a foundation for their approach to supporting children and young people on a day-to-day basis. This will assist staff and transitional carers in supporting children and young people that present with more complex needs and will reinforce the work undertaken by the therapeutic staff in between sessions.

4.11.4 The first 16 week training programme will be directly for transitional carers and key staff members that will be involved in the delivery of the training programme moving forward. The feedback and analysis of this initial programme will then be used to inform the content of a rolling training programme to be delivered to all staff.

4.11.5 The Fostering Remodelling Project, which is currently in the 'project feasibility' stage, will be exploring the possibility of rolling the programme out to Foster Carers as part of their core training.

5.0 Effect upon Policy Framework and Procedure Rules

5.1 There is no impact on the policy framework and procedure rules. Any future services requiring commissioning as a result of this proposal will be undertaken in-line with Contract Procedure Rules requirements.

6.0 Equality Impact Assessment

6.1 When targeted consultation has been completed and the model has been finalised, and officers are in a better position to know which service users and staff could be

affected by the proposed model, an EIA screening (and a full EIA if necessary) will be undertaken, to assess the potential impact on service users and staff.

6.2 Appropriate consultation will be arranged ensuring that relevant policies are applied throughout the process.

7.0 Financial Implications

7.1 Fundamental assumptions have been made in developing the business justification for making the proposed changes to the model – which officers forecast will result in the cost reductions as set out below.

7.1.1 Overall assumptions:

- It is a like-for-like cost comparison between the existing and proposed service models, and the costs are based on the principle that everything remains 'as is' in terms of current levels of service provision and demand.
- The costings assume the timescales in the implementation plan and in the plan to return young people from Out-Of-County placements (as set out in paragraph 7.1.9) are met.
- All children and their placements are continually reviewed and monitored through the care planning process and this report assumes that those plans are achieved but emerging issues could have an impact on those timescales.
- The key work that will be undertaken each year is detailed below:

Year 1	<ul style="list-style-type: none"> • Person A already returned from Out-of-County placement • Implementation of the training programme, upskilling of all staff and rolling training programme commences • Residential unit staffing transitions to new model in the summer • Therapeutic staff employed at the beginning of the financial year • On-going campaign to recruit Supported Lodgings hosts and align the Children's Directorate's provision with Housing's commissioned service • Transitional carers recruited; two in post by Oct 2018 and other four by Jan 2019 • Person B to return from Out-Of-County by September 2018 • Model fully implemented by the end of this year
Year 2	<ul style="list-style-type: none"> • 'Total current' cost reduction as Person A will have turned 18 years of age during 2018/19 • Persons C and D to return from Out-of-County by June 2019
Year 3	<ul style="list-style-type: none"> • Full year effect cost reductions realised as this is the first full year with all four young people who were Out-of-County returned to in-house support

7.1.2 Overall costs

	2018-19			2019-20			2020-21		
	Current	Proposed	Increase / (Decrease)	Current	Proposed	Increase / (Decrease)	Current	Proposed	Increase / (Decrease)
	£	£	£	£	£	£	£	£	£
Newbridge House	430,690	489,126	58,436	430,690	508,657	77,967	430,690	508,657	77,967
Sunnybank	462,034	461,990	-44	462,034	461,975	-59	462,034	461,975	-59
Therapeutic Staff Costs	113,613	96,374	-17,239	113,613	96,374	-17,239	113,613	96,374	-17,239
Training Costs	0	53,800	53,800	0	30,800	30,800	0	30,800	30,800
Supported Lodgings	69,000	69,000	0	69,000	69,000	0	69,000	69,000	0
Transitional Carer Costs	57,000	101,250	44,250	57,000	204,000	147,000	57,000	204,000	147,000
Supporting Staff Costs	0	41,472	41,472	0	55,296	55,296	0	55,296	55,296
High Cost / OOC Placements	665,418	474,730	-190,688	538,200	89,700	-448,500	538,200	0	-538,200
TOTAL COSTS	1,797,755	1,787,742	-10,013	1,670,537	1,515,802	-154,735	1,670,537	1,426,102	-244,435

7.1.3 Assumptions – residential units:

- For comparison purposes, it has been assumed that the current expenditure on Newbridge and Sunnybank will remain the same for the next three years
- Pay bands used for costing are for the 2017-18 financial year – inflation has not been included for subsequent years
- It is assumed that Supporting People will not part fund any of the residential worker posts – however a bid will be submitted requesting Supporting People grant funding from 2018-19 onwards

7.1.4 Assumptions – therapeutic staff:

- The 'current cost' of therapy includes only part of the total current expenditure on therapy. The costs included are for: Assessments, including PAMS Assessments and Independent Social Worker Assessments; Consultation; Assessment Report; Professional time; and Clinical Psychology
- Proposed costings are based on recruiting a Clinical Psychologist and Senior Social Worker from April 2018.
- The two posts recruited will be subject to job evaluation so the costs are estimated on 2 x Grade 12 posts.

7.1.4 Assumptions – training:

- Includes the initial cost of upskilling staff, plus £10,000 every subsequent year as contingency in case any trained staff leave, plus £400 a week for implementation of the 16 week training programme from March 2018
- Does not include core training costs currently covered by SCDWP
- Assumes 16 week rolling training programme will run 52 weeks of the year – e.g. four programmes per year.

7.1.5 Assumptions – Supported Lodgings:

- Based on the principle that the £69,000 funding per annum from Supporting People and core budget will continue for the next three years.

7.1.7 Assumptions – Transitional Carers:

- The 'current' Transitional Carer costs are calculated at £19,000 per annum per carer, which is the current average foster carer cost
- The 'projected' cost for each carer is made up of allowances which total around 34,000 per annum per Transitional Carer
- Transitional Carers will receive an enhanced retainer which will be paid to the carer on a weekly basis whether or not they have a placement. Then, basic allowance plus fee will only be paid on top when the carer has a child in a transitional placement.
- Costs are based on the assumption that all six carers will have a transitional placement continually throughout the three years.
- It is assumed three of the six Transitional Carers recruited will be internal foster carers currently and the other three will be externally recruited
- The costs for replacing the internal foster carers when they transition to Transitional Carers have not been included, as this falls under the remit of the fostering remodelling project
- Costed based on two Transitional Carers commencing in post at the beginning of October 2018 and the other four being in post from January 2019.

7.1.8 Assumptions – supporting staff:

- Includes the cost 2 x FTE Outdoor Pursuits workers on Residential Worker pay scale
- It has been assumed that these posts will be funded by Children’s Social Care without input from other directorates – however discussions are on-going in respect of funding these roles.

7.1.9 Assumptions – High-cost/Out of County (OOC) placements

- The cost reductions estimated from implementing this model are reliant on bringing young people back to Bridgend who have been placed out-of-county
- Individuals returning because they are due to transition into Adult Social Care services (i.e. turn 18 years of age) have not been included in this analysis or in the cost reductions identified below
- The plan for returning those appropriate individuals in current high-cost/OOC placements, with relevant timescales, as shown below:

Individual	Cost of current placement	Planned return date	Plan
A	£3,262 per week	Return Nov 2017	Has already returned due to the work undertaken by the project – into an independent fostering placement at £672.56 per week
B	£3,450 per week	Return Sept 2018	Will be referred into the new residential transition carer placement move by Sept 2018
C	£3,450 per week	Return June 2019	Currently in therapeutic residential placement identified as directed by court, will aim to return June 2019
D	£3,450 per week	Return June 2019	Will be referred into the new residential transition carer placement move June 2019

7.1.10 Assumptions – Supported Living:

- Costs for Supported Living have not been included as the service has not yet been developed and therefore costs are unknown and have not been included in the above analysis.
- None of the cost reductions detailed above are predicated on the Supported Living element of the service being in place. However, facilitating move-on from the residential homes is an integral element of the model, and will support long-term efficiency and effectiveness of the model as a whole.

7.2 A comparison of the average placement costs is detailed below:

Placement type	Average cost per placement per annum
Out-of-county	£160,000
Residential placement (new model)	£100,000
Transitional Carer placement (new model)	£34,000
Supported Lodgings (new model)	£9,000
Supported Living (new model)	TBC

7.3 This remodelling work will contribute towards the MTFS budget reductions that have been applied to Children’s Social Care over the past three years, resulting in current projected overspends:

MTFS	TOTAL
CH25 Reduction in Safeguarding LAC	£617k
CH22 Remodelling Children’s Residential Care	£400k

7.4 As highlighted in paragraph 7.1.2, it is anticipated that implementing the proposed new model and having flexible in-county provision will result in recurrent revenue savings of £244,435 per annum (assuming all other things remain equal), as well as enabling a reduction in the dependence on high-cost placements in future years.

7.5 A Capital Bid of £600,000 has been made in respect of the development of the Children’s Residential and Placement Hub, which has been included in the Capital Programme going to Council for approval on 28th February 2018.

7.6 It is also anticipated that there may be potential for income generation from neighbouring local authorities in the future.

7.7 In implementing the new model, it is anticipated that there may be potential for funding from the Supporting People funding. However, any bids for funding will be made in-line with the Supporting People planning and governance processes and grant conditions, and in the knowledge that Supporting People funding could reduce over time, dependent on the grant allocation received from Welsh Government.

8.0 Recommendation

8.1 Cabinet is requested to:

- Note the information contained in this report;
- Provide views on the proposed new model for residential placements;
- Approve the implementation of the proposed new model for residential placements and associated changes in allowances for carers.

Susan Cooper

Corporate Director – Social Services and Wellbeing

February 2018

9.0 Contact Officers

Laura Kinsey – Head of Children’s Social Care

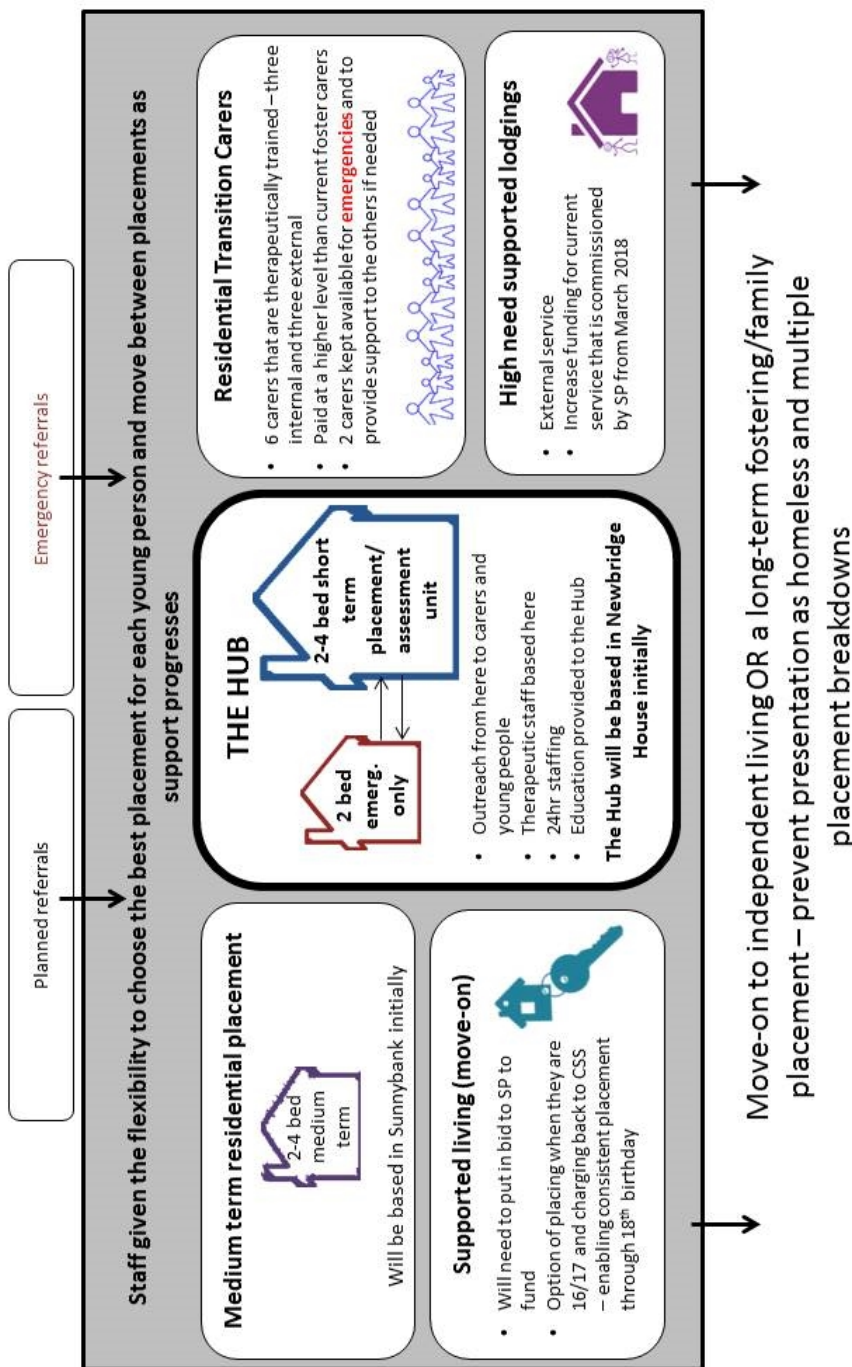
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10.0 Background documents

None

Placement options under the new model



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Bridgend County Borough Council

Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr



Children's Social Care Residential Remodelling Proposal

**Presentation to Overview and
Scrutiny Committee 1
18 January 2018**

Overview of Children's Remodelling

Remodelling Children's Services Programme Board

Multi-Agency
Safeguarding
Hub (MASH)
Project

Early Help
and
Permanence
Project

Children with
Disabilities
Project

Fostering
Remodelling
Project

Remodelling
Residential
Provision
Project

Challenges with the existing model

Young people presenting with increasingly complex needs but insufficient placements to support this

A lack of control over resident 'mix' in homes due to restrictions in Statements of Purpose

Insufficient move-on facilities resulting in longer residential placements than is necessary

No emergency beds

Staff only able to provide minimal outreach support

Too many young people being placed Out-Of-County

Aims of the project



The overall aims of the Remodelling Residential Provision Project are:

- ✓ To achieve the **best possible outcomes** for the children and young people we support
- ✓ To increase the **number, types and flexibility** of placements that are available
- ✓ To provide **integrated, wrap-around support** that can meet all the needs and ambitions of each person being supported
- ✓ To minimise placement breakdowns by achieving **placement stability** as soon as possible
- ✓ To achieve **cashable savings** in line with MTFS targets

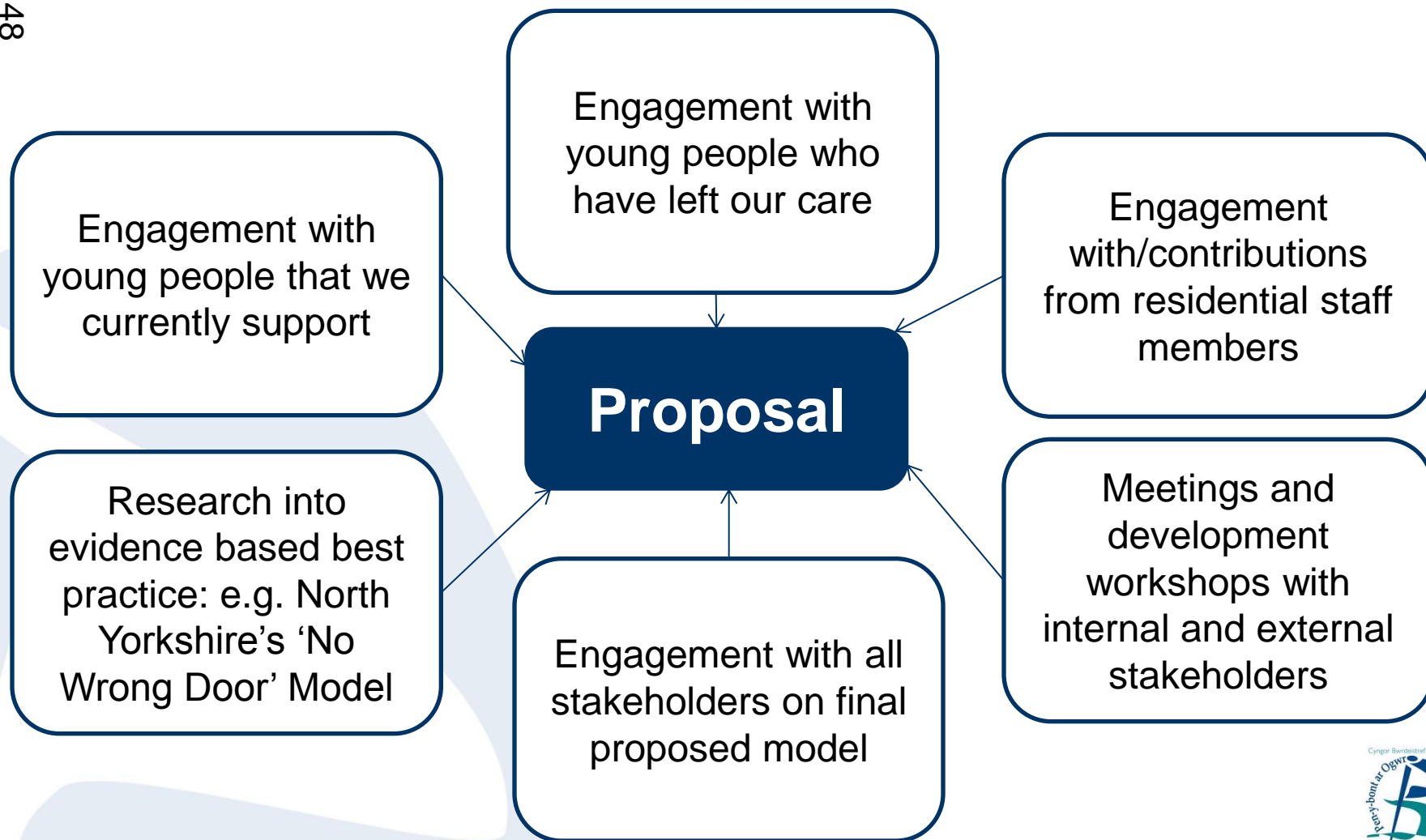
Development of the proposed model

'No Wrong Door' – Outcomes

- Decrease in number of placement moves
- Lower number of Out Of Area Placements
- Reduction in criminal activity and substance misuse
- Number of missing person incidents halved
- Cost benefits being realised

Research into evidence based best practice: e.g. North Yorkshire's 'No Wrong Door' Model

Development of the proposed model



Comparison of placement numbers

	Emergency residential	Newbridge residential	Sunnybank residential	Transitional carers	Supported lodgings	Preparation for independence/ Supported Living	Totals
Current	0	4	4	0	8	2	18
Proposed	2	4	4	6+	10+	4-6	30+

Beds at Newbridge under the current model

Beds at Newbridge under the proposed model

Number of spaces at Sunnybank staying the same but age criteria changing

The Hub

4 Bed
Medium-
Term Unit

Transitional
carers

Supported
Living

Supported
lodgings

- Two emergency and four short term assessment beds
- Age: 11 to 17
- Maximum length of stay: 72 hours for emergency and 6 months for short term/assessment placements
- Staffed 24/7 with outreach to young people/families/carers etc.
- Therapeutic staff based at the Hub
- Space for therapeutic intervention and education to be delivered
- Initially based at Newbridge House

**4 Bed
Medium-
Term Unit**Transitional
carersSupported
LivingSupported
lodgings

- Four beds for children and young people that need support for a longer period of time
- Age: 11-17
- Maximum length of stay: up to 5 years in line with care planning
- Will be able to access the therapeutic intervention and education support provided at the Hub
- Based at Sunnybank

The Hub

4 Bed
Medium-
Term UnitTransitional
carersSupported
LivingSupported
lodgings

- Six transitional Carers will be recruited to act as an intensive step-down placement option for children and young people moving on from residential units
- Support young people through the transition from residential to a family placement before they are placed long-term in order to reduce the risk of multiple family placement breakdowns
- Age: up to 17
- Maximum length of stay: up to 24 weeks
- Paid at a higher rate and trained to support complex need
- Clarifications from previous meeting:
 - We will recruit internally and externally
 - Fostering project running alongside to recruit more mainstream foster carers

The Hub

4 Bed
Medium-
Term UnitTransitional
carers**Supported
Living**Supported
lodgings

- Semi-independent supported accommodation option for young people aged 16+. For those who are leaving care, it will provide a 'stepping-stone' between care and the move on to total independence
- Number of independent units with 24/7 on-site support that can be flexed up/down depending on the needs of the individual
- Age: 16+
- Currently scoping need/demand levels - specifics of this service will be developed with Supporting People via their grant application process

The Hub

4 Bed
Medium-
Term UnitTransitional
carersSupported
LivingSupported
lodgings

- A non-regulated placement for a young person within a supported home environment
- The young person has their own room and is a resident full-time within the property but pursues their own lifestyle outside of the house
- Whilst the support provided is less intensive than a fostering placement, it is greater than what the young person would receive if they lived independently
- Age: 16+
- Maximum length of stay: No maximum length up to the age of 21 or up to the age of 25 if in education or training
- Clarification from last meeting: non LAC will be SP funded, LAC will be jointly funded by Supporting People and Children's

Journey Example 1

Page 55

Journey through current service model

Background: Complex needs - diagnosed with ADHD and supported by CAMHS. Found it difficult to form relationships with peers

Entered Sunnybank after a breakdown of fostering placements but found it difficult to make relationships with other young people

Deterioration in behaviour led to a placement being found Out-Of-County. On return, a placement was made at Newbridge to increase independence skills.

