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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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Rhowch wybod i ni os mai Cymraeg yw eich
dewis iaith.*

*We welcome correspondence in Welsh. Please
let us know if your language choice is Welsh.*



Gwasanaethau Gweithredol a Phartneriaethol / Operational and Partnership Services

Deialu uniongyrchol / Direct line /: 01656 643148 /
643147

Gofynnwch am / Ask for: Mark Galvin

Dyddiad/Date: Friday, 8 September 2017

Dear Councillor,

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

A meeting of the Subject Overview and Scrutiny Committee 1 will be held in the Council Chamber, Civic Offices Angel Street Bridgend CF31 4WB on **Thursday, 14 September 2017 at 9.30 am.**

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members.
2. Declarations of Interest
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Approval of Minutes 3 - 10
To receive for approval the minutes of a meeting of the Subject Overview and Scrutiny Committee 1 of the 04 July 2017
4. Additional Learning Needs (ALN) Reform 11 - 30
Invitees:

Lindsay Harvey, Interim Corporate Director - Education and Family Support;
Cllr Charles Smith, Cabinet Member for Education and Regeneration;
Michelle Hatcher, Group Manager Inclusion and School Improvement
Catherine Lewis, Chair of Third Sector Additional Needs Alliance
Denise Inger, Chief Executive Director SNAP Cymru
Dr Stephen Beyer, Senior Lecturer, School of Medicine, Cardiff
5. Central South Consortium Coordinated Working Group - Information Report 31 - 36
6. Forward Work Programme Update 37 - 48
7. Urgent Items
To consider any item(s) of business in respect of which notice has been given in

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accordance with Part 4 (paragraph 4) of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be transacted at the meeting as a matter of urgency.

Yours faithfully

P A Jolley

Corporate Director Operational and Partnership Services

Councillors:

JPD Blundell
NA Burnett
RJ Collins
SK Dendy
DK Edwards

Councillors

J Gebbie
RM Granville
M Jones
DG Owen

Councillors

JC Radcliffe
B Sedgebeer
JH Tildesley MBE
MC Voisey
LM Walters
A Williams
AJ Williams

Registered Representatives

William Bond
Tim Cahalane
Rev Canon Edward J Evans
Kevin Pascoe
C Jackson

MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
HELD IN COUNCIL CHAMBER, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON
TUESDAY, 4 JULY 2017 AT 3.30 PM

Present

Councillor A Williams – Chairperson

JPD Blundell		NA Burnett	SK Dendy
DK Edwards	J Gebbie	M Jones	
JC Radcliffe	B Sedgebeer	MC Voisey	LM Walters
AJ Williams			

Registered Representatives

William Bond
Kevin Pascoe

Officers:

Sarah Daniel	Democratic Services Officer - Scrutiny
Gail Jewell	Democratic Services Officer - Scrutiny
Gary Jones	Head of Democratic Services
Rachel Keepins	Democratic Services Officer - Scrutiny

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from the following Members
Councillor D Owen
Councillor R Collins

2. DECLARATIONS OF INTEREST

None

3. FORWARD WORK PROGRAMME UPDATE

The Scrutiny Officer presented a report to Members on the Forward Work Programme which detailed the potential items for comment and prioritisation. She also asked Members to identify further items using the pre-determined criteria form which was attached at Appendix A to the report
She explained to Members that at the beginning of the municipal year, each Overview and Scrutiny Committee will be asked to identify issues for consideration during the year using the pre-determined criteria form which emphasised the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation.

On the 28 June 2017, a report was presented to Council where it provided details of the new Scrutiny Committee structure, the terms of reference and its processes. As agreed at the meeting of Council there will be 8 scheduled meetings during the year for each Subject Overview and Scrutiny Committee. This gave each of them the opportunity to consider up to 8 items in detail. She encouraged Members to identify and put forward items that linked into the Corporate priorities that they wished to see on the Forward Work Programme by completing the criteria form that was attached to the report. She

added that the more information that Members were able to put forward in their request, the easier this would make it for the Corporate Committee to prioritise those items.

The Scrutiny Officer advised members that the Forward Work Programme would remain flexible and would be revisited at each meeting so Members could reprioritise items as they deemed necessary.

In response to a query from Members the Scrutiny Officer confirmed that the Subject Overview and Scrutiny Committee 1 was Education themed, however Members were able to put forward topics outside of this area for consideration on the Forward Work Programme and likewise, this Committee could also receive items for consideration that sat outside of the education remit should the Corporate Committee decide that an item other than education is a priority.

There was concern from Members that there were a lot of topics included on the draft Forward Work Programme Members questioned whether they should focus on just education items. Members also felt that they did not have the knowledge at this time or sufficient detail to be able to know what items are priorities for the Authority.

The Scrutiny Officer responded that she was asking Members to prioritise up to 6 items from the draft Forward Work Programme that they considered were a priority. This could be education themed topics or otherwise. The Corporate Overview and Scrutiny Committee would then consider what items were of a priority and cascade the items to each Subject Overview and Scrutiny Committee for consideration. She stated that Education would be the primary focus for this Committee due to the registered representatives but would not be the sole focus, therefore they would receive items in the future outside of the education remit if these took priority over an education item. The Scrutiny Officer added that for the first few scrutiny meetings, members would be able to determine priority items by using their knowledge from their training and inductions and by using the information provided to them by Officers such as the suggested timescales and information to be requested in the report. She further added that Scrutiny was a Member led process so ultimately it was a member decision to prioritise items they wanted to see taken to Scrutiny.