Young person moved back home at 18 with staff highlighting concerns that this may breakdown

Post-18 they presented as homeless after family placement broke down.

A period of assessment at the Hub would have allowed for clear understanding of their emotional, therapeutic and basic needs, which would assist with effective planning

A therapeutic staff team would be equipped to meet their emotional and psychological needs within a residential placement .

The access to therapist input would be readily available to undertake the necessary work to assist them to move on to a therapeutic fostering placement and not out-of-county

The access to the trained therapeutic foster carers would allow for continued work in-house in conjunction with the hub, which would assist in identifying the right type of accommodation and the necessary support required to enable them to settle long-term

Following move on they would have been supported by their P.A. and outreach from the Hub, ensuring any issue that arose could be responded to in a timely way.

Journey Example 2

Journey through current service model

Background: case opened in 2016, frequently reported missing, high risk, concerns around CSE

Quickly moved between four fostering placements but maintained desire to be independent NOT in fostering

Settled in a high-cost supported living placement after fostering breakdowns

Will most likely be moved to a housing service when approaching 18

Would have independent living available in house through the proposed model, either Supported Living or Supported Lodgings depending on level of need. Would eliminate need to refer for a fostering placement.

In-house supported living creates more consistency of support and reduces costs

Could be placed in Supported Living when 17. Support could reduce gradually up to their 18th birthday ready for independence. They could then remain in Supported Living post-18th Birthday until ready for an independent home, creating consistency through to adulthood.

Journey Example 3

Journey through current service model

Background: became looked after due to neglect, removed at a very young age and adopted with sibling. Adoption broke down in 2011 due to family circumstances.

Has had over 20 placements including: in-house and independent fostering (both in and out of county), internal and private residential homes. A few of the fostering placements have been successful for a number of months but eventually broke down

Currently in high cost Supported Living which he is settling into and has commenced a work training programme

Many options to prevent multiple placement breakdowns and maintain one of the strong fostering placement relationships that did break down. The aim would be to prevent the placement breakdown cycle. Options would include:

- Putting additional therapy and support into foster placement
- Additional training available to foster carers
- Foster carer supported by Transitional Carer (TC)
- Placement with TC
- Emergency and planned respite in the Hub or with TC
- Outreach support from residential staff
- Education available through the Hub following school exclusion

If there was a need for Supported Living following the support listed above, in-house supported living creates more consistency of support and reduces costs – would be able to stay close to home and have consistent staff working with them day-to-day

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT BY THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT

APPOINTMENT OF LOCAL AUTHORITY GOVERNORS

1. Purpose of report

- 1.1 The purpose of this report is to seek approval from Cabinet for the appointment of the local authority (LA) governor to the school governing body listed in paragraph 4.1. Due to an administrative issue, this application was not able to be considered in the report to Cabinet on 30 January 2018.

2. Connection to Corporate Improvement Plan/other corporate priority

- 2.1 The work of LA governors supports the raising of educational standards and the well-being of children, young people and their local communities. In particular, their work contributes to the following corporate priority:

- Supporting a successful economy

3. Background

- 3.1 In accordance with the Council's '*Guidance on the appointment of local education authority governors*' approved by cabinet on 14 October 2008, consideration has been given by officers for the application received for a current LA governor vacancy on a governing body (see paragraph 4.1)

4. Current situation/proposal

- 4.1 For the one school listed below, the applicant met the approved criteria for appointment as an LA governor and there was no competition for the vacancy. Therefore, the recommended appointment is:

Mrs Eileen Peakman	Pil Primary School
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5. Effect upon policy framework and procedure rules

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

6. Equality Impact Assessment

- 6.1 An assessment of the appointment of local authority governors shows that there are no equalities issues related to this report.

7. Financial implications

7.1 There are no financial implications regarding this report.

8. Recommendation

8.1 Cabinet is recommended to approve the appointment listed in paragraph 4.1.

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Background documents

- Bridgend County Borough Council's 'Guidance on the appointment of local education authority governors' that was approved by Cabinet on 14 October 2008
- The Government of Maintained Schools (Wales) Regulations 2005

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE INTERIM CORPORATE DIRECTOR FOR EDUCATION AND FAMILY SUPPORT

ADDITIONAL LEARNING NEEDS (ALN) REFORM

1. Purpose of report

- 1.1 The purpose of the report is to provide Cabinet with an opportunity to respond to the recommendations made by Subject Overview and Scrutiny Committee 1 in respect of Additional Learning Needs (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, 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.
- 3.2 At this meeting, members received comprehensive information which included evidence from external, third sector representatives as well as local authority officers.
- 3.3 Following that event, on 19 December 2017, Cabinet received a report from Subject Overview and Scrutiny Committee 1 in relation to the Additional Learning Needs (ALN) Reform. This report made several recommendations to Cabinet.

4. Current situation/proposal

4.1 The Committee recommends that:

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.

Officers' response for Cabinet's consideration is as follows:

At this present time, any funding to be provided by Welsh Government to support the implementation of the ALN Bill is unknown. If the local authority is made aware of any new funding, discussions will be held with a wide range of stakeholders to

ensure that the money available will support the implementation of the ALN Bill and be used appropriately to meet the needs of children and young people with ALN.

In 2016-2017, the ALN Grant for the regional consortium amounted to £250k. Merthyr Tydfil County Borough Council ran one of the projects in its entirety so were allocated £66k. The remaining authorities, including Bridgend County Borough Council, received £46k each. In 2017-2018, the ALN Grant has been increased to £300k. Similar arrangements are in place with Merthyr running the same special project for the whole region. Therefore, Merthyr has been allocated £76k with the remaining local authorities receiving £56k each. It is currently not known if the grant will be available in 2018-2019.

There is a regional inclusion group which meets regularly to plan for the implementation of the Bill, share good practice and develop work plans. There are several regional operational groups which also meet to develop specific aspects of activity which will be included in the Bill. Welsh Government has recently invested in regional leads for ALN to drive the implementation of the Bill and also in the development of practice in line with the Bill. These individuals will be based in each consortium area.

4.2 The Committee recommends that:

The local authority identifies and allocates additional specific funding for post-16 ALN provision as an invest-to-save measure.

Officers' response for Cabinet's consideration is as follows:

There is a new requirement within the Bill which extends our responsibilities to those children/young people with ALN. There will be a single legislative system relating to the support given to children and young people aged between 0 to 25 years who have ALN. This will replace the two separate systems currently operating to support children and young people of compulsory school age who have special educational needs (SEN); and young people in further education who have learning difficulties and disabilities (LDD). Welsh Government has also published guidance on post-16 funding for learners with learning difficulties at specialist colleges

4.3 The Committee recommends that:

Cabinet recognises and incorporates the significant role of the educational psychologist in the establishment and delivery of future support and services for those with ALN.

Officers' response for Cabinet's consideration is as follows:

It is recognised that educational psychologists will continue to have an important role to play as a result of the ALN Reform Bill in supporting and delivering a service for the pupils with ALN. The Educational Psychology Service is fully engaged in the work to prepare for the implementation of the Bill and colleagues from that service lead on several aspects of operational planning.

4.4 The Committee recommends that:

Cabinet considers apprenticeships as a method for young people with ALN to progress into employment.

Officers' response for Cabinet's consideration is as follows:

Young people with ALN need to be able to progress into employment in order to thrive in life. Apprenticeships are just one method of achieving this. Currently, local authority officers are working in partnership with Bridgend College to ensure that opportunities are afforded to young people with ALN with regards to Supported Internships (see Appendices A, B and C), but this is only one aspect of progression we are actively working to improve.

4.5 The Committee recommends that:

With reference to recommendations at paragraphs 4.1 and 4.2, suitable support and resources be allocated to support frontline staff such as additional learning needs coordinators (ALNCos) and teachers in order to ensure they are able to deal with the extra responsibilities under the Bill and manage with increased workloads.

Officers' response for Cabinet's consideration is as follows:

Significant training has been delivered by local authority officers to ALNCos within primary and secondary schools in Bridgend. The Inclusion Service has worked collaboratively with other local authorities utilising the ALN Innovation Fund in order to prepare school staff in advance of the ALN Reform Bill being implemented. Continued support and advice will be provided by local authority to school staff including headteachers and governors and in conjunction with the new role of the ALN Transformation Lead for Central South Consortium (CSC).

4.6 The Committee recommends that:

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.

Officers' response for Cabinet's consideration is as follows:

The job evaluation process and criteria have been agreed and applied across the authority for several years. All new posts or changes to posts will be subject to job evaluation.

4.7 The Committee recommends that:

The local 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.

Officers' response for Cabinet's consideration is as follows:

The local authority delegated schools budget rate is above 80% and we are committed to ensuring that as much of any budget allocated to ALN pupils is

delegated to individual schools. However, pupils with ALN need a wide range of services to support them and these services are not all provided by schools.

We can assure Subject Overview and Scrutiny Committee 1 that funding allocated for the support of children with ALN is all used to support those children in the best way we can.

4.8 The Committee recommends that:

The local authority considers how home-to-school transport arrangements will be affected as part of the new provisions contained in the Bill.

Officers' response for Cabinet's consideration is as follows:

It is not currently known if the Bill will affect the (Learner) Travel Wales Measure 2008. Once any implications or changes are known, we will undertake a review of our policies in line with those changes.

4.9 The Committee recommends that:

The local authority learns from best practice from local authorities within Wales and beyond to improve the academic performance of those young people with ALN achieving level 2 threshold inclusive which currently stands at 26.3%.

Officers' response for Cabinet's consideration is as follows:

The Inclusion Service is working closely with colleagues across the regional consortium area to develop and share good practice in relation to all areas of ALN education. In addition, we actively engage with the ADEW Inclusion Group and, on an all-Wales footprint, there is a keen appetite to ensure consistent, coherent excellent practice in this area nationally.

In addition, there is a wealth of expertise shared from other areas of the UK and internationally where applicable. Our special school headteachers are fully engaged in SWASSH (South Wales Association of Special School Headteachers) where new and innovative ideas are shared.

4.10 The Committee recommends that:

The local authority assesses the required resources, workforce planning and training arrangements to support implementation of the Bill.

Officers' response for Cabinet's consideration is as follows:

The local authority, in collaboration with Central South Consortium (CSC), is currently considering workforce implications with regards to the Sensory Service. This work will be supported by a Welsh Government grant. This work will be extended to encompass the wider workforce involved in the implementation of the ALN Reform Bill.

The Welsh Government Training Expert Group will work with the ALN Transformation Leads and local authority officers to ensure that all stakeholders are fully prepared for the implementation of the ALN Reform Bill.

4.11 The Committee recommends that:

The local authority looks to strengthen its relationship with the further education (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.

Officers' response for Cabinet's consideration is as follows:

The local authority has established a transition board to strengthen relationships, policies and procedures in relation to the FE sector and work-based learning. The ALN innovation Fund has supported the board in developing a 'map and gap' analysis and transition protocols.

4.12 The Committee recommends that:

The local authority explores 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 local authority looks to commission an independent analysis of these associated costs, both directly to the local authority as well as indirectly to other public services. Such an analysis would help put the costs of supporting children with ALN into perspective.

Officers' response for Cabinet's consideration is as follows:

We are not aware of any work which has been carried out in the third sector to analyse the costs associated with support for adults who have not had sufficient educational provision as a young person. As part of the regional work, the Inclusion Service will explore this to see if the work has been undertaken elsewhere and if so, what conclusion can be reached from that data.

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 There are no equality implications directly attached to this report. An initial screening Equality Impact Assessment will be completed, and a full screening will be undertaken in due course in relation to the implementation of the ALN and Education Tribunal (Wales) Bill.

7. Financial implications

7.1 There are no financial implications directly associated with this report. However, any future developments and changes within the local authority in response to the Bill will have associated financial implications.

8. Recommendation

8.1 Cabinet is asked to:

- note and consider officers' responses to the recommendations at paragraph 4 from Subject Overview and Scrutiny Committee 1 in relation to the local authority's response to the ALN Reform Bill.

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Background documents

Appendix (i) Report to Cabinet (19 December 2017) - ADDITIONAL LEARNING NEEDS (ALN) REFORM – RECOMMENDATIONS OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

Appendix (ii) Report to Scrutiny (18 September 2017) - ADDITIONAL LEARNING NEEDS (ALN) REFORM

Appendix A Supported internships for learners with additional learning needs (ALN) – briefing paper

Appendix B Frequently asked questions about supported internship schemes for young people with learning disabilities:

Appendix C Supported internship executive summary

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.

1.2 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:

- k. 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;
- l. The Authority identify and allocate additional specific funding for Post-16 ALN provision as an invest to save measure;
- m. 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;
- n. Cabinet consider apprenticeships as a method for young people with ALN to progress into employment;
- o. 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;
- p. 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;
- q. 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;
- r. The Local Authority considers how home to school transport arrangements will be affected as part of the new provisions contained in the Bill;
- s. 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%;
- t. The Authority assesses the required resources, workforce planning and training arrangements to support implementation of the Bill;
- u. 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.
- v. 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.

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Background documents

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

BRIDGEND COUNTY BOROUGH COUNCIL
REPORT TO OVERVIEW AND SCRUTINY COMMITTEE 1

18 SEPTEMBER 2017

**REPORT OF THE INTERIM CORPORATE DIRECTOR – EDUCATION AND FAMILY
SUPPORT**

ADDITIONAL LEARNING NEEDS (ALN) REFORM

1. Purpose of report

1.1 The purpose of this report is to inform the Committee of:

- the developments of the ALN reform in Wales and how as a local authority we are preparing for its introduction;
- the status of the Additional Learning Needs and Education Tribunal (Wales) Bill; and
- information regarding career pathways for pupils with ALN.

2. Connection to corporate improvement objectives/other corporate priorities

2.1 This report relates to the following Corporate Plan priorities:

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

3. Background

3.1 The Additional Learning Needs and Education Tribunal (Wales) Bill was introduced into the National Assembly for Wales on 12 December 2016.

3.2 During 2017, the Bill has been working its way through the first stage of the process, which is the consultation phase and scrutiny of the general principles of the Bill.

3.3 The Bill makes provision for a new statutory framework for supporting children and young people with additional learning needs. This is to replace existing legislation surrounding special educational needs and the assessment of children and young people with learning difficulties and/or disabilities in post-16 education and training.

3.4 The Bill also continues the existence of the Special Educational Needs Tribunal for Wales and provides for children, their parents and young people to appeal to it

against decisions made in relation to their or their child's additional learning needs, but renames it the Education Tribunal for Wales.

3.5 The Bill identifies the role of Dedicated Education Clinical Lead Officer (DELCO) in Health, who has a statutory duty to consider if a relevant treatment or service is likely to be of benefit.

3.6 The ten aims of the Bill are as follows:

- **The introduction of the term 'additional learning needs' (ALN)**
The Bill replaces the terms 'special educational needs' (SEN) and 'learning difficulties and/or disabilities' (LDD) with the new term ALN.
- **0 to 25 age range**
There will be a single legislative system relating to the support given to children and young people aged between 0 to 25 years who have ALN. This is instead of the two separate systems currently operating to support children and young people of compulsory school age who have SEN; and young people in further education who have LDD.
- **A unified plan**
The Bill will create a single statutory plan (the individual development plan) (IDP) to replace the existing variety of statutory and non-statutory SEN or LDD plans for learners in schools and further education.
- **Increased participation of children and young people**
The Bill requires that learners' views should always be considered as part of the planning process, along with those of their parents/carers. It is imperative that children and young people see the planning process as something which is done with them rather than to them.
- **High aspirations and improved outcomes**
The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential.
- **A simpler and less adversarial system**
The process of producing and revising an IDP should be much simpler than is currently the case with statements of SEN.

Consideration is being given by Welsh Government on how to phase in IDPs for children and young people who have ALN in line with the ALN Reform Bill. These pupils are currently identified as being School Action, School Action Plus of the Code of Practice (2004) or may have a statement of special educational needs. Currently, only 2.7% of children and young people in Wales have a statement of special educational needs, whereas the new system provides a statutory plan for around 22% of learners with an additional learning need aged between 0-25 years. Children and young people who have a statement of special educational needs identifying provision, for example, for ancillary support, should be entitled to the same additional learning provision (ALP) when their statement is converted into an IDP. The review and monitoring of the provision will remain the same.

- **Increased collaboration**
The new system will encourage improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve positive outcomes.
- **Avoiding disagreements and earlier disagreement resolution**
The new system will focus on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.
- **Clear and consistent rights of appeal**
Where disagreements about the contents of an IDP cannot be resolved at the local level, the Bill will ensure that children and young people entitled to an IDP (and their parents/carers in the case of those that are under 16 years) will have a right of appeal to a tribunal.
- **ALN Code**
The code will ensure that the new ALN system has a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN.

- 3.7 Welsh Government has published a suite of materials to help those interested understand the reforms and how they might work in practice. As the Bill passes through the legislative process and moves into the implementation phase, more guidance will become available.
- 3.8 Welsh Government has made available two drafts of the Code of Practice. The first was during the consultation on the draft Bill in 2015, and the second in February 2017 to aid scrutiny of the Bill. The next draft will be the version that is published for consultation, which is expected to happen early in 2018. The consultation responses will be used to make the necessary amendments to the code which will then be published. However, the existing duties within the current SEN code of practice will need to be met until the new system is formally implemented.
- 3.9 In addition to the Bill, there is also a wider ALN transformation programme to support the ALN reform. In February 2017, the Minister for Lifelong Learning and Welsh Language published a written ministerial statement announcing £20m investment in ALN to support all partners to successfully implement and deliver the new system. £1.1m of that investment is being provided via the ALN Innovation Fund, which is a pre-legislative grant to support collaborative projects between a wide range of agencies involved in supporting learners with ALN. It aims to support the identification and development of innovative practice which improves systems, arrangements and relationships in readiness for roll-out of the forthcoming legislative changes. The learning from the projects funded by the grant scheme will be shared across Wales and will provide a key opportunity to develop ways of working consistent with the reforms and influence the approach to transformation and implementation.

- 3.10 As part of the wider ALN Transformation Programme there has been a focus upon the workforce development. There is a programme of skills development for education practitioners focused at three levels:
- Core skills development for all practitioners to support a wide range of low complexity, high incidence ALN within settings and access to ongoing professional development. This includes the roll-out of person-centred practice (PCP), which is a central aspect of the new approach, across all education settings. A two year funding grant has been provided to local authorities and further education institutions for developing PCP skills across the workforce.
 - Advanced skills development through the development of the role of Additional Learning Needs Coordinators (ALNCo), who will replace current Special Educational Needs Coordinators (SENCoS).
 - Specialist skills development through a national workforce planning system for local authority-provided specialist support services available to education settings, for example, educational psychologists or teachers of the visually or hearing impaired.
- 3.11 Another strand of the wider ALN transformation programme is focused on policy and guidance to ensure that good practice is supported and embedded in the current special educational needs (SEN) systems as well as the future system. During 2017, Welsh Government has published guidance on:
- post-16 funding for learners with learning difficulties at specialist colleges;
 - the role of the SENCo;
 - supporting learners with specific learning difficulties; and
 - supporting learners with healthcare needs.
- 3.12 A consultation on options for implementing the ALN Bill closed on 9 June 2017. The responses to the consultation will be analysed and published during autumn 2017 alongside the Welsh Government's response.
- 3.13 Welsh Government has outlined how the Bill will affect local authorities.
- Local authorities will be responsible for learners with ALN from the age of 0 to 25, ensuring they can access suitable education and/or training, including compulsory education and specialist post-16 education or training where necessary.
 - If a child or young person who has an IDP moves to a different local authority in Wales, the responsibility for assessing and identifying provision to support his/her needs transfers to the local authority where he/she resides. In England where legislation is different, the IDP will be converted into an Education and Health Care Plan (EHCP).
 - The process for transferring the IDP from one local authority to another should be similar to that of the existing arrangements for a statement of special educational needs, where there is close liaison between authorities. The ALP should be replicated where possible. However, it is recognised that local arrangements and provision may differ from one local authority to another across Wales and in England. Therefore, the ALP will need to be determined by the local authority where the pupil will be residing. For a young person transitioning from a school to a further education establishment (FEI) the same

processes should apply. An ALP should be needs led not service / establishment led. IDPs should always aim to identify the ALP that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential.

- The ALN Code will impose mandatory requirements on local authorities in respect of information and advice services; independent advocacy services; the preparation content, form, review and revision of IDPs ceasing to maintain.
- All children, their parents and young people up to the age of 25 years will have the right to the Education Tribunal against decisions made by a local authority in relation to their ALN or their IDP. Local authorities must provide access to independent advocacy services.
- IDPs will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below and those over compulsory school age in school or further education. Local authorities will normally only prepare and maintain an IDP in instances where the child or young person's needs are more severe or complex. Ordinarily IDPs will be the responsibility of the maintained school or further education institution.
- Local authorities must provide children, young people and others with information and advice about ALN and the new system, and ensure that it is accessible for all who need it.
- Arrangements must be made by local authorities for avoiding and resolving disagreements. If disagreements arise, local authorities' arrangements should ensure they are resolved at the earliest opportunity and at the most local level.
- Where a local authority requests help or information from another body in the exercise of any of their ALN functions, that body should comply with the request.

4. Current situation

- 4.1 The Bill is currently at stage 2. This stage of the process was reached in June 2017. Stage 2 is an amending stage, and has a greater focus on the detail and specific areas for amendment.
- 4.2 The Bill is expected to complete its National Assembly for Wales stages by the end of 2017 with Royal Assent following early in 2018. It is at this point when Welsh Government will shift their focus to the secondary legislation, in particular the new Code of Practice. The ALN Code will replace the current SEN Code of Practice and will inform people of their legal duties, it will be the handbook for the new system.
- 4.3 The aim is to have the complete package of the new law and the ALN Code approved and in place by the end of 2018. From early 2019, there will then be an extensive programme of continuing professional development on the basis of the new code, ahead of roll-out from September 2019. This all assumes no delays to the legislative process for the Bill and the consultation and assembly consideration of the secondary legislation runs to time.
- 4.4 Welsh Government has been working closely with partners to refine the approach to transition. An announcement was made in February 2017 that there will be funding for five additional learning needs transformation leads to support the delivery of the programme. These transformation leads will be recruited and will take up post during the 2017-2018 financial year. Four of the transformation leads will operate regionally, on the education consortia footprint, and one of the leads will work as a

further education transformation lead on a national basis. These leads will be critical in ensuring that services will be prepared to operate the new additional learning needs system with regards to Welsh Government's overall implementation strategy. They will be involved in playing a co-ordinating role; oversee training and awareness-raising and play a key part in facilitating improvements in multi-agency working. Another key role will be to raise awareness of the Bill as it continues to progress through the National Assembly and they will support local authorities; schools; early years settings and colleges to put plans in place at an early stage of implementation. An important consideration will be also to explore quality assurance frameworks and lines of accountability for local authorities, consortia and schools.

4.5 As a local authority, Bridgend has been working in collaboration with the other four local authorities in the Central South Consortium to prepare for the ALN Reform Bill. The first focus area the collaboration focused on was training staff in each of the local authorities around the person centered planning approach and the development of a one page profile which supports the development of the IDP.

4.6 The second wave of collaboration has been with regards to the ALN Innovation Fund projects which are currently being developed. The projects are as follows:

- **Project 1- Transition planning between education settings, out of education and into social care and into adult life. The capacity of local post-16 provision with learning difficulties and/or disabilities (LDD).**

Bridgend's Inclusion Service has established a local project board to develop a post-16 transition protocol and to audit learners' needs at every transition point. A map and gap analysis has been undertaken with the focus upon what is working well; what changes need to be made; what are the gaps in provision and to reflect upon and update the process map.

- **Project 2 – The capacity of ALNCOs/SENCOs in providing support to classroom staff, including skills development.**

An analysis of need has been undertaken to plan and deliver training for every ALNCO in all Bridgend schools regarding PCP and IDPs. Nine ALNCOs have been identified from all schools in Bridgend to continue to roll out training for the other ALNCOs with a 'train the trainer' model of approach. This will ensure that ALNCOs are fully trained in preparation for the ALN Reform Bill and that the training is sustainable. Training has also been delivered to Bridgend College which supports the developing collaboration surrounding the ALN Reform Bill.

The Bill does not specifically name ALNCOs as the person responsible for assessing a child or young person at school. A variety of different agencies, professional and individuals have a role in identifying and assessing young people who have an ALN. If a child or young person is identified as having an ALN, which calls for ALP then an IDP should be prepared stating the nature of the ALN and the level of provision to support the needs of the child. A graduated response to need should always be followed by the school staff, considering differentiated teaching and strategies in the first instance.

The ALNCo will specifically be responsible for ensuring that all learners who have an ALN have an IDP. They will not be required to develop every IDP. Any teacher can be involved in doing that. However, ALNCo's will be responsible for overseeing the provision across the educational setting to meet the needs identified in the IDP.

- **Project 3 – The capacity of special schools to act as specialist support to mainstream schools and the capacity of local authority-based specialist services to support learners in early years, maintained schools and FEIs.**

Ysgol Bryn Castell along with the Behaviour and Wellbeing Team are in the process of upskilling mainstream teachers and staff in schools to manage challenging behaviour. Behaviour champions have been identified in all primary and secondary schools and building capacity within schools will continue.

Heronbridge Special School delivered a conference with a focus upon upskilling mainstream and observation class teachers to support pupils with complex autism spectrum disorder (ASD) needs, addressing communication, sensory and behavioural issues.

- **Project 4 – Practice and arrangements for resolving disagreements and avoiding disputes.**

The focus of this project is to further embed best practice in disagreement avoidance and resolution across Central South Consortium. Also, to consider a service level agreement for mediation and to ensure sustainability through the development of a train the trainer approach across the region. It should be noted that there will be a cost implication for the mediation service.

- 4.7 To ensure that individual pupils' needs are met and appropriate progress is made pathways are continuing to be strengthened. These pathways involve mainstream schools (ie Ysgol Bryn Castell, Heronsbridge Special School and Bridgend College).
- 4.8 The point of transition into employment for pupils with ALN is an area which needs further development. There is currently consideration being given to develop progression routes to employment for young people with ALN in the form of supported internships. The supported internship progression route is designed to develop the skills of the individual, encourage employers to review their job roles and recruitment practices in order to consider this group of potential workers. The purpose is also to promote self-esteem and worth in the learner and ultimately place them in a job and therefore increasing their chances of independent living and making a contribution to their community. The briefing paper attached at Appendix A outlines the background; purpose and benefits of supported internships. Attached at Appendix B are frequently asked questions regarding supported internships and the executive summary of the nature and purpose of supported internships is attached at Appendix C.

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 initial screening Equality Impact Assessment will be completed and a full screening will be undertaken in due course.

7. Financial implications

7.1 Welsh Government has provided funding for local authorities to develop the person centered planning approach. As part of Central South Consortium, Bridgend received £26k over a two-year period to develop this approach with staff within Bridgend. This continues to be embedded as key staff have been trained to cascade the approach in order to provide sustainability.

7.2 As part of the transformation programme, Welsh Government has provided funding via the ALN Innovation Fund, which is a pre-legislative grant to support collaborative projects between a wide range of agencies involved in supporting learners with ALN. Bridgend has worked in collaboration with the other four local authorities in the consortium to develop projects to support the transition for the ALN Reform Bill. Each local authority received £50k during 2016-2017 and upon the completion of the projects during 2017-2018 will each receive a further £60k.

7.3 There is some uncertainty regarding the cost of implementing the ALN Reform Bill with regards to the extension of the age range from 0-25 and also the possible increase of IDPs and the associated costs.

8. Recommendation

8.1 Overview and Scrutiny Committee is invited to:

note the content of this report in relation to the ALN Reform; and to consider and agree any recommendations the committee may wish to make consistent with its challenge and support role in light of this report.

Lindsay Harvey
Interim Corporate Director - Education and Family Support
18 September 2017

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Background documents

Additional Learning Needs and Education Tribunal (Wales) Bill timetable.

<http://www.senedd.assembly.wales/mgIssueHistoryHome.aspx?lId=16496>

Welsh Government publications

<http://gov.wales/topics/educationandskills/schoolshome/additional-learning-special-educational-needs/transformation-programme/awareness-raising/?lang=en>

Person-Centred Planning document

<http://learning.gov.wales/resources/browse-all/person-centred-practice-guide/?lang=en>

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Supported internships for learners with additional learning needs (ALN) – briefing paper

Purpose

To develop progression routes to employment for young people with ALN who are under-represented in the workplace. Currently in the UK 7% of learners with significant ALN end up in employment whilst many more are supported by home or are dependent on adult social services. In the latter case the costs of care are considerable and range from £25k per year up to £70k depending on the nature of the support package. For adults below 65 with learning difficulties the average figure is close to £40k.

The supported internship progression route is designed to develop the skills of the individual, encourage employers to review their job roles and recruitment practices in order to consider this group of potential workers, promote self-esteem and worth in the learner and ultimately place them in a job thus increasing their chances of independent living and making a contribution to their community. There is then a consequent saving of resources on the part of the local authority (LA) and Welsh Government.

Connection to Corporate Improvement Objectives/other corporate priorities

Improvement Priority One - Successful Economy programme

1.1 Aim - To help local people develop skills and take advantage of opportunities to succeed and to extend that success to every community in the County Borough

1.1.3 Work with schools to close the gap in educational attainments for pupils eligible for free school meals and those who are not and improve learner outcomes for other vulnerable groups including looked after children and young carers.

1.3.1.2 The introduction of Supported Internships leading to employment for young people with ALN

Background

As part of the Post 16 review feedback from special schools indicated that their learners found it very difficult to gain employment after they had finished their education programme whether this was at 18, 19 or later after a course at college. The young people themselves made it very clear in their contribution that many of them would like to get a job but were pessimistic about the prospects.

The special schools have used ELITE Supported Employment Ltd in the past to provide short term placements. The schools found the costs becoming prohibitive and whilst it was a useful experience for the learner there was no planned pathway into employment.

ELITE have been operating in South Wales since 1994. Over the past 10 years there has been little change across Wales in the proportion of young people with significant ALN gaining employment – it has stuck at around 7%. One possible critical factor is that insufficient numbers of employers in the region have been encouraged to look at their recruitment practices and consider taking on young people from this group of learners.

Two lines of investigation have been followed in order to develop a view on an appropriate way forward.

Engage to change

This is a national project funded to the tune of £10m by the Big Lottery's Getting Ahead 2 grant over a five-year period. It aims to support 1000 learners with learning disability. On an even split across Las, Bridgend could claim up to 45 places or 9 per year. The cost per learner is £10k.

- Learning Disability Wales is co-ordinating the project.
- Elite is sourcing the internship opportunities in South Wales.
- Cardiff University is monitoring and reporting on the project.
- The programme for learners is Project Search which is a supported internship model from the USA
- A pilot project was established with Cardiff and Vale College as the educator, Cardiff University as the employer and Elite brokering the placements
- The internship runs for 6 months and is paid with a 50% contribution from the employer
- All Wales People First is a rights based organisation supporting the voice of these groups of learners. It will undertake an evaluation of the project through membership advocacy groups
- Welsh Government is a partner in the project and the Assembly sponsor is Mark Isherwood AM, Welsh Conservative Shadow Minister for Communities, Europe and North Wales Growth Deal
- Young people are eligible for the project if :-
 - They have a learning disability, learning difficulty or Autistic Spectrum Disorder
 - They are 16 to 25 years old
 - They are not in education, training or employment or at risk of not being so
 - They have support from family or support network
 - They want to work
 - They are prepared to undertake training to develop skills
 - Their needs are not met by existing statutory provision (this may preclude young people in special school settings)

- A link to Elite's website is provided below and papers from the launch event are attached

<http://www.elitesea.co.uk/>

Opus Employer Engagement Services and More Than 7

The Project Search model from the USA is considered quite an expensive model through the purchasing of the licence to use the model in the UK. However in England a number of supported internship schemes have been established with a leading example being that of the National Grid Supported Internship scheme that has been running since at least 2013. A link to their programme can be found below:

<http://employabilityletsworktogether.com/>

Mark McGillicuddy was the founding director of this programme and subsequently moved on to create Morethan7, a social enterprise organisation specialising in supporting young people with ALN into employment. Nationally the employment rate for these learners is around 7%. Morethan7 and Opus are experiencing success rates of 70% in their projects to date.

Opus is the employer engagement arm of the project sourcing potential employers who are prepared to reconsider their recruitment policies and the job structures in the workplace to create openings for learners with ALN. This often consists of "job carving" where simpler elements of existing jobs are brought together to create a role for the ALN recruit and freeing up the existing members of staff for more complex tasks. This establishes the opportunity for an internship and if this proves successful a permanent paid employment going forward. The internships are unpaid with learners registered as still being in education and maintain eligibility for benefits. They undertake skills training and a relevant vocational qualification alongside a minimum of 16 hours per week in the workplace supported by a Job Coach.

Morethan7 takes over once the employers are signed up in principle. Mark's task is to work with employers, educators and job coaches to prepare the ground ahead of the start of any internships. More detail on the approach taken by Morethan7 can be found at :

http://www.morethan7.org/?page_id=179#

A short set of papers from Opus is attached that set out their joint approach to supported internships. They currently work with a number of local authorities and colleges in England and Cardiff LA in Wales. Links to Opus are provided below:

<https://www.weareopus.co.uk/>

Recommended way forward

Having taken advice from Procurement the recommendation is to construct a proposal for supported internships and send this out via email to a minimum of 3 organisations and undertake an evaluation of the responses. The project would then proceed with preferred option from the evaluation.

The aspects that will be taken into account in the published brief are as follows:

Supported internships in BCBC

BCBC is seeking to establish in Year 1 of this project a number of supported internships to help progress young people with additional learning needs into paid employment. These learners will be drawn from our special schools, learning resource centres and potentially our local FE college. It is our intention to establish a sustainable model for supported internships with high quality provision leading to very positive outcomes and delivering good value for money.

The project may be extended to a second year and the resources available are £10k per year (subject to confirmation of the use of the LA-retained element it will come from the Post-16 Grant from Welsh Government).

Please note: this project is designed to run outside the national Engage to Change project.

Organisations wishing to become engaged in the project will be invited to provide responses to the statements below:

1. Please describe your experience in delivering supported internships with Job Coaches.
2. What success rates have you achieved in translating internships into paid employment?
3. Please provide an indication of the numbers of employers with whom you have engaged and the numbers of placements delivered.
4. Please provide examples of the qualifications achieved by the learners during the course of their internship.
5. How many internships would you anticipate being able to establish during each year of the project?
6. Please set out your fee structure per internship.

John Fabes

Specialist Officer Post-16 Education and Training
August 2017

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Frequently Asked Questions about Supported Internship Schemes for young people with learning disabilities:

1. Could it affect productivity?

The job coach will work with the young person to ensure they pick up the tasks required of them to make sure productivity is not affected.

2. Will it take up a lot of time for employer and staff?

Clearly there is some input needed, but we will set that out very clearly from the start and it's something that will be kept under review. However, the job coach will do much of the training after an initial induction and providing of support so staff shouldn't find themselves burdened.

3. Are there health and safety issues?

Interns are covered by the employer's insurance as for any employed staff. For the vast majority of interns, there will be no need for any considerations beyond those that exist for all staff. If there are particular issues, these will be discussed openly with the employer and strategies agreed between learning provider, employer and intern with support provided to implement any additional control measures. The learning provider will do an initial risk assessment at the job matching stage, which should prevent interns being placed in unsuitable environments in the first place.

4. Do we know how to cope/communicate with a disabled person? What if we can't manage their behaviours or meet their support needs?

The job coach can support both staff and employer to communicate effectively with the intern and provide advice on strategies for managing challenging behaviours or creating an environment which will minimise the risk of such behaviours occurring. The job coach will always be available to the employer, on site or at the end of a phone, if issues/concerns are arising.

5. Can someone with a disability or learning difficulty really do any of the jobs I could offer?

Employers are often surprised at just how much a person with a learning difficulty or disability is able to do, once the right support is in place. It may also be useful to think how a specific role might be 'carved' for an individual if tasks were allocated differently across a team. Some employers have found productivity is increased when they take this approach (e.g. freeing up some staff from data entry work, taken on by the intern, so they can do more customer-facing activity).

6. What will other staff or customers/clients make of it?

The job coach can support the staff to understand the abilities and needs of the intern. It is rarely a problem for existing staff and often brings out the nurturing side of one or more colleagues who thrive in that role. Customers and clients are often pleased to see a diverse workforce, especially if it helps the workforce to better reflect the client group – and that's any workforce that serves the general public. If issues do arise, the job coach can help negotiate solutions.

7. Will a job coach just get in the way and be an extra burden?

Job coaches are very skilled in making their presence as unobtrusive as possible. They are likely to be around quite a lot to start with – but this is very helpful to the employer in getting the intern trained up to do the job and ironing out any teething issues. As the intern grows more confident, the job coach will begin to withdraw although will do some light-touch monitoring and be available to intern or employer if additional support is needed (e.g. if employer introduces new or more challenging tasks).

8. Will I face some kind of equality / discrimination challenge if I don't recruit the intern at the end?

Employers are not obliged to recruit the intern at the end of the internship. This is the ideal outcome but is not always possible. Employers are only expected to recruit the intern if there is a vacancy and the intern is the best candidate for the job. Providers will expect them to apply their normal recruitment procedures – with reasonable adjustments to the process as required, as for any disabled job applicant.

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Supported Internship Executive Summary

1. What is a 'Supported Internship'?

Supported internships are structured study programmes based primarily at an employer. They are intended to enable young people with learning difficulties and/or disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace.

Supported internships are unpaid, and last for a minimum of six months.

2. The aim of supported internships.

The aim of **supported internships** is to prepare young people with additional needs for paid employment by:

- Supporting them to develop the skills valued by employers;
- Enabling them to demonstrate their value in the workplace;
- Developing confidence in their own abilities to perform successfully at work.

Whilst the ideal outcome from a supported internship will be the offer of a paid job from an employer, other outcomes include:

- Building up experience for a CV, demonstrating that the young person has the skills and willingness to work;
- Changing the perception of employers about employing people with learning difficulties and/or disabilities;
- Changing the perception of the young person's family that they can work;
- Improving skills in English and maths that enable the young person to be better prepared for work, including handling money, interacting with the public, and practising interview skills; and
- Becoming independent travellers.

3. Can we make it easy for an employer?

The simple answer is yes. The process is fully supported. In the initial government trial of Supported Internships feedback from employers included the following points:

- Gets you involved in a new, ground-breaking project.
- Access to specialist job matching.
- We act as free recruitment company so reduce recruitment costs.
- Interns may have skills currently lacking in existing staff (e.g. high-functioning autism can result in young people having significantly above-average accuracy).
- Money-saving due to job carving.
- In-work training provided by job coach.
- It acts as an extended working interview, which gives you an increased chance of getting the right person.
- Increased diversity of workforce to reflect your customers and society.
- Disability awareness training for staff (provided by us).
- Contribution to society.
- Help achieving equality and diversity targets.
- Increased staff retention (evidence of lower staff turnover amongst people with a disability).
- Potential supervisory or mentoring opportunities for junior staff.
- Your competition is offering internships!

4. What are the benefits for a young person?

The benefits for the young people involved in a structured Supported Internship are quite simply life changing.

The overwhelming majority of young people with SEN are capable of sustainable paid employment with the right preparation and support.

The government have targeted four outcomes for young people with disabilities. They are:

- Employment
- Independent Living
- Health
- Community Participation

All four outcomes can be achieved through a Supported Internship.

5. What are the benefits for an employer?

The recruitment of quality staff poses a challenge to any organisation. Our aim is to embed Supported Internships as simply one successful recruitment tool that your organization uses.

Benefits for the employer and its employees include:

- Improved image and external reputation with a workforce that reflects the diversity of local communities;
- Team building and internal reputation with improved staff morale;
- Personal development opportunities for staff;
- Diversity-improved services and products to attract the “purple pound” - the spending power of disabled people estimated to be £80 billion in the UK;
- Improved understanding of the needs of customers with disabilities;
- Ability to recruit from a wider availability of labour to ensure they employ the best people for their job vacancies;
- Early identification of talent, and development of a local workforce that comes with values that fit their business needs;
- Reduced recruitment costs with a supported selection process;
- Improved staff retention;
- Corporate social responsibility and being seen as an “employer of choice”
- Positive change to workplace culture and practice.

We look forward to work alongside you very soon!

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE INTERIM CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN): PROPOSAL FOR CHANGES TO YSGOL GYFUN GYMRAEG LLANGYNWYD AUTISM SPECTRUM DISORDER (ASD) LEARNING RESOURCE CENTRE (LRC) - OBJECTIONS REPORT

1. Purpose of report

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the statutory objections process conducted by Bridgend County Borough Council (BCBC) in respect of the proposal to establish an ASD LRC at Ysgol Gyfun Gymraeg Llangynwyd.

2. Connection to Corporate Improvement Plan/other corporate priorities

- 2.1 These proposals are related both to the Corporate Plan 2016-2020 and the Education Inclusion Programme and, in particular, the following corporate improvement priority:
- Supporting a successful economy
- 2.2 In order to achieve this improvement priority, it is important to work with our partners to support pupils with additional learning needs (ALN). The focus needs to be on raising learners' skills, ambition and qualifications, and support them to take advantage of opportunities to succeed. This will improve the future prospects for our children and young people.
- 2.3 We have already contributed to this priority by improving the provision in mainstream schools for pupils with ALN.

3. Background

- 3.1 In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with ALN.
- 3.2 Bridgend's Welsh Education Strategic Plan (2017-2020) (WESP) states that:

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

- 3.2.1 deliver the key principles of equality, choice and opportunity for all;
- 3.2.2 respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;

- 3.2.3 recognise a common Welsh heritage;
- 3.2.4 reflect the social, economic and cultural needs of Wales in the 21st century;
- 3.2.5 provide opportunity to reflect on and develop personal identity and a sense of place and community;
- 3.2.6 be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy; and
- 3.2.7 take into account Welsh Government's Welsh Language Strategy (2016) to reach a million Welsh speakers by 2050.

3.3 The focus in Outcome 6 of the WESP, namely Welsh-medium provision for learners with ALN, is upon extending capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education.

4. Current situation/proposal

4.1 In order to progress a proposal to establish an ASD LRC at Ysgol Gyfun Gymraeg Llangynwyd as from 1 March 2018, consultation exercises were carried out between 6 September to the 21 October 2017 with staff, governors, parents and pupils of Ysgol Gyfun Gymraeg Llangynwyd and also the wider community in accordance with the Statutory School Organisation Code.

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

www.bridgend.gov.uk/consultation

www.bridgend.gov.uk/cy/gwasanaethau/ymgyngghori.aspx

4.2 The consultation document invited views and opinions to be submitted in respect of the proposal. A summary of these views and opinions was then published in the form of a consultation report.

4.3 Under the Statutory Code referred to above, the proposal was subsequently published for a period of 28 days and formal written objections were invited during this time.

4.4 No objections were received during this public notice period therefore the proposal can be implemented with Cabinet's approval.

5. Effect upon policy framework and procedure rules

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

6. Impact assessments

Community Impact Assessment

6.1 There is no negative impact on the community.

Equality Impact Assessment (EIA)

6.2 The Council has a duty to consult and fully consider the implications of any proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.

6.3 The full EIA can be found in Appendix (viii). The full EIA holistically evaluates the pupils affected by the introduction of the proposal.

7. Financial implications

7.1 The funding for the learning resource centre would be allocated through the mainstream school's delegated budget, via the school's formula allocation, and using a combination of the age-weighted pupil unit (AWPU) element, plus a per-place factor.

7.2 Funding levels would be derived from notional current staffing needs. If pupil numbers remain constant, then the cost of the provision would be largely unchanged. The number of places would be reviewed annually and agreed with the headteacher to enable staffing stability and to assist in school planning.

7.3 These proposed funding arrangements are similar to those implemented for secondary schools in 2013-2014, that were part of the annual consultation with governing bodies and the School Budget Forum on changes to the schools' funding formulae. One-off funding for the set-up costs would be £10k.

7.4 As part of the medium-term financial strategy budget-setting process for 2017-2018, a total of £263k was allocated under budget pressures to establish additional LRCs for pupils with ASD in two Welsh-medium schools and two English-medium schools with effect from the academic year 2017-2018. This allocation will be used to fund the LRC at Ysgol Gyfun Gymraeg Llangynwyd if the proposal goes ahead.

8. Recommendations

8.1 Cabinet is recommended to:

- note that no objections were received during the public notice period; and, as a consequence,
- approve the implementation of the proposal.

Lindsay Harvey

Interim Corporate Director – Education and Family Support

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Appendices

Appendix 1 Consultation report
Appendix 2 Consultation meeting with school council
Appendix 3 Consultation meeting with parents
Appendix 4 Consultation meeting with staff
Appendix 5 Consultation meeting with school governors
Appendix 6 Estyn response
Appendix 7 National Categorisation School Report 2016-2017 - Ysgol Gyfun Gymraeg Llangynwyd
Appendix 8 National Categorisation School Report 2016-2017 - Maesteg School
Appendix 9 Full Equality Impact Assessment

Background documents

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

BCBC's Welsh in Education Strategic Plan 2017-2020

BRIDGEND COUNTY BOROUGH COUNCIL

CONSULTATION REPORT

REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT

PROVISION FOR PUPILS WITH ADDITIONAL LEARNING NEEDS (ALN)- OUTCOME OF CONSULTATIONS ON PROPOSAL TO ESTABLISH A LEARNING RESOURCE CENTRE FOR PUPILS WITH AUTISITC SPECTRUM DISORDERS AT YSGOL GYFUN GYMRAEG LLANGYNWYD

1. Purpose of report

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the consultation on the proposals to establish a learning resource centre (LRC) for pupils with autism spectrum disorders (ASD) at Ysgol Gyfun Gymraeg Llangynwyd.

2. Connection to Corporate Improvement Plan/other corporate priorities

- 2.1 These proposals are related both to the Corporate Plan 2016-2020 and the Education Inclusion Programme and, in particular, the following corporate improvement priority:

- Supporting a successful economy.

- 2.2 In order to achieve this improvement priority, it is important to work with our partners to support pupils with ALN. The focus needs to be upon raising their skills, ambition and qualifications, and support them to take advantage of opportunities to succeed. This will improve the future prospects for our children and young people. We have already contributed to this priority by improving the provision in mainstream schools for pupils with additional learning needs.

3. Background

- 3.1 In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with ALN.

- 3.2 Bridgend's Welsh Education Strategic Plan (2017-2020) (WESP) states that:

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

- 3.2.1 deliver the key principles of equality, choice and opportunity for all;
- 3.2.2 respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- 3.2.3 recognise a common Welsh heritage;
- 3.2.4 reflect the social, economic and cultural needs of Wales in the 21st century;
- 3.2.5 provide opportunity to reflect on and develop personal identity and a sense of place and community;

- 3.2.6 be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy; and
- 3.2.7 take into account Welsh Government's Welsh Language Strategy (2016) to reach a million welsh speakers by 2050.

3.3 The focus in Outcome Six of the WESP, namely Welsh-medium provision for learners with ALN, is upon extending capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education.

4. Current situation/proposal

4.1 In order to progress a proposal to establish the ASD LRC at Ysgol Gyfun Gymraeg Llangynwyd consultation exercises were carried out between 6 September 2017 and 17 October 2017 with staff, governors, parents and pupils of Ysgol Gyfun Gymraeg Llangynwyd and also the wider community in accordance with the Statutory School Organisation Code.

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

www.bridgend.gov.uk/consultation

4.2 The consultation document invited views and opinions to be submitted in respect of the proposal.

4.3 Under the Statutory Code referred to above the Authority is required to publish a consultation report summarising any issues raised by consultees and the Authority's response and setting out Estyn's view of the overall merit of the proposals.

4.4 If approved by Cabinet, the next stage of the process is to publish a statutory notice outlining the proposals which would need to be published for a period of 28 days and any formal written objections would be invited during this time.

4.5 If there are no objections during the Public Notice period then the proposal can be implemented with Cabinet's approval.

4.6 If there are objections at this Public Notice stage, an objections report will be published summarising the objections and the authority's response to those objections. Cabinet will need to consider the proposal in light of objections. Cabinet could then accept, reject or modify the proposal.

5. Summary of written presentations

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

Pupil consultation

- 5.2 Ysgol Gyfun Gymraeg School Council met with BCBC representatives on 20 September 2017 to discuss the proposal (full details can be found at Appendix i).
- 5.3 Pupils raised questions regarding what would normally happen for pupils with ASD and would they need a diagnosis to go into the class.
- 5.4 Pupils also enquired about numbers of pupils going into the class, where the location of the class would be, when the class would open and would it be of additional benefit to the school.
- 5.5 Further questions were asked about what the pupils would do, could other pupils access the class and have other classes succeeded.

The local authority response is as follows:

- 5.6 It was explained that currently, LRCs for pupils with ASD are in English-medium schools which have proven to be successful. There will not be twelve pupils on roll when the class opens with a proposed date of February 2018.
- 5.7 It was noted that pupils would need a diagnosis to go into the class but those who are awaiting a diagnosis or need additional support can access the expertise of the class depending upon individual needs.
- 5.8 It was highlighted that there is an area set aside within the school for the class and the school will work with the local authority to develop this.

Parent consultation

- 5.9 A consultation meeting was held for parents and interested parties to discuss the proposal with BCBC representatives at Ysgol Gyfun Gymraeg Llangynwyd on 20 September 2017 (full details can be found at Appendix ii)
- 5.10 Parents expressed the importance of having the continuum from primary to secondary education. They raised questions regarding the access of pupils already with ASD to the provision and the travel arrangements.

The local authority response is as follows:

- 5.11 An explanation was given to the parents regarding criteria for the class and staffing. It was explained that taxi arrangements may be a possibility based on need.

School staff consultation

- 5.12 A consultation meeting was held with Ysgol Gyfun Gymraeg staff on 20 September 2017 (full details can be found at Appendix iii).
- 5.13 Staff raised questions regarding the number of pupils accessing the provision, who would support with training and will other pupils be able to access the provision

The local authority response is as follows:

- 5.14 It was explained that the capacity in the LRC is for twelve pupils and that there is entry and exit criteria in place. The Specialist Teacher for ASD will provide regular support to the school and will be the first point of contact.
- 5.15 An explanation was given regarding reverse integration and how other pupils based on need could benefit from the provision being in the school.

Governing body consultation

- 5.16 A consultation meeting was held with Ysgol Gyfun Gymraeg Governors on 20 September 2017 (full details can be found at Appendix iv).
- 5.17 The governors asked questions regarding admissions to the LRC, whether sixth formers could access it, what support there would be for the LRC and what the alternative would be. Further questions were raised surrounding staffing, transport and how school data will be impacted by having the LRC.
- 5.18 An explanation was given regarding the entry and exit criteria in place for admission to the LRC. The pupils who will access the LRC are already part of the school data. Sixth-form pupils based on identified need could access the provision.
- 5.19 It was emphasized that local authority officers will work with the school to establish the LRC and that there will be on-going support specifically from the Specialist Teacher for ASD.
- 5.20 It was discussed that the alternative to the Welsh-medium LRC would be a transfer to an English-medium school with an LRC which would be Maesteg School. Transport is centrally funded.

Summary of written presentations

- 5.21 There were four items of direct correspondence received during the consultation period.
- 5.22 One respondent believed the proposal to be good and one which would benefit both the pupils and the school.
- 5.23 Another respondent noted that the proposal was pleasing. A question was raised regarding the wider support that was available through the medium of Welsh with a particular reference to the foundation phase. A further question was raised regarding the number of pupils with autism educated through the medium of Welsh in Bridgend County Borough.

The local authority's response to the questions raised are as follows:

- 5.24 There are a number of Welsh-speaking staff within the Inclusion Service supporting the Welsh-medium schools. For example, there is a moderate learning difficulty (MLD) team whose support has recently been extended to Ysgol Gyfun Gymraeg Llangynwyd as well as the Welsh-medium primary schools.

- 5.25 There are plans to seek permission from Cabinet this academic year to consult to open a LRC for ASD at one of the Welsh-medium primary schools. Currently, there are five in Ysgol Gyfun Gymraeg Llangynwyd and seven in the four Welsh-medium primary schools.
- 5.26 One respondent was supportive of the proposal with particular reference to pupils being able to continue their education through the medium of Welsh supporting a seamless transition. The respondent welcomed the consideration being given to seek permission from Cabinet to consult on the opening of a learning resource centre for pupils with ASD through the medium of Welsh at key stage 2.
- 5.27 Another respondent noted support for the proposal and welcomed further consideration being given to any future proposals.

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

- 6.1 Estyn has considered the educational aspects of the proposals (see Appendix (v)).
- 6.2 It is Estyn's opinion that the proposal to establish a LRC at Ysgol Gyfun Gymraeg Llangynwyd is likely to improve the standard of educational provision for those pupils with ASD who wish to continue their education through the medium of Welsh.
- 6.3 Estyn states that Bridgend County Borough Council has produced a clear rationale for this proposal supported by the Welsh Education Strategic Plan (WESP), (Bridgend 2017-2020).
- 6.4 Estyn acknowledges that there will only be advantages for the pupils with ASD taught through the medium of Welsh as there is currently no provision locally to meet these pupils' needs.
- 6.5 Estyn comments that the alternative of the LRC at Maesteg Comprehensive School is not a suitable alternative as the curriculum is delivered through the medium of English and therefore does not meet the language needs of these pupils.
- 6.6 Estyn notes that the Council has considered the current quality of outcomes, provision and leadership and management at Ysgol Gyfun Gymraeg Llangynwyd using the National Categorisation School report 2016-2017 as the source of evidence. The judgements for outcomes and provision Estyn states are in line with the most recent Estyn Inspection (March 2015), while the judgements for leadership are slightly more positive in the categorisation report.
- 6.7 The local authority's response to the comment regarding leadership is that since the last Estyn Inspection of March 2015, a new headteacher and deputy headteacher have been appointed at Ysgol Gyfun Gymraeg Llangynwyd.
- 6.8 Estyn states that the local authority accurately concludes that this proposal will not impact on the ability of the school to deliver the full curriculum at all key stage.

7. Impact Assessments

7.1 Community Impact Assessment

There is no significant negative impact on the community.

7.2 Equality Impact Assessment.

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

8. Financial implications

- 8.1 The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's formula allocation, and using a combination of the age-weighted pupil unit (AWPU) element, plus a per place factor.
- 8.2 Funding levels would be derived from notional current staffing needs. If pupil numbers remain constant, then the cost of the provision would be largely unchanged. The number of places would be reviewed annually and agreed with the headteacher to enable staffing stability and to assist in school planning.
- 8.3 These proposed funding arrangements are similar to those implemented for secondary schools in 2013-2014, that were part of the annual consultation with governing bodies and the School Budget Forum on changes to the schools' funding formulae. One-off funding for the set-up costs would be £10k.
- 8.4 As part of the medium-term financial strategy budget-setting process for 2017-2018, a total of £263k was allocated under budget pressures to establish additional LRC's for pupils with ASD in two Welsh-medium schools and two English-medium schools with effect from the academic year 2017-2018. This allocation will be used to fund the LRC at Ysgol Gyfun Gymraeg Llangynwyd if the proposal goes ahead.

9. Statutory process in determining proposals

9.1 Provisional timetable:

28 November 2017	Report to Cabinet on the outcomes of the consultation.
5 December 2017	Publish Consultation Report on BCBC website, hard copies of the report will be available on request.
6 December 2017	If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.
21 December 2017	End of Public Notice period. Cabinet will consider any objections and make decision based on all the information available.
1 February 2018	Potential Implementation

Hard copies of this report are available on request.

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**Consultation Meeting with
 School Council
 Re. Proposal to establish provision for
 pupils with additional learning needs
 (ALN) at Ysgol Gyfun Gymraeg
 Llangynwyd
 20 September 2017 - 2.00pm**

Present: Michelle Hatcher - Group Manager, Inclusion and School Improvement
 Headteacher – Ysgol Gyfun Gymraeg Llangynwyd
 Lorraine Silver – Lead Educational Psychologist & ALN Complex Cases
 Manager
 Terri Davies – Senior Advisor, Employee Relations
 Members of the School Council – 17 pupils
 Gwynfor Owen - Interpreter

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues

What is the situation normally for pupils?

What kind of numbers?

Do you think the child with problems will be singled out?

Do they have to have a diagnosis to go into the class?

Answer/Comments

At the moment, learning resource centres (LRCs) for pupils with Autistic Spectrum Disorders (ASD) are in English-medium schools. At primary level we hope there will be another ASD LRC opening in one of the Welsh-medium primary schools and the pupils will hopefully be able to attend from September 2018.

This would need consultation with colleagues. There is a small number to begin with and this can be built upon. There will not be 12 pupils on roll in the beginning.

No. The support will be given in the right way at the right time. There are lots of pupils who may require additional help.

A description was given for how the class works. The class will be a place for registration and the pupils can return if they feel overwhelmed during the day. There are pupils with ASD in every school; this class will provide extra people to help with needs.

Yes, but those who are awaiting diagnosis or need additional support can access the

What about people with depression/anxiety?	expertise of the LRC.
Where will this classroom be?	The LRC is for a different purpose. School Council can raise this issue regarding wellbeing within the school.
Will it be an additional benefit to the school?	There is an area set aside within the school and the school will work with the local authority.
When will the class be open?	There is a class for autism support at Brynteg and Bryntirion Comprehensive Schools and these work well. This is additional. We know of pupil transitioning. It will be for school support with other pupils in the school.
What type of things will the pupils do?	January 2018 if all goes well through Cabinet.
What about social communication?	The pupils will have additional help. It depends on individuals and what their needs are. They will go into lessons.
How will this affect pupils?	There will be programmes to look at communication. Support will be given to manage everyday situations.
If they have not been diagnosed, can pupils go?	Pupils will be encouraged to make progress and talk freely and develop to succeed. There are definitely things that can support so that they can cope and make progress. Lessons and support in class. Understand the questions a little better. Small tweaks to their day.
Have other classes succeeded?	That is the purpose to have integration. Young people have different challenges and can benefit from having the expertise of the ASD LRC at the school.
	Yes, when they are a real part of the school and belong to the school and not something separate.
	Following the meeting, if you would like to make any further comments, please complete the pro-forma attached to the consultation document on the intranet. It is important that pupils who wish to continue their education through the medium of Welsh and have ASD can be educated locally.

**Consultation Meeting with
 Parents
 Re. Proposal to establish provision for
 pupils with additional learning needs
 (ALN) at Ysgol Gyfun Gymraeg
 Llangynwyd
 20 September 2017 - 5.00pm**

Present: Michelle Hatcher - Group Manager, Inclusion and School Improvement
 Headteacher – Ysgol Gyfun Gymraeg Llangynwyd
 Lorraine Silver – Lead Educational Psychologist & ALN Complex Cases
 Manager Terri Davies – Senior Advisor, Employee Relations
 2 Parents (1 a School Governor)

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues

Primary concerns that pupils have been lost to English-medium.

Will ASD pupils automatically be able to access the provision?

Answer/Comments

It is important to have the continuum from Primary to Secondary.

Service has had conversations with parents.

School has held a pastoral evening so will be advising the school/pupils of the service available.

The pupils need to be at a level or meet the criteria to access the provision.

The school will be an Autistic Spectrum Disorder (ASD) friendly school. Having an ASD Learning Resource Centre (LRC) will give the school the opportunity to learn and develop.

A proposal for an ASD LRC at a Welsh-medium primary school will be taken to Cabinet in 2018, hopefully to open in September 2018. This ties into the Welsh Education Strategic Plan (WESP).

The proposal is that there will be twelve places in the ASD LRC with one Specialist Teacher and one Learning Support Officer (LSO).

What about finance and travel?

Taxi arrangements possibly.

A quality impact assessment has been undertaken as part of the process.

If you would like to add anything outside of this meeting, there is a pro-forma attached to the consultation report.

The minutes of this meeting will feed into a consultation report.

**Consultation Meeting with
 Staff**
**Re. Proposal to establish provision for
 pupils with additional learning needs
 (ALN) at Ysgol Gyfun Gymraeg
 Llangynwyd**
20 September 2017 - 3.00pm

Present: Michelle Hatcher - Group Manager, Inclusion and School Improvement
 Headteacher – Ysgol Gyfun Gymraeg Llangynwyd
 Lorraine Silver – Lead Educational Psychologist and ALN Complex Cases
 Manager
 Terri Davies – Senior Advisor, Employee Relations
 18 Members of Staff
 Gwynfor Owen - Interpreter

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues

How many pupils will access the provision?

Who would support with the training?

Answer/Comments

The capacity for the learning resource centre (LRC) is for twelve full-time equivalent pupils. There is entry and exit criteria for those with a diagnosis. Strategies can be built in so they can thrive in education. The Specialist Teacher for ASD will support with the provision. There is a graduated response for the higher level of need. The Specialist Teacher for ASD will link in with the class teacher to amend lesson plans and the strategy. Mainstream teachers are not usually timetabled for the class.

Group Manager, Inclusion and School Improvement, the Lead Educational Psychologist and the autism team. The link Educational Psychologist for the school is a Welsh speaker. The Specialist Teacher for ASD will make regular visits to the school and will be the first point of contact. There is also a Learning Support Officer (LSO) who can also help with interventions.

The Group Manager asked, do you think this is a positive move?

Yes was the answer.

Will the pupil numbers grow?

The Specialist Teacher for ASD will have identified pupils. It will be the school's resource to use as appropriate.

There could be reverse integration for pupils with similar needs?

There would not be twelve on roll at any given time.

Are there pupils who already have a diagnosis of ASD who will move sideways into the class?

CARE – Communication, Autism, Resource, Education is the name of the ASD LRC. This will usually be for years 7 to 11. Often have skills at Post 16 not needing that support; it is based on the needs of the individual. Significant needs may need statementing up to age 19.

It depends on the needs but it needs to be a phased approach, start with a small number and build the provision up.

**Consultation Meeting with
 School Governors
 Re. Proposal to establish provision for
 pupils with additional learning needs
 (ALN) at Ysgol Gyfun Gymraeg
 Llangynwyd
 20 September 2017 - 4.00pm**

Present: Michelle Hatcher - Group Manager, Inclusion and School Improvement
 Headteacher – Ysgol Gyfun Gymraeg Llangynwyd
 Lorraine Silver – Lead Educational Psychologist & ALN Complex Cases
 Manager
 Terri Davies – Senior Advisor, Employee Relations
 3 School Governors

Michelle Hatcher introduced the consultation meeting and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues

Answer/Comments

What about admissions to the learning resource centre?

There is criteria in place. The local authority will work with the school – graduated response. Entry and exit criteria is in place.

What about sixth form pupils accessing the LRC?

This is a case by case basis. The pupils could access the resource if they are remaining in the school.

Will there be strong support for the resource centre?

Yes, there is the lead Educational Psychologist who supports the Education Psychology Service and a Specialist Teacher for Autistic Spectrum Disorder (ASD). Transport will be looked at for specific needs.

What would the alternative be?

Transfer to English-medium school which would be in Maesteg Secondary School.

Missed opportunities by introducing secondary schools first rather than primary.

This will be rectified by going to Cabinet during 2018 to open a learning resource centre (LRC) at one of the Welsh-medium primary schools.

Will we be able to expand?

There are good identification tools to identify pupils. Can say what the needs of the child are and what provision is required. The provision will not be full to begin with but this will grow. There are pupils who need care but have a wrap-around support. Criteria checklist is

This proposal is brilliant but we are aware that children have left Welsh-medium education.	universal. Maesteg School had a gradual intake.
This provision will be maintained?	It is appreciated that resources need to grow, especially Welsh-medium and the local authority have recognised that we need to consider all four primary schools for the consultation process and consult on one.
This provision will be maintained?	This will support primary school aged pupils with ASD to enable them to remain in a Welsh speaking primary school.
Transport – who will pick this up?	Transport is centrally funded.
Pupils will be in school for a full day?	Yes, the ASD Specialist Teacher will help set up the provision in conjunction with the school. There will be breakout areas/break times. There is a lot of experience within the ASD team.
What about the staffing?	There is funding for a Specialist Teacher and a Learning Support Officer (LSO). Integration with the unit. The ALNCo of the school can liaise with the ASD team.
Will school data be impacted by the LRC?	School recognise this, however these pupils are already part of school data. The school and local authority are aware of the data. There will be criteria for entrance and exit with lots of strategies to manage the right children are accessing the provision.
What about Post 16?	Pupils with ASD who remain in sixth form can access the same resource as other pupils on an individual needs basis.
Governor advised – Cardiff University provide excellent supporting ASD.	
Is Cabinet supportive?	Yes, all LRCs have been supported by Cabinet. The local authority recognises the benefits of meeting needs locally.
What about costs?	There will be set up costs of £10,000 given to the school.

Estyn response to the proposal to establish provision for pupils with additional learning needs (ALN) at Ysgol Gyfun Gymraeg Llangynwyd

Introduction

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

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

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

Summary/ Conclusion

The proposal to establish a learning resource class (LRC) at Ysgol Gyfun Gymraeg Llangynwyd is likely to improve the standard of educational provision for those pupils with autistic spectrum disorders (ASD) who wish to continue their education through the medium of Welsh.

Description and benefits

Bridgend County Borough Council has presented a clear rationale for this proposal supported by the Welsh Education Strategic Plan (WESP), (Bridgend 2017-2020). The focus in outcome six of the plan is 'to extend capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education.'

The plan sets out clearly that as there is currently no provision locally to meet these pupils' needs through the medium of Welsh, then there will only be advantages for these pupils compared to the status quo.

There are no perceived risks associated with this proposal and the community impact assessment concludes that there will be no significant negative impact on the local community or other schools.

The Council has considered the alternative of pupils attending the LRC at Maesteg Comprehensive School. However, this is not a suitable alternative as the curriculum is delivered through the medium of English and therefore does not meet the language needs of these pupils.

The Council correctly identifies that whilst this proposal will have no impact on current travel arrangements for pupils who attend Ysgol Gyfun Gymraeg Llangynwyd

consideration will have to be given to the most appropriate mode of transport for those pupils with ASD who would be accessing the LRC.

This proposal will enhance the current Welsh medium provision in the local authority.

Educational aspects of the proposal

The Council has considered the current quality of outcomes, provision and leadership and management at Ysgol Gyfun Gymraeg Llangynwyd using the National Categorisation School Report 2016/17 as the source of evidence. The judgements for outcomes and provision are in line with the most recent Estyn inspection (March 2015), whilst the judgements for leadership are slightly more positive in the categorisation report. The proposal concludes that there will be no likely negative impact on the quality of outcomes, provision and leadership and management as result of the proposal to establish an LRC.

The Council accurately concludes that this proposal will not impact on the ability of the school to deliver the full curriculum at all key stages.

The outcomes of the community impact assessment and equality impact assessment indicate that there will be no significant negative impacts of this proposal, whilst enhancing the provision for those pupils with ASD who wish to be educated through the medium of Welsh.

Quality and Standardisation Group

Grŵp Ansawdd a Safoni

National Categorisation School Report 2016/17

Quality Assurance	
Reg. Mod	
Nat. Ver	

School:	Ysgol Gyfun Gymraeg Llangynwyd
Region:	Central South Consortium (CSC)

Step 1 - Standards Group

Based upon the National Categorisation for standards the school is in standards group 1.

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 14.6%, (CSC 19.1%, Wales 17.3%).
- There were 77 pupils in Year 9 and 99 pupils in Year 11 in 2015-2016.

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and shortcomings:

- Overall, standards of attainment are good, with a very strong performance at key stages 4 and 5 in 2016.
- At key stage 3, improved performance in 2016 in nearly all indicators at level 5+, 6+ and 7+. However, despite improvement, performance for the last two years is predominantly in the bottom 25% when compared with similar schools. The only exception is the performance of science at level 5+, where outcomes are in the top 25% or higher 50% for the last three years. The gap in performance between boys and girls is narrower than local, regional and national averages in all core subjects at level 5+, and in English and science at level 6+ and 7+. However, the gap in performance between eFSM pupils and their peers is wider than local and regional averages for the core subject indicator and all core subjects at level 6+.
- There is a strong performance across key stage 3 in the national tests, with the percentage of pupils achieving a score of 85 and above in English and numeracy higher than local authority and national averages. Performance in reasoning in all year groups, at the average and above average score, compares favourably with similar schools (higher 50% or top 25%).
- At key stage 4, a fluctuating performance over time following a drop in key indicators such as the level 2 inclusive, core subject indicator and mathematics in 2015, followed by a significant improvement in 2016. This results in improved benchmarking positions in 2016, with the school predominantly in the top 25% in most areas when compared with similar schools. There is a strong improving trend in the performance of eFSM at the level 2 inclusive indicator, with 50% of pupils attaining the indicator in 2016 compared with 23% in 2014 and 44% in 2015. Improved performance also by boys,

with 80% of them gaining the level 2 inclusive indicator, compared with 55% in 2014 and 51% in 2015. However, girls continue to outperform boys in both languages at level 2, although the gap in performance is less significant than local and national averages.

- At key stage 5, a very strong performance for the school's second year of entry at A level, with further improvement in all key indicators, and outcomes at A*-C, average wider point score and level 3 threshold above family, local authority and national averages for the last two years.
- Increase in attendance figures over time, from 94.2% in 2014 to 94.9% in 2016. Figures compare favourably with similar schools (higher 50%) over the last three years.
- Very good pupil behaviour and further reduction in fixed term exclusion rates during the last academic year.

Areas for further improvement

The school's leaders are rightly seeking to secure further improvement in the following areas through the school's improvement plan:

- performance at key stage 3
- standards at key indicators at key stage 4
- performance of eFSM pupils at key stage 3 and 4

Step 2 – Improvement Capacity

Based upon scrutiny of evidence and discussion the school's improvement capacity is B.

Evaluation

- The leadership of the school is strong. Leaders and staff have a clear vision for the school, with a strong focus on providing Welsh-medium education of the highest standard for all pupils. This has been successful in ensuring significantly improved outcomes at GCSE in 2016, and two successful years of A level results. A strong team identity ensures a caring, inclusive and strong Welsh ethos.
- Leaders demonstrate a strong capacity to plan, implement change and maintain improvement successfully. Members of staff engage effectively in whole school initiatives, and are willing to lead and contribute to key strategies. For example, the active involvement of all departments in ensuring that pupils respond effectively to teacher feedback results in valuable and meaningful strategies being implemented across the curriculum, impacting positively on pupils' work.
- Self-evaluation processes are regular and thorough, and provide the school with a comprehensive range of first-hand evidence. The opinion of all stake-holders is important and valued. Information gathered via these processes is used effectively in order to identify the school's priorities. Very effective analysis of data by leaders ensures they have a clear and accurate picture of the school's strengths and areas for development. The self-evaluation report is a concise and evaluative document that identifies accurately strengths and areas for development. However, leaders acknowledge appropriately that monitoring activities, and how findings contribute to the self-evaluation report, are not yet fully embedded. The reference to impact in the self-evaluation report is also underdeveloped.
- Leaders are clear about the priorities that need to be addressed in the school's improvement plan, and there is a strong focus on raising standards and strengthening provision. As a result, outcomes have significantly improved in all key indicators in 2016. In addition, monitoring activities demonstrate that strong progress has been made against each of the recommendations arising from the Estyn inspection in March 2015. Provision for pupils with additional learning needs is now in line with statutory requirements. There is first-hand evidence to suggest that the quality and consistency

in teachers' feedback has improved across the school. Adopting a whole school assessment policy and introducing Improving Personal Effectiveness sessions result in more consistency in the feedback provided to pupils within and across departments. There is now strong evidence of pupils reflecting on their work, responding positively to teachers' comments and improving the quality of their work.

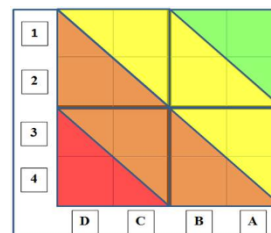
- The school has a good track record in raising the achievement of most pupils, including vulnerable learners. The nurture club is proving to be effective, particularly in developing vulnerable pupils' confidence and addressing their social and emotional needs. Staff work closely with pupils, provide valuable support, a strong focus on wellbeing, and carefully monitor targeted pupils. As a result, vulnerable pupils demonstrate good or better behaviour, homework is completed on time and nearly all make progress that is at least in line with expectations.
- The school gives good attention to national and local priorities. Provision for literacy and numeracy is promoted strongly across the curriculum. The school has responded positively to the implementation of the Welsh Baccalaureate and this is successfully embedded at key stage 5, resulting in very strong examination results in 2016. Use of the Pupil Deprivation Grant targets individuals and specific groups of pupils, builds on previous successful initiatives, and covers a wide range of activities in and outside school. As a result, there is year on year improvement by eFSM pupils at key stage 4.
- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The high priority given to staff development, and strong focus on performance management, have all contributed effectively to the strong progress made in relation to Estyn recommendations.
- The governors are very supportive of the school and good use is made of their expertise. They are well informed and knowledgeable about school performance through detailed updates, regular presentations and effective links with key areas. They are proactive in their involvement with the school and are able to challenge the school effectively.
- Strong systems are in place for tracking teaching and learning, which includes effective departmental reviews. As a result, there is a comprehensive bank of detailed observation records that provide a clear picture of teaching. The quality of teaching and its impact on pupils' learning is good or better in around 80% of cases. Involvement in the OLEVI Outstanding Teacher Programme, and Improving Teacher Programme, has been instrumental in improving aspects of teaching during the last year. Appropriate strategies are in place to improve any areas identified for improvement, including an effective mentoring and support system for any teacher judged to be satisfactory or unsatisfactory, triad workings and valuable involvement in key working parties.
- The school has thorough and rigorous systems to track pupil progress with predicted outcomes at key stage 4 very close to actual examination performance. Targets also reflect the school's high expectations, and would place the school in the higher 50% or top 25% if realised. Leaders are anticipating a drop in performance in 2017, which is reflected in the targets set. Work is already ongoing in monitoring and tracking pupils carefully and ensuring appropriate interventions of targeted pupils are in place.
- Leaders and staff work very successfully with schools and forums. Active involvement with the 14-19 regional Welsh medium forum enables the school to enhance curricular provision, and for staff to gain in confidence through training and professional learning communities. Leaders are prominent in developing work within the family of schools and School Improvement Group (SIG). For example, discussions and implementation of successful reward strategies identified in a SIG working party have further improved attendance in 2016. The school's formal collaboration with a nearby secondary school,

and partnership with the local college ensures that a wide range of subjects, including vocational options, are offered at key stage 4 and 5.

Areas for further improvement

Appropriate priorities in the school improvement plan relate closely to:

- strengthening the quality of teaching across the school
- addressing the planned curricular changes including responding to Successful Futures, involvement as a lead creative school, and implementation of the Digital Competence Framework



Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data.
- National literacy and numeracy test data.
- The school’s self-evaluation report.
- The school’s improvement plan.
- The school’s analysis of the outcomes of classroom observation and book scrutiny.
- The challenge adviser’s previous school improvement report and notes of school visit.
- Documentation concerning the headteacher’s performance objectives and the monitoring of progress against objectives.

Step 3 – Support Category

It was agreed at the meeting that the overall support category is B.

Exceptions

Exceptions have been applied: No

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions applied
1	B	Yellow	No

The judgements at Step 2 and Step 3 are provisional until national verification has been completed.

The draft and final reports should be shared with the governing body.

Quality and Standardisation Group

Grŵp Ansawdd a Safoni

National Categorisation School Report 2016/17

Quality Assurance	
Reg. Mod	
Nat. Ver	

School:	Maesteg Comprehensive School
Region:	Secondary

Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: 2

School Context

The school's three-year average for the percentage of pupils eligible for free school (eFSM) meals is

26.6%, (CSC 19.1%, Wales 17.3%).

There were 157 pupils in Year 11 in 2015-2016.

Evaluation

Senior leaders' analysis of performance correctly evaluates the following points:

At key stage 3, attainment in all three core subjects, and in most non-core subjects, has improved at level 5+ over the last three years. Outcomes are now in either quarter 1 or quarter 2 when compared with similar schools and exceed the family's average and national figures. At level 6, outcomes have improved in English and mathematics over the last year, following a dip in 2015. However, only performance in science is above the median in quarter 2. The outcomes in most of the non-core subjects at level 6 are showing a rise over the past three years, and all subjects, apart from design technology, are above the median.

Too many pupils, particularly boys, are making progress which is lower than expected in English and mathematics. The key stage 2 to 3 progress measures show over half of the year group making one level of progress or less in both of these core subject areas. In science, the figure is better with almost 70% making at least 2 levels of progress.

Most pupils speak confidently in lessons and girls read fluently. Girls also develop their writing skills well in most subjects. However, the gap between girls' and boys' writing is too wide at 30% and more than twice that at both local authority and all-Wales levels.

There has been a decline in performance in 2016 against a number of key measures at key stage 4.

Outcomes in the level 1 threshold (level 1), the 2 threshold (level 2), the level 2 threshold including English and Performance in science (92%) is particularly strong exceeding both local authority and Wales figures. However, performance fell slightly in English (2 percentage points) and significantly in mathematics (11 percentage points). In both these cases, and against the level 2+ threshold, outcomes were lower than in each of the preceding two years. As a result, the school has dropped from standards group 1 to group 2.

The proportion of the school's more able pupils achieving 5+ A/A* grades has been up and down over the last three years, (2014 15.2%, 17.7% in 2015, 2016 13.4%). Overall, this proportion is too low and is below both local (16.5%) and regional (17.2%) averages. Out of the 20 pupils in Year 11 recognised as more able and talented pupils, only 15% achieved an average grade of an A.

Free school meal pupils (eFSM), make good progress at level 5 in key stage 3, with 81% gaining the core subject indicator. This is just 7% lower than non eFSM pupils and narrower than the regional gap of 15%. However, this gap widens to 30% at the higher level 6. In key stage 4 at level 2 inclusive (L2+), the school's three-year average is just over 35% which, in turn, is just over the national target of 32%.

However, the pattern has been variable over the course of the last three years with a 13-percentage point fall on the 2015 eFSM L2+ figure (33%/46% respectively).

Pupils with a special educational need make good progress from their starting points. Nearly all are 2/6 successful in achieving a recognised qualification at key stage 4. Nearly all achieve the level 1 threshold and just under one third the level 2 inclusive threshold.

The data from the national reading and numeracy procedural tests shows that the percentage of pupils achieving an average or above average progress measure, is lower than that of the local authority and nationally in every year group. The numeracy reasoning outcome is above local and national averages in years 8 and 9 but not in year 7.

Post 16, approximately 98% of boys and girls achieve the level 3 threshold at A level. However, only just over 10% have achieved A*/A grades— a figure that is below regional and national averages.

Attendance rates have placed the school in the higher 50% when compared with similar schools in recent years. However, the rate of improvement has been up and down over the last three years and in 2016 fell from the 2015 figure of 94.1% to 93.7%.

The number of fixed-term exclusions, has risen significantly this year from 53 in 2014/15 to 153 in 2015/16. The proportion of fixed term exclusions per 1000 pupils at 85.8 is higher than the local authority average of 67.1.

Areas for further improvement

The challenge adviser agrees with the priority that the school's leaders are giving to securing improvement in the following areas:

- raising standards in mathematics at both key stages 3 and 4;
- raising standards in English at key stage 4;
- improving outcomes at the higher levels in key stage 3 for eFSM pupils and improving outcomes against the L2+ at key stage 4 for these pupils;

- improve outcomes at the higher grades at GCSE and A Level;
- improving boys' reading and writing skills and all pupils' skills with number;
- reducing the number of fixed term exclusions.

Step 2 - Improvement Category

The categorisation based upon evidence and discussion at Step 2 is 'C' because;

Evaluation

The school judged that the school's improvement capacity is B. However, the challenge adviser judged that improvement capacity is currently C. The headteacher has been in post for a year and has developed a clear vision and strategic priorities for the school's future direction. These are beginning to be understood more.

Self-evaluation involves many stakeholders and the report is largely evaluative. Whole-school and departmental self-evaluation, and the use of performance data, are rigorous in the main but some leaders and teachers, such as those in mathematics, do not use the performance data accurately enough to secure improvement. The roles and responsibilities are clearly defined for all leaders and staff but there are inconsistencies in the extent to which accountability is exercised in practice. Arrangements for holding middle leaders to account for performance, including both performance management and line management meetings, do not drive forward the school's improvement sufficiently in all areas, including the core subjects at both key stage 3 higher levels and key stage 4.

Overall, the impact of leadership is adequate at present. The school's targets at both key stages reflect high expectations and, if achieved, will bring performance in line with the top 25% of similar schools by 2017. The school's ability to raise pupils' achievement is inconsistent over a three-year period. Outcomes from 2016 at key stage 4 particularly, demonstrate a lack of accurate monitoring of pupils' progress towards their targets. This was particularly evident in mathematics which had a target set of 70% and attained an actual result of 54%. As a result, performance fell short of the level 2 inclusive target of 65% by 18% (47%).

School leaders have made suitable links between the outcomes of self-evaluation and the improvement priorities in the main. Planning and the use of resources have had impact in a wide number of areas at key stage 3 but not in the core areas at key stage 4. National and local priorities have had inconsistent impact in those aspects of literacy and numeracy where progress is slow.

Senior leaders gather first-hand evidence about learning and teaching. However, judgements about the quality of learning and teaching are made largely on the basis of lesson observation alone. Insufficient connection is made with pupils' progress over time. The judgements about the quality of teaching do not take enough account of end of year outcomes. Leaders have implemented a comprehensive 3/6 development programme to improve teaching and involved a number of teachers in the 'outstanding teacher programme'. The characteristics of good and excellent teaching are well defined and the majority of the teaching is of a good quality. However, there are inconsistencies across the curriculum as a whole. This restricts pupils' outcomes in a number of areas such as mathematics, at the higher levels/grades in key stage 3 and key stage 4, and in design technology at key stage 3 which is the only noncore subject to remain below the median.

There are also inconsistencies in the accuracy with which pupils' progress is tracked and the effectiveness of the support provided for pupils within some departments. This is demonstrated by variable or downwards trends in performance over time such as in English at key stage 4.

The governing body receives relevant information about performance and is very supportive. Governors rely very much on the tracking and monitoring data provided by the school. Given that the data provided is not fully accurate, governors are currently unable to scrutinise performance effectively.

Work in collaboration with other schools as both a pioneer school and a literacy hub, has made little contribution to core subject improvement to date.

Areas for further improvement

The school improvement plan appropriately addresses the following:

The need to strengthen the accuracy of tracking and monitoring at all levels so accurate prediction of pupil performance can be made in time to address any weaknesses.

However, there is also a need to:

- ensure good teaching translates to good learning so that in school variation is eradicated;
- embed those actions that support the school's vision and strategic direction so that they lead to sustained improvement in outcomes and aspects of provision;
- bring greater consistency to the quality, rigour and impact of self-evaluation and improvement planning across the school.

The school judged that the overall support category for the school is yellow. However, the challenge adviser judged this to be amber.

It was not possible to agree the outcomes at both step 2 and step 3 at the categorisation meeting. The outcomes will be referred to the senior challenge for review, in line with the requirements nationally, if the school decides that it wishes to submit the disagreement proforma.

Evidence scrutinised to make the judgement

- performance data at whole-school, cohort and pupil level;
- comparative performance data;
- value-added data and data about pupils' progress;
- the school's self-evaluation report and improvement plan;
- the school's targets;
- the previous categorisation report;
- previous notes of visits and/ or progress reports;
- documentation relating to the headteacher's performance management;
- reports relating to the school's inspection where relevant;
- first-hand knowledge of the life and work of the school.

Governing Body Ratification

After discussion the Governing body were not in full agreement with the Support Category shown above.

Step 3 - Support Category

The Overall Support category for the school is judged to be: Amber.

Exceptions

Exceptions have been applied:

4/6

-

Potential rare exceptions

Other Circumstances where the matrix has been overridden (please list reasons and evidence below)

Explanation base with evidence:

5/6

Step 1 Step 2 Step 3 Exceptions

Applied

2 C ● Amber

Full Equality Impact Assessment

Name of project, policy, function, service or proposal being assessed:	Proposal to change the provision for pupils with additional learning needs (ALN) at Ysgol Gyfun Gymraeg Llangynwyd
Date assessment completed	17 October 2017

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

An Initial Equality Impact Assessment Screening was undertaken on this proposal on 27 June 2017. The recommendation from the EIA Screening was that a Full Equality Impact Assessment would be required.

The consultation is to invite your views on the proposal to establish a learning resource centre for a maximum of 12 pupils with ASD at Ysgol Gyfun Gymraeg Llangynwyd.

A consultation exercise lasting from 6 September to 17 October 2017 sought the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported they would come into effect on 8 January 2018.

1. Consultation

		Action Points
Who do you need to consult with (which equality groups)?	Within each of the protected characteristic groups the council will need to consult with: Headteacher, teachers, governing body, parents, carers and guardians of children and the general public.	The consultation tools and mechanisms to be used should include: Focused Meetings, Public Meetings, a consultation document and associated questionnaire, publication of all information on the council's website and school websites, press releases, information on the council's customer service screens, all partners, social media, Bridge members, schools texting service, Local Service Board, citizens panel
How will you ensure your consultation is inclusive?	The council is mindful that as wide a range of consultation and engagement	

	<p>activities and tools need to be deployed in order to reach as wide an audience of consultees as possible. Consultation and engagement must be maximised in order that public views and concerns are “heard and considered” by the council to identify better ways of working and influence difficult decision making from a representative group.</p> <p>Methods of consultation will include (where appropriate) bilingual (Welsh / English) materials, information produced in languages other than English and Welsh, large print documents, easy read versions of information, provision of audio information and will include a mix of hard copy documents and provision of online forms and information. The council recognises that, key to the council’s consultation and engagement strategy is the commitment to visiting the public and other consultees in their own locations / communities at times that are convenient to them. Another key element is liaising with pupils of the school through engagement with the school council.</p>	
<p>What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use</p>	<p>Interested / impacted parties were invited to consider the proposal and submit views as to whether or not they supported the proposal to establish a learning resource centre for pupils with ASD at Ysgol Gyfun</p>	

	Gymraeg Llangynwyd from 8 January 2018 via consultation meetings held for the different interested parties. Interested and impacted parties were invited to attend meetings to hear an explanation of the proposal, put questions and express any views or concerns.	
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Record of consultation with people from equality groups

Group or persons consulted	Date, venue and number of people	Feedback, areas of concern raised	Action Points
Members of School Council of Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council	Please see tables within this Full EIA.
Ysgol Gyfun Gymraeg Llangynwyd school staff (1 meeting)	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Governing Body of Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Parents of pupils at Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017. Further details are included in this EIA	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.

2. Assessment of Impact

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

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

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

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

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

Gender	Impact or potential impact	Actions to mitigate
Identify the impact/potential impact on women and men.	None	Neither men nor women will be disproportionately negatively affected by this proposal.
Disability	Impact or potential impact	Actions to mitigate
Identify the impact/potential impact on disabled people (ensure consideration of a range of impairments, e.g. physical, sensory impairments, learning disabilities, long-term illness).	None	Disabled people will not be negatively impacted by this proposal.
Race	Impact or potential impact	Actions to mitigate
Identify the impact/potential impact of the service on Black and minority ethnic (BME) people.	Black and minority ethnic people will not be disproportionately negatively affected by this proposal.	None
Religion and belief	Impact or potential impact	Actions to mitigate
Identify the impact/potential impact of the service on people of different religious and faith groups.	There will be no impact on Religion and Belief as a result of this proposal if it is approved.	None
Sexual Orientation	Impact or potential impact	Actions to mitigate
Identify the impact/potential impact of the	There will be no impact on Sexual	None

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

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

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

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

This section of the Full EIA contains a summary of all 42 articles and some will be more relevant than others, depending on the policy being considered however, there is no expectation that the entire convention and its relevance to the policy under review is fully understood. The Engagement Team will review the relevant data included as part of its monitoring process. The EIA process already addresses two of the principle articles which are non-discrimination and participation. This section covers “Best interests” and “Survival and development”.

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

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

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

What do we mean by “best interests”?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Article 34: We should protect children from sexual abuse.

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

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

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

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

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

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

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

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

Impact or potential impact on children aged 0 – 18	Actions to mitigate
<p>In terms of this policy, the relevant articles to be considered are articles 3, 12, 28 and 30.</p> <p>Article 3: The council works towards what is best for each child. There is no impact of this policy on article 3.</p> <p>Article 12: Children have been given the opportunity to say what they think as they have been included in the consultation and engagement programme. Their views and opinions have been taken into account. There is, therefore, no impact on article 12.</p> <p>Article 28: Children in Bridgend County Borough Council have a</p>	<p>The Corporate Improvement Plan.</p> <p>These proposals are related to the Corporate Plan (2016-2020) and the Education Inclusion Programme and, in particular, in the Corporate Plan Improvement priority one</p> <ul style="list-style-type: none"> • Supporting a successful economy. <p>2.2 In order to achieve this improvement priority, it is</p>

<p>right to an education. The methods of discipline in our schools respect children’s human rights and dignity. There is, therefore, no impact on article 28.</p> <p>Article 30: Children in Bridgend are supported and encouraged to learn and use the language and customs of their families. There is, therefore, no impact on article 30.</p>	<p>important to work with our partners to support pupils with additional learning needs (ALN). The focus needs to be upon raising their skills, ambition and qualifications, and support them to take advantage of opportunities to succeed. This will improve the future prospects for our children and young people. We have already contributed to this priority by improving the provision in mainstream schools for pupils with additional learning needs.</p> <p>The proposals relate, in particular, to principle two and three. The Education Inclusion Strategy was agreed by the council’s Cabinet in March 2009.</p>
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The council is mindful that a further period of time is required to enable a full and meaningful assessment of the impact of this proposal to be made. The council will need to address a number of questions:

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

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

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

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

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

3. Action Plan

Action	Lead Person	Target for completion	Resources needed	Service
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Insert points raised during consultation				Development plan for this action
Continue to review and monitor MLD places available	Group Manager Inclusion. Lead Educational Psychologist. Team Manager ALN	Reviewed annually.	Staff time.	Yes.
Continue to track and monitor individual pupil progress within the MLD learning resource centres.	Group Manager Inclusion. Team Manager ALN. Cognition and Learning Specialist Teachers.	Termly data tracking. Annual review.	Staff time.	Yes.
Provide relevant training for the MLD in the primary schools in order to build capacity	Team Manager ALN. Cognition and Learning Teachers	Ongoing from September 2016	Staff time.	Yes.

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

Emma Blandon, Communication, Marketing and Engagement Manager

Signed: Michelle Hatcher

Date: 17 October 2017

4. Publication of your results and feedback to consultation groups

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

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

Please send completed EIA form to [Emma Blandon, Communication, Marketing and Engagement Manager](#)

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE CORPORATE DIRECTOR OPERATIONAL AND PARTNERSHIP SERVICES

COMMISSIONING AND AWARD OF CONTRACTS IN RESPECT OF THE SUPPORTING PEOPLE PROGRAMME

1. Purpose of Report.

The purpose of the report is to: –

- Seek approval to continue service delivery of 3 contracts funded under the Welsh Government Supporting People Programme;
- Suspend the relevant parts of the Council's CPRs in respect of the requirement to re-tender the proposed contracts listed in Appendix 1 of this report and;
- Authorise the Corporate Director Operational and Partnership Services to enter into the contracts with the providers listed in Appendix 1.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1 The short term contracts in Appendix 1 supports the delivery of Corporate Priorities of –

- Supporting a successful economy
- Smarter use of Resources
- Helping people to be more self-reliant

3. Background.

3.1 **Syrian Vulnerable Persons Relocation Scheme** - The UK Government has committed to resettling 20,000 Syrian refugees by 2020, fleeing Syria as a result of the civil war. On 5th July 2016 a report was submitted and endorsed by Cabinet to participate in the resettlement programme to accept 6 families over a 24 month period. Guidance from Welsh Government outlined a set of support requirements to oversee the resettlement programme and support needs of Syrian refugees. A procurement exercise was carried out and the contract was awarded to The Welsh Refugee Council. The contract length is up to 24 months, which is due to expire in October 2018. It supports a maximum of 6 families at any one time. Each family receives up to 12 months support to ensure that families are provided with suitable accommodation and the needs of these vulnerable individuals are met. The majority of the programme is funded by the Home Office (via the flexible Overseas Development Aid budget) however the support element is funded via the Supporting People grant

3.2 **Prisoner Release Empowerment Project** - The Big Lottery funded a Prisoner Release Empowerment Project which provides support to homeless people involved in the Criminal Justice System. The project works with people to find and maintain housing, and supports people to ensure a successful and positive resettlement from prison. A cabinet report was submitted and endorsed to enter

into a pilot contract for 12 months. A review was carried out which highlighted the success of the service and it was evident that the service prevented homelessness.

3.3 Supported Temporary Accommodation for Homeless Persons - The homeless hostel for families and young people at Brynmenyn provides 16 units of accommodation with 24 hour on-site support staff. The service is funded through the Supporting People Programme Grant, to help prevent and relieve homelessness. Concerns have been raised over the accommodation standards - the size of the bedrooms accommodate 3-4 persons each (either three single beds or twin single beds and 'bunk beds') together with minimal furniture such as bedside units, drawers and wardrobe. There are no individual toilet and washing facilities as these are shared – one male and one female bath/shower rooms and there are also shared kitchen facilities.

3.4 The hostel is situated within two converted buildings, a former 'Council office' and an adjacent terraced property, both of which were constructed in the early part of the 20th Century and require substantial expenditure to be brought up to modern standards expected of hostel accommodation and most importantly to meet the basic needs of the client group such as families and young people placed in this service. In addition the buildings do not meet the requirements for buildings used by the public under the Equality Act 2010.

4. Current situation / proposal.

4.1 Syrian Vulnerable Persons Relocation Scheme Refugees - It is evident that 12 months of support is not sufficient to enable Syrian families to successfully integrate into their communities and become independent. A more appropriate length of support of up to 24 months is required. In addition to this there have been family break ups resulting in family members requiring additional accommodation and resettlement support. The Home Office has confirmed that all family members must continue to be supported under the Programme and this has resulted in the Welsh Refugee Council having to increase the level of units of support. Not providing the support would have been a breach of the funding conditions of the Home Office.

4.2 In light of the unforeseen circumstances in regards to the increased length of support required and the changes to family makeup that have and may continue to occur, it is proposed that Cabinet suspend the relevant parts of the contract procedure rules and enter into a further 12 month contract with the support provider to 31st October 2019 to ensure all families currently resettled are provided with a maximum of 24 months support. The number of units is increased to 12 to allow for support to be provided flexibly in the event of any further family breakdown or unforeseen circumstances.

4.3 Prisoner Release Empowerment Programme - The Prisoner Release Empowerment Programme contract is due to come to an end on 31st March 2018 with no option to extend. Given the complexities and sensitivities of prisoner release cases, the pilot period has not been long enough to determine the exact requirements of a holistic service going forward therefore the Council need to ensure that there is a continuity of service to avoid/reduce disruptions that could arise from the ending of the contract. In order to avoid such a disruption and to build on the expertise already established by this project, it is proposed that Cabinet suspends the relevant parts of the Council's CPRs in respect of re-tendering and

agrees to the awarding of this contract based on current Contract arrangements until 31st December 2018. A tender process will be undertaken in accordance with the Council's CPR rules for the issuing of new tenders and the provision of the services in order for a new contract to be in place for 1st January 2019. Appendix 1 of the report provides information on the service type, the contracted provider and the short term value of the Contract. It is also intended that this forms part of a larger contract in the future, however until these arrangements can be put in place a 9 month extension is required to ensure service continuity. The pilot showed that the service would be better placed as part of our larger generic floating support contract. By realigning the two contracts and commissioning as one this will support the corporate priority of "making smarter use of resources", reduce costs and provides for a single point of access to service delivery.

- 4.4 **Supported Temporary Accommodation for Homelessness Persons** - Given the condition of Brynmenyn hostel (highlighted in paragraphs 3.3 and 3.4 above), i.e. that it does not meet the standards that the Authority would seek to provide to homeless persons in the County Borough, an appraisal is currently being undertaken to look at potential options going forward for the property. These options range from full scale refurbishment, to finding alternative provision, to demolishing and re-providing a purpose built hostel on the existing site. This option appraisal will be undertaken in two phases, the initial will be a long list of options, from which a shortlist of about three options will subsequently be explored in more detail. It is proposed that the initial stage of the option appraisal will be completed by March 2018 and reported to CMB. Following this, it is envisaged that the more detailed report on the refined shortlist of options to determine the proposed course of action will be reported to CMB and Cabinet by July 2018. The potential course of action is envisaged to take approximately 20 months from option decision to completion and it is proposed that the accommodation and support services contract start at the same time.
- 4.5 Supporting People commissioned a 4 year contract which is due to come to an end on the 30th April 2018, with no option to extend further. As detailed above the letting of a contract at this stage prior to this options appraisal could have a constraint on the type of service we would seek to provide in the future. Given the condition of the property, a temporary decant of service and uncertainty in future provision going forward it is difficult to undertake a recommissioning exercise. Therefore, it is proposed that Cabinet suspends the relevant parts of the Council's CPRs in respect of re-tendering the Supported Accommodation for Homeless Persons service and agrees to the awarding of this contract based on current contract arrangements until 30th April 2020, with an option to extend for a further 6 months. This will ensure that option appraisal has been submitted and agreed and there is adequate time to start a commissioning exercise.
- 4.6 Cabinet needs to be aware that by entering into these short-term contracts with the current providers listed in the Appendix 1, the Council is exposed to the risk of potential challenge from other providers of such services. The contract extension required for the Supported Temporary Accommodation for Homelessness Persons contract is 2 years. As in all previous years the funding from Welsh Government is allocated on an annual basis, however to mitigate the risk to the Local Authority a section is included within the General Terms and Conditions of the contract which stipulates that any reductions in grant from Welsh Government can be applied locally.

4.7 There are difficulties in the commissioning of these services due to the unknown future funding of such Contracts under Welsh Government funding Programmes. The proposed length of the Supported Temporary Accommodation for Homelessness Persons contract is relatively short term and has a low value. The risk set out in paragraph 4.6 needs to be weighed against the need to provide a preventative service to prevent homelessness from occurring.

5. Effect upon Policy Framework & Procedure Rules.

5.1 This report is requesting a suspension of the Council's CPRs, but no amendment to the CPRs is being sought.

6. Equality Impact Assessment

6.1 There are no equality implications arising from this report

7. Financial Implications.

7.1 All services funded via these contract arrangements are funded by Welsh Government Grant. As mentioned earlier, Welsh Government has confirmed funding levels in respect of 2018-2019.

8. Recommendation.

8.1 It is recommended that Cabinet: –

- Suspend the relevant parts of the Council's CPRs in respect of the requirement to re-tender the contracts listed in Appendix 1 of this report;
- Approves the continuation of service delivery of 3 contracts funded under the Welsh Government Supporting People Programme;
- Authorise the Corporate Director Operational and Partnership Services to enter into the contracts with the providers listed in Appendix 1 of this report.

Andrew Jolley

Corporate Director Operational and Partnership Services

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Background documents – None

Appendix 1 Contract details

Supporting People

Service Type	Contracted Provider	Total Contract Value	Contract Length
Prisoner Release Empowerment Programme (9 month)	Wallich	£22,365.36	9 months
Syrian Refugee	The Welsh Refugee Council	£125,480	12 months (the current contract has 8 months left to run)
Brynmenyn	Wallich	£359,984	24 months

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE CORPORATE DIRECTOR OPERATIONAL AND PARTNERSHIP SERVICES

MEMBER AND SCHOOL ENGAGEMENT OVERVIEW AND SCRUTINY PANEL RECOMMENDATION

1. Purpose of Report.

- 1.1 The purpose of the report is to present to Cabinet the findings and recommendation from a Member and School Engagement Panel (MSEP) meeting with Maesteg School.

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 The Council's scrutiny function has an important role to play in enhancing the transparency and accountability of public services. The purpose of engaging Head Teachers together with Chairs of Governors with Members of Scrutiny is to explore school performance with a view to improving levels of understanding in support of the Committee's accountability function.
- 3.2 Maesteg School had been highlighted as a school for the Panel to consider with the rationale that the local authority issued the school with a cause for concern letter in October 2016. Information from the Directorate explained that concern was raised about the quality of leadership at the school because in 2016, based on school reported data, there was a decline in nearly all key performance indicators at key stage 4. The decline was significant in mathematics at level 2 and the level two threshold including English/Welsh and mathematics.
- 3.3 Unverified data for key stage 4 pupils in 2017 indicates that performance is still low, especially in the combined English and mathematics threshold indicator. However, it was highlighted by the Directorate that performance in 2017 cannot be compared to performance in 2016 as GCSE reforms mean that qualifications cannot be compared like for like.
- 3.4 In addition there are a number of changes that all schools have had to address over the recent academic year, which may have impacted on this year's performance. These include; 'A' level changes taking place simultaneously; full implementation of

the Welsh Baccalaureate at level 1 and level 2 in key stage 4; late publication of available information from WJEC; no grade descriptors and in-cohort changes.

3.5 In relation to Maesteg School, a joint local authority and Central South Consortium enquiry, conducted alongside the school, was undertaken in May 2017. The enquiry recommended that in order to strengthen the impact of the headteacher and senior leadership team on school improvement, the group should relentlessly pursue a more focussed agenda for accelerating progress and raising standards; continuing the current impetus at the school and maintaining the drive that is beginning to set higher expectations. This is to be achieved through:

- Empowering middle leaders to take greater responsibility for reducing in-school variation, thus ensuring greater consistency in the areas for which they are responsible, providing support and challenge to improve the performance of individuals and the team;
- Continuing on the quest for consistency by focusing attention on a small but powerful set of standardised procedures to drive out in-school variation;
- Further improving the process of self-evaluation; and
- Further developing the school's approach to identifying and sharing effective learning and teaching strategies.

3.6 The progress review in July 2017 indicated that the school has made a positive start to addressing these recommendations.

3.7 The MSEP met with the Headteacher, Mrs Helen Jones and the Chair of Governors, Cllr Keith Edwards, along with the Officers from the Education and Family Support Directorate on 22 November 2017.

3.8 The Panel received detailed information to assist them in their deliberations and development of questions including recent school data, the School Improvement plan, the Central South Consortium School Enquiry Report and the Summer Term 2 Progress Report.

4. Current situation / proposal.

4.1 Following their discussions with the Headteacher and Chair of Governors, the Panel highlighted a series of key points and recommendations:

Key points from the Headteacher and Chair of Governors

- Two particular areas have hit schools hard recently – BTEC Science and English Literature – being withdrawn from quantitative measure.
- Struggle to recruit new staff, particularly in Maths and Science; firstly as there are so many opportunities in this field both within teaching and outside of teaching – many in the latter with much less pressure; and secondly high calibre teachers are much easier to attract to a 'Green' Category school.
- The Categorisation System for schools creates additional issues as parents are also attracted to 'Green' schools which can have a detrimental effect on individual school budgets through significant numbers of surplus places. This is further compounded by the fact that it is mainly Green schools that are

considered to become 'Hub schools' allowing them to broker services and create additional income;

- Pupil population boom in England will exacerbate recruitment situation in Wales, as England have bigger budgets to attract good teachers.
- Girls underperforming boys is becoming an increasing issue for some schools with possible indication of a demographic/cultural issue. This underperformance appears to be starting at Key Stage 3. Several reasons attributable to this:
 - 1) A lack of confidence at the core and girls not believing they can achieve and having low aspirations;
 - 2) The quality of relationships girls have with their teachers;
 - 3) An increasing gender stereotypical view of girls and boys;
 - 4) New curriculum being exam based not coursework based which tends to favour boys ways of learning and achieving.

The Panel highlighted the following as key methods the school has identified for improvement and possible areas for sharing best practice with others:

- A combination of strong pupil tracking systems and higher aspirations for pupils is vital to improve pupil performance.
- Challenging pupil data from primary schools in order to better categorise pupils and set them correctly – starting off the learning journey from year 7 instead of later.
- Teaching and Learning Reviews being held at beginning of school year with new performance targets – instead of waiting until it's too late to do anything about it.
- Have a School Governor and a budget allocated to aspects of school
moto/focus: 'STRIVE'
S – Skills – Literacy and Numeracy
T – Teaching
R – Raising aspirations
I – Inclusion
V – Visionary
E – English/Maths
- Link Governors for English and Maths together to ensure focus is maintained equally on both.

4.2 Panel recommendations following discussions

1. The Panel expressed concern over evidence reported that although schools may be issued with a cause for concern letter at the beginning of the school year in the Autumn term, support mechanisms are not put in place until after the school categorisation has been ratified in the following January. This sometimes means that a school may not get the support until a few weeks before the next exams and therefore have not had the opportunity or support to make changes and have an impact on those pupils for that year.
Given the fact that, as reported by the Corporate Director- Education and Family Support, it is extremely unlikely that the school categorisation system will

contradict the cause for concern letter, it is recommended that support from the Local Authority and the Consortium is put in place for schools immediately after a cause for concern letter is issued.

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

6.1 There are no equality implications directly attached to this report.

7. Financial Implications.

7.1 There are no financial implications directly associated with this report.

8. Recommendation.

- 8.1 Cabinet is asked to
- a) Note the comments and key points of the Member and School Engagement Panel in relation to Maesteg School.
 - b) Approve the Panels' recommendation as set out at 4.2

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Background documents

None

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE CORPORATE DIRECTOR OPERATIONAL AND PARTNERSHIP SERVICES

FORWARD WORK PROGRAMME

1. Purpose of Report .

1.1 The purpose of this report is to seek Cabinet approval for items to be included on the Forward Work Programme for the period 1 April – 31 July 2018.

2. Connection to Corporate Improvement Objectives.

2.1 The active engagement with the public regarding key decisions of the Council contributes to all of the following Corporate Priorities.

1. **Supporting a successful economy** – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.

2. **Helping people to be more self-reliant** – taking early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.

3. **Smarter use of resources** – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

3. Background.

3.1 The Constitution of the Council explains that the Forward Work Programme will be prepared by the Corporate Director – Operational and Partnership Services to cover a period of four months except when ordinary elections of councillors occur, in which case the forward work programme will cover the period up to the date of the elections.

3.2 The Forward Work Programme will contain matters which the Cabinet, Overview and Scrutiny Committees and full Council are likely to consider. It will contain information on:

(a) the timetable for considering the Budget and any plans, policies or strategies forming part of the Policy Framework and requiring Council approval, and which body is to consider them;

- (b) the timetable for considering any plans, policies or strategies which are the responsibility of the Cabinet;
- (c) any individual matters on which the Cabinet intends to consult in advance of taking a decision, and the timetable for consultation and decision;
- (d) the work programme of the Overview and Scrutiny Committees, to the extent that it is known.

3.3 The Forward Work Programme will be published at least 14 days before the start of the period covered. The authority is required to publish a notice in at least one newspaper circulating in the area, stating that a forward work programme will be published and giving the publication dates for that year.

3.4 The recent Wales Audit Office report also identifies that the Council should improve the availability and accessibility of information relating to decision-making on significant service change.

4. Current situation / proposal.

4.1 The proposed Forward Work Programmes are described below:

- Cabinet and Council FWP - Appendix 1
- Overview and Scrutiny FWP - Appendix 2

4.2 Following consideration by Cabinet, the Forward Work Programme will be published on 15 March 2018.

5. Effect upon Policy Framework and Procedure Rules.

5.1 There are no implications relating to the Policy Framework and Procedure Rules

6. Equality Impact Assessment

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

7. Financial Implications.

7.1 There will be a translation cost of approximately £60 for each quarterly update of the Forward Work Programme when it is published on the Bridgend County Borough Council Website which will be met from within existing budgets.

8. Recommendation.

8.1 Cabinet is recommended to:

- Approve the Cabinet Forward Work Programme as shown at Appendix 1;
- Note the Council and Scrutiny Forward Work Programme as shown at Appendix 1 and 2 respectively.

P A Jolley
Corporate Director Operational and Partnership Services
14 February 2018

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Background documents: None

Cabinet and Council Forward Work Programme for the period 1 April 31 July 2018

(a) The timetable for considering the Budget and any plans, policies or strategies forming part of the Policy Framework and requiring Council approval, and which body is to consider them;

Item	Title and Description of Report	Council	Contact Officer
(a)	(b)	(c)	(d)
1.			
2.			
3.			
4.			

(b) The timetable for considering any plans, policies or strategies which are the responsibility of the Cabinet;

Item	Title and Description of Report	Cabinet	Contact Officer
(a)	(b)	(c)	(d)
5.	Post 16 Education	24 Apr 18	Lindsay Harvey Corporate Director – Education and Family Support Tel: 01656 642612 Email: Lindsay.harvey@bridgend.gov.uk
6.	General Data Protection Regulation	24 Apr 18	Andrew Jolley Corporate Director Operational and Partnership Services Tel: 01656 643106 Email: Andrew.Jolley@Bridgend.gov.uk
7.	Environment (Wales) Act This report considers the extent to which the Authority is currently compliant with the requirements of the Environment Act and the additional actions required in future to implement aspects of the Act.	24 Apr 18	Mark Shephard Corporate Director – Communities Tel No: 01656 643526 Email: Mark.Shephard@bridgend.gov.uk

Item	Title and Description of Report	Cabinet	Contact Officer
(a)	(b)	(c)	(d)
8.	Financial Performance 2017-18	June 18	Darren Mepham Chief Executive Tel: 01656642616 Email: Darren.mepham@bridgend.gov.uk

(c) any individual matters on which the Cabinet intends to consult in advance of taking a decision, and the timetable for consultation and decision;

Item	Title and Description of Report	Cabinet	Contact Officer
(a)	(b)	(c)	(d)
9.			
10.			
11.			

Scrutiny Forward Work Programme for the period 01 March – 30 April 2018

Meeting Date	Corporate Scrutiny Committee	Meeting Date	Subject Scrutiny Committee 1	Meeting Date	Subject Scrutiny Committee 2	Meeting Date	Subject Scrutiny Committee 3
29- Mar	Social Services and Wellbeing Financial Plan	12-Mar	School Modernisation Band B To receive a report on the development of the strategic outline plan for Band B of the 21st Century Schools Modernisation Programme	7-Mar	Prevention and Wellbeing and Local Community Co-ordination To receive a report detailing information about the number of different initiatives that are available within the community as an alternative to statutory services.	21-Mar	Empty Properties To receive a report on the status of empty homes and properties in the County Borough and what work the Authority is undertaking to bring them back into use.
	Business Plan 2018-2019 To receive Directorate Business Plans 2018-19 including actions, milestones and performance measures						
30 April	City Deal To receive an update on the current position of City Deal, how BCBC are contributing and the expected outcomes for	16-Apr	Early Help and Social Care To receive a report to evidence how the two services are working together to show how early help and preventative	17-Apr	Dementia Care To receive an update on the review of joint intentions with Health and the Third Sector including information	19-Apr	Emergency Housing To receive a report detailing the current facilities and services for emergency housing and whether these

Meeting Date	Corporate Scrutiny Committee	Meeting Date	Subject Scrutiny Committee 1	Meeting Date	Subject Scrutiny Committee 2	Meeting Date	Subject Scrutiny Committee 3
	<p>Bridgend</p> <p>Public Service Board Overview and Scrutiny Panel Update on the PSB Scrutiny Panel</p> <p>Central South Consortium Update from the CSC Scrutiny Working Group</p>		<p>services are having a direct impact on social services e.g. preventing children from becoming looked after.</p>		<p>regarding the production of a dementia strategy and delivery plan</p>		<p>meet service user needs effectively</p>
TBC	<p>Contract Management</p> <p>To receive a report on the current Waste Contract, focusing on the tender process surrounding it</p>	TBC	<p>Budgetary Impact of Parc Prison</p> <p>To receive a report detailing the recent changes surrounding social services and Parc Prison</p>	TBC	<p>ALN Reform</p> <p>To receive detail on how the Authority is responding to the needs of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.</p>	TBC	<p>Waste Services</p> <p>To receive a report to update the Committee on operational changes and issues relating to the change in contract</p>

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE CORPORATE DIRECTOR OPERATIONAL AND PARTNERSHIP SERVICES

INFORMATION REPORTS FOR NOTING

1. Purpose of Report .

- 1.1 The purpose of this report is to inform Cabinet of the Information Reports for noting which have been published since its last scheduled meeting.

2. Connection to Corporate Improvement Objectives.

- 2.1 The report relates to the Corporate Priority Smarter Use of Resources by improving the way we communicate and engage with citizens.

3. Background.

- 3.1 At a previous meeting of Cabinet, it was resolved to approve a revised procedure for the presentation to Cabinet of Information Reports for noting.

4. Current situation / proposal.

4.1 Information Reports

The following information reports have been published since the last meeting of Cabinet:-

<u>Title</u>	<u>Date Published</u>
Estyn Inspection Outcomes For Litchard Primary School	21 February 2018
Estyn Inspection Outcomes For Betws Primary School	21 February 2018
Monitoring Report – Complaints, Freedom Of Information and Data Protection	21 February 2018

4.2 Availability of Documents

The documents have been circulated to Elected Members electronically via Email and placed on the BCBC website, and also are available from the date of publication.

5. Effect upon Policy Framework and Procedure Rules.

- 5.1 This procedure has been adopted within the procedure rules of the Constitution.

6. Equality Impact Assessment

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

7. Financial Implications.

7.1 There are no financial implications regarding this report.

8. Recommendation.

8.1 That Cabinet acknowledges the publication of the documents listed in this report.

**P A Jolley
Corporate Director Operational and Partnership Services
21 February 2018**

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Background documents: Reports referred to in Paragraph 4.1 of this report.

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT

ESTYN INSPECTION OUTCOMES FOR LITCHARD PRIMARY SCHOOL

1. Purpose of report

- 1.1 This report informs Cabinet Members of the outcomes of the recent Estyn inspection of Litchard Primary School.

2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 The information in this report relates to the following strategic priority in the Corporate Plan:

- Supporting a successful economy

3. Background

- 3.1 Litchard Primary School was inspected by Estyn in November 2017 and the report was published on 11 January 2018. The full text of the report is available on the Estyn website: www.estyn.gov.uk

4. Current situation/proposal

- 4.1 Inspectors reached the following judgements:

Inspection Area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Learning and management	Good

- 4.2 The report included the following recommendations:

- R1 Improve pupils' Welsh oracy, reading and writing skills in key stage 2
R2 Improve pupils' decision-making skills so that they can make independent choices about how and what they learn
R3 Ensure that teachers' feedback tells pupils what they need to do to improve their work
R4 Develop outdoor learning in the foundation phase

- 4.3 The school will draw up a post-inspection action plan which will show how it will address the recommendations.

4.4 The local authority with Central South Consortium will support the school to continue to improve outcomes and address all the recommendations.

5. Effect upon policy framework and procedure rules

5.1 There is no impact on the Council's policy framework or procedure rules.

6. Equality Impact Assessment

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

7. Financial implications

7.1 There are no financial implications arising directly from this information report.

8. Recommendation

8.1 It is recommended that Cabinet notes the content of this report.

Lindsay Harvey

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Background documents

Litchard Primary School Estyn inspection report

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT

ESTYN INSPECTION OUTCOMES FOR BETWS PRIMARY SCHOOL

1. Purpose of report

1.1 This report informs Cabinet Members of the outcomes of the recent Estyn inspection of Betws Primary School.

2. Connection to corporate improvement objectives/other corporate priorities

2.1 The information in this report relates to the following strategic priority in the Corporate Plan:

- Supporting a successful economy

3. Background

3.1 Betws Primary School was inspected by Estyn in November 2017 and the report was published on 25 January 2018. The full text of the report is available on the Estyn website: www.estyn.gov.uk

4. Current situation/proposal

4.1 Inspectors reached the following judgements:

Inspection Area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Learning and management	Adequate and needs improvement

4.2 The report included the following recommendations:

- R1 Raise teachers' expectations to increase the challenge for all pupils
- R2 Improve pupils' reading skills
- R3 Improve standards in weaker areas of information and communication technology (ICT)
- R4 Plan purposeful opportunities for pupils in the foundation phase to develop their independent learning skills in the outdoor environment
- R5 Ensure that leaders' roles are distributed appropriately, and that they focus strategically on improving outcomes for all pupils

- 4.3 The school will draw up a post-inspection action plan which will show how it will address the recommendations. Estyn will review the school's progress.
- 4.4 The local authority with Central South Consortium will support the school to continue to improve outcomes and address all the recommendations.
- 5. Effect upon policy framework and procedure rules.**
- 5.1 There is no impact on the Council's policy framework or procedure rules.
- 6. Equality Impact Assessment**
- 6.1 There are no direct equality impact issues arising from this report.
- 7. Financial implications**
- 7.1 There are no financial implications arising directly from this information report.
- 8. Recommendation**
- 8.1 It is recommended that Cabinet notes the content of this report.

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Background documents

Betws Primary School inspection report

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

27 FEBRUARY 2018

REPORT OF THE CORPORATE DIRECTOR – OPERATIONAL AND PARTNERSHIP SERVICES

MONITORING REPORT – COMPLAINTS, FREEDOM OF INFORMATION AND DATA PROTECTION

1. Purpose of Report.

- 1.1 To report upon the performance of the Information Team in processing Corporate Complaints, Freedom of Information requests and other information requests.

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

- 2.1 The report links to the following improvement priorities in the Corporate Plan:

Smarter use of resources.

3. Background.

- 3.1 The Information Team which is comprised of the Information Officer and Information Assistant is responsible for the following areas: Corporate Complaints, Freedom of Information requests, Data Subject Access Requests, and other requests for information from public bodies including requests made under section 29 of the Data Protection Act.
- 3.2 The Corporate Complaints Policy requires that the Information Team report to Cabinet at least annually on performance. **Appendix A** includes performance data in relation to the additional areas outlined above as these form a significant part of the work of the team.
- 3.3 There is a legislative requirement to respond to Freedom of Information requests within a 20 working day period and to Data Subject Access requests in 40 calendar days. Information requests from public bodies do not have a statutory response deadline; however the team endeavour to respond to these requests as quickly as reasonably practicable. In line with the Corporate Complaints Policy the Authority should respond to a formal complaint in 20 working days.

4. Current situation / proposal.

- 4.1 Appendix A provides a monitoring report for the period 1 January – 31 December 2017.

5. Effect upon Policy Framework& Procedure Rules.

5.1 There is no effect upon the Policy Framework or the Procedure Rules.

6. Equality Impact Assessment

6.1 There are no equality implications.

7. Financial Implications.

7.1 There are no financial implications.

8. Recommendation.

8.1 Cabinet is requested to note the Monitoring Report attached as **Appendix A.**

Mr. P A Jolley
Corporate Director – Operational and Partnership Services
6 February 2018

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Background documents

None used in the preparation of this report which were not identified in the report.

BRIDGEND COUNTY BOROUGH COUNCIL**MONITORING REPORT – COMPLAINTS, FREEDOM OF INFORMATION AND DATA PROTECTION****1. Background**

The Information Team based in Operational and Partnership Services is responsible for processing all formal complaints in line with the Authority's Corporate Complaints Policy; logging and responding to requests made under the Freedom of Information Act 2000 and Data Subject Access requests made under section 7 of the Data Protection Act 1998. The Team also process requests for information from bodies such as the Police, HMRC and the NHS.

Complaints

The Corporate Complaints Policy was approved by the Cabinet at its meeting held on 28 May 2013, to take effect from 1 June 2013.

The Policy sets out a two stage process as follows:

- **Informal Complaint Stage**
- **Formal Complaint Stage**

This Policy replaces the previous policy which allowed for a three stage process including the option for a review by an officer appointed by the Monitoring Officer. There is no option for a Monitoring Officer review in the current Complaints Policy, and complainants are advised to contact the Public Services Ombudsman if they are dissatisfied with the Authority's response. The policy is a national policy required by the Public Services Ombudsman for Wales.

2. Informal Complaints (Stage 1)

The Policy recognises that complaints should be dealt with as quickly as possible and where possible informally as part of the normal working of the Authority. It advises customers to contact the office or officer responsible for the service to provide an opportunity to solve the problem.

3. Formal Complaints (Stage 2)

- 3.1 Formal complaints are received by email, telephone, letter or complaint form. All formal corporate complaints with the exception of schools and social services (which have their own statutory procedures) are received, logged and acknowledged centrally by the Information Team within 5 working days. These complaints are then sent to the relevant Head of Service concerned for the appointment of a senior officer to investigate the complaint and respond directly within 20 working days. The Information Team is then provided with a copy of the response. If an investigation is more complex and more time may be needed, the customer is advised of the likely

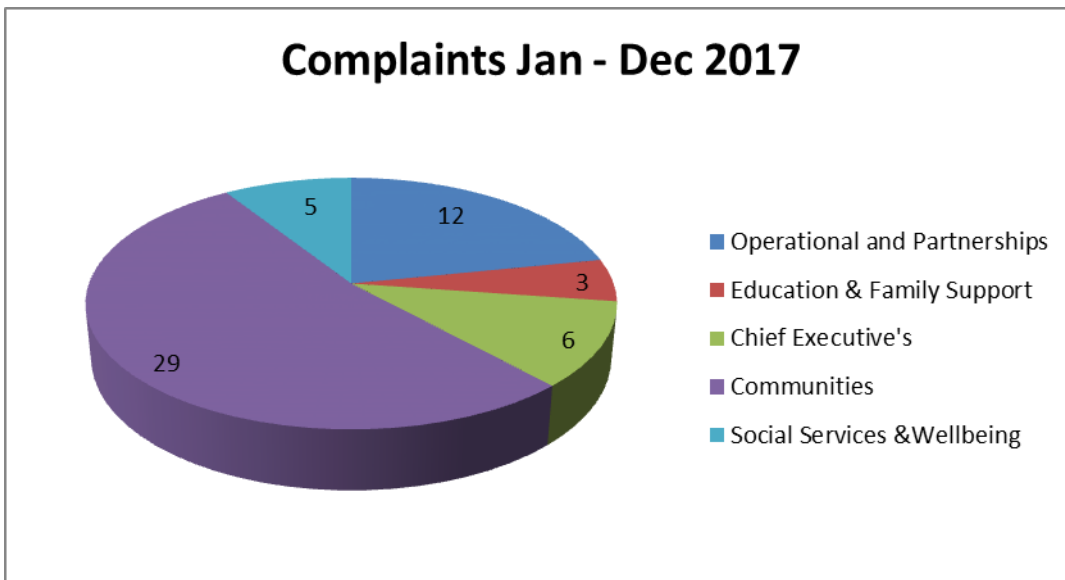
timescale and kept informed of progress.

3.2 The Information Team has received, logged acknowledged and referred a total of 55 formal complaints for the period from 1 January to 31 December 2017. The breakdown for the period is as follows:

	Jan – Dec 2017
No. of Complaints Received	55
No. acknowledged in 5 working days	53
No. acknowledged outside 5 working days	2

3.3 In the 2 instances where complaints have been acknowledged after five working days, it was in cases where complaints had not been sent directly to the Information Team in accordance with the Council's Policy. In some instances the Team were not aware of the complaint until a copy of the response was provided. The relevant Directorates have since been reminded of the process, which has resulted in an increase in compliance with the policy.

3.4 For the period from 1 January to 31 December 2017, the number of formal complaints received by each Directorate was as follows:



3.5 For the period 1 January to 31 December 2017 one complaint was received by the Welsh Language commissioner about a service provided by the Authority; however the Commissioner took the decision not to investigate the complaint. One Welsh Language complaint was received direct and this was upheld but resolved informally.

3.6 As required by the Equalities Strategy, an equalities monitoring questionnaire has been developed to accompany the Corporate Complaints Form. The information collected will inform an annual report.

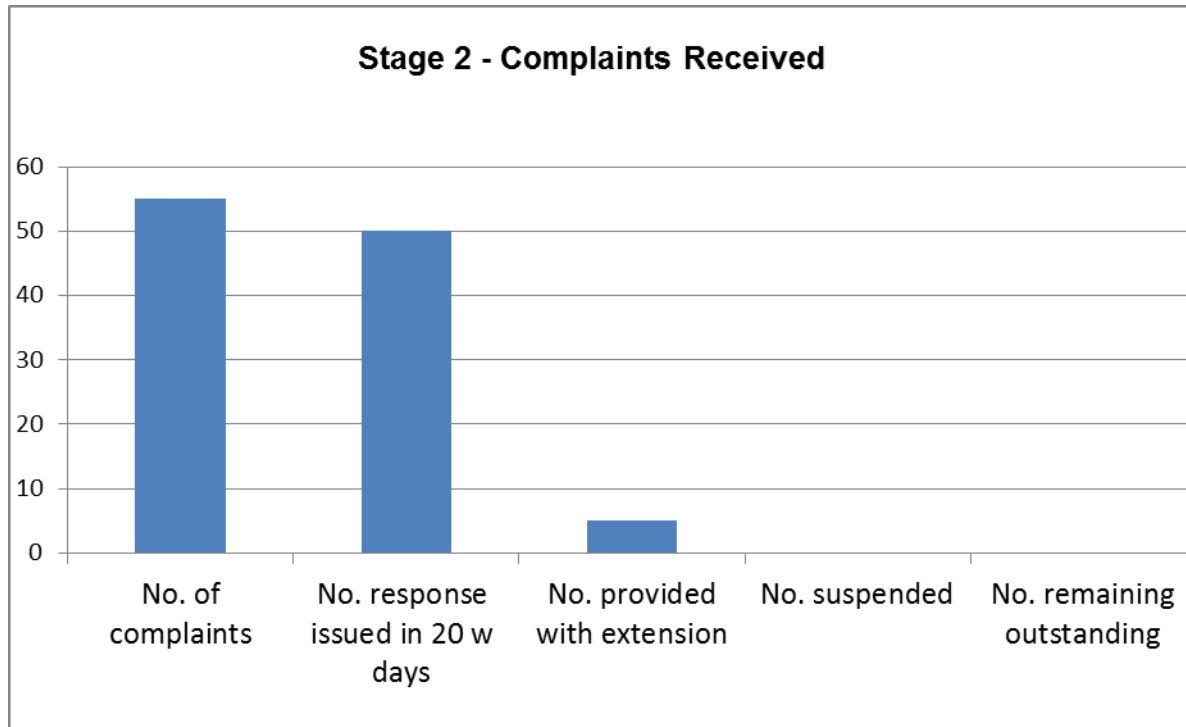
3.7A breakdown of the complaints received for the period 1 January to 31 December 2017 by subject, is shown in the following table:

Service Area	No of Complaints
Adult Social Care	3
Building Control	1
Children's Social Services	1
Council Tax	5
Customer Services	2
Education	3
Green Spaces	1
Highways	6
Housing	6
Human Resources	1
Licensing	2
Parking	1
Parks & Playing Fields	1
Planning	10
Property	1
Regeneration	1
Rights of Way	1
Social Services Finance	1
Sports & Recreation	1
Waste	7
	55

3.8 The following information sets out the breakdown of formal complaints received regarding each County Borough Council Ward shown, which has been requested by elected Members:

Ward	No. of complaints
Bettws	1
Blaengarw	1
Bryntirion, Laleston & Merthyr Mawr	6
Bryncethin	2
Brackla	3
Caerau	2
Cefn Glas	1
Coity	6
Llangewydd and Brynhyfryd	1
Llagynwyd	1
Maesteg East	2
Maesteg West	1
Morfa	1
North Cornelly	1
Nottage	1
Oldcastle	3
Penyfai	3
Porthcawl West Central	1
Pyle	4
Not known	10
Out of county	4
	55

3.9 The chart below provides a breakdown of the number of formal Complaints received, those responded to within 20 working days, those for which it was necessary to request an extension to the response deadline, those that remain outstanding and those complaints currently under investigation within the respective 20 working days.



4. Complaints made to the Public Services Ombudsman for Wales

4.1 Customers have the right at any stage to refer their complaint to the Public Services Ombudsman for Wales for his consideration of maladministration e.g. unfairness or delay. However, the Ombudsman will usually give the Authority a reasonable opportunity to investigate and respond to a complaint, before he investigates.

4.2 The Public Services Ombudsman for Wales received 28 complaints about the Authority during the period January to December 2017, of these 20 did not proceed to investigation, 6 were referred back to the Authority for investigation and 2 were resolved by means of a 'quick fix'. A breakdown of the complaints by service area is set out below. In 2 cases it was not possible to identify the service areas they relate to as the letters from the Ombudsman's Office notifying that they did not intend to investigate did not provide this detail.

Adult Social Care	2
Children's Social Services	10
Council Tax	1
Education	2
Housing	3

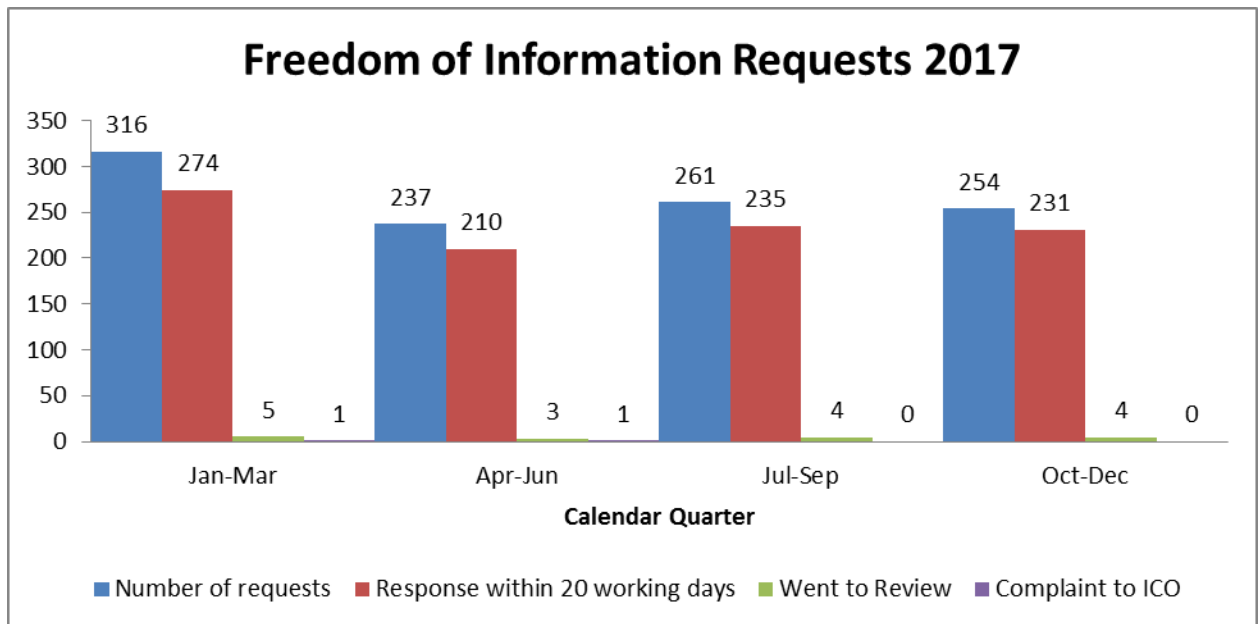
Highways	1
Licensing	1
Planning	2
Regulatory Services	2
Social Services Finance	1
Waste	1
Service area not specified	2
	28

5 Code of Conduct Complaints

5.1 During the period January to December 2017 there were 14 complaints to the Ombudsman that a Community Councillor or County Borough Councillor had broken the Model Code of Conduct.

6 Freedom of Information Requests

6.1 During the period January – December 2017 the Information Team logged and acknowledged a total of 1068 requests made under the Freedom of Information Act 2000. The chart below illustrates the number of responses provided within the statutory deadline of 20 working days and the number of internal reviews requested. A requester may ask for a review to be undertaken if they are not satisfied with the Authority’s response, and these are generally undertaken by the Principal Solicitor. All internal reviews were responded to in 20 working days as recommended in the guidance provided by the Information Commissioner’s Office.



7 Data Subject Access Requests

7.1 During the period January to December 2017 the Information Team processed a total of 52 data subject access requests.

8 Information Requests from Public Bodies

8.1 During the period 1 January to 31 December 2017 the Information Team processed the following requests for information from public bodies: 20 continuing health care requests; 227 requests for information under section 29 (crime and taxation) and section 35 of the Data Protection Act, and 6 proof of life enquiries from UK police forces.

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By virtue of paragraph(s) 14 of Part 4 of Schedule 12A of the Local Government Act 1972.

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