Members were concerned that with the new Scrutiny Structure there would be no accountability and that items may slip through the net and go unscrutinised. Members stated that they did not want to be held responsible for not scrutinising priority items. The Scrutiny Officer stated that if Members were concerned about the structure they could feed this back to the monitoring officer and the Leader and there was also a planned review of the structure at the end of the year. She stated that members from each of the Subject Overview and Scrutiny Committees that sat on the Corporate Committee so they would be able to feedback concerns from each individual Committee and ensure that there were no gaps in the FWP.

Conclusions

When considering the Draft Forward Work Programme, Members suggested the following additional items that they determined should be considered by Scrutiny as matter of urgency.

- **Coety Primary School**
 - Standard of building
 - Lessons learned
 - Funding for the school
 - Welfare and safeguarding of staff and pupils during and after the school move

- **Waste**

- To address the current issues with the new waste services contract
- Why the contract wasn't rolled out over a number of months
- What is being done to address the dignity issues around the AHP collections
- How are residential homes complying with the new waste rules and how are they being supported
- How are homes being reached with roads that are too narrow for the vehicles to access

Members also suggested prioritising the following items from the draft FWP to be sent to the Corporate Overview and Scrutiny Committee for formal prioritisation.

- Schools Strategic Review
- Residential Remodelling
- Advocacy Services for Children and Adults
- ALN Reform
- POST 16 Education

Members also asked for the following to be put forward as items for Scrutiny to enable them to consider further down the line

- Prevention and Wellbeing and Local Community Coordination
- Performance standards in schools
- CAMHS - Mental Health in young people –What the Authority are doing to tackle the issues around Mental Health in young people. Are the Authority going into schools to discuss the issues? What transitional and care services are in place for adults
- Town Centre Regeneration to include Civil Parking Service and the inconsiderate parking in the Borough, particularly outside schools. Car Parking review for residential parking in the Borough. Disabled access and facilities in Town Centres and public toilets.
- Performance standards of schools
- The Economic Prosperity of Bridgend County Borough to include information relating to City Deal
- Schools strategy review – post 16 education
- Schools standards Report 2017/18
- Prevention and wellbeing and LCC
- Safeguarding in the County Borough
- Dementia Care

The Committee agreed to further scope out the following additional items using the criteria forms and put forward at their next meeting for more detailed discussion and possible prioritisation.

- Housing – Derelict and abandoned sites that could be refurbished to create housing
- Unpaid Carers

The items below have been highlighted by the Committee as priorities for the first set of meetings to be presented to the Corporate Overview and Scrutiny Committee for formal prioritisation.

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - TUESDAY, 4 JULY 2017

Item	Detail for Report	Rationale for Prioritisation	Proposed Date
Schools Strategic Review	Post 16 – Proposals being consulted upon. To include update on FE Sector – How FE Sector operates, what are the strategic plans of the college, what is its relationship with secondary schools and the CSC	Scrutiny to act as a consultee – vital to have Scrutiny input into any consultation and ensure pre-decision when necessary if any changes proposed for schools	November 2017
Waste	New Waste Scheme Why scheme was not rolled out over a number of months AHP Bags – What is being done to address the dignity issue Road Sizes – What is being done about streets and residences that the waste trucks aren't able to access Residential Homes – What assistance and advice have they been given under the new scheme?	Council agreed that Waste would be looked at by Scrutiny as a priority due to issues being experienced under the new scheme.	October 2017
Coety Primary School	Standard of buildings Budget Issues with staff at the school Strains on teaching staff How are the issues being dealt with now to ensure children's safety at the school What lessons can be learned from future new builds	Members regarded this as urgent due to the issues that are occurring now and that reassurance needs to be provided to the public	September 2017
ALN Reform	Inform Members on the ALN reform and developments – Status of Bull and how as a Local Authority and a Consortia are we preparing for its introduction What is being done to address the fact that only 7% of pupils with an ALN continue on to a career?		
Advocacy Services for Children and Adults	To include information on: The outcome from the Advocacy Pilot Scheme The current system Social Services and Wellbeing Act Regional Childrens Services advocacy Adult Services – Golden Thread		

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - TUESDAY, 4 JULY 2017

	Project		
Residential Remodelling	Appraisal of the options and proposed new model for childrens residential provision and use of therapeutic interventions (pre decision item)	Pre decision Scrutiny item – October 2017 prior to going to Cabinet	

It was also agreed that the following items were important and needed to be prioritised for later in the forward work programme

Item	Detail for Report	Rationale for future prioritisation	Proposed timing
School Standards Report 17-18	Annual school performance report from CSC	Annual school performance results form the basis of monitoring of schools which is a primary responsibility of scrutiny	Proposed to receive late January/early February once the school results have been formally published
Prevention and Wellbeing and Local Community Coordination	To include information about the number of different initiatives that are available within the community as an alternative to statutory services (LCC projects referenced under a heading for each area – Ogmore, Llynfi and Garw Valleys – to ensure ease of reference to what projects are being carried out where)		February 2018
The Economic Prosperity of Bridgend County Borough	To include areas such as City Deal, Economic Development, Worklessness Programmes, EU Funding for skills		Members proposed waiting until the detail of the Revenue Support Grant are known before this item is considered
Town Centre Regeneration	To provide Members with information on the following responsibilities of the Council and how these are managed and can be developed with reduced resources <ul style="list-style-type: none"> • Car parking review • Residents parking • Inconsiderate parking in the Borough • Parking outside schools • Pedestrianisation • Business Rates • Empty Properties 		End of 2017/beginning of 2018

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - TUESDAY, 4 JULY 2017

	<ul style="list-style-type: none"> • Strategic Building Investment • Public Toilets • Disabled facilities 		
Child and Adolescent Mental Health Service (CAMHS)	<p>Monitoring the training being undertaken by professionals and volunteers to support and identify children and young people with mental health issues</p> <p>Links with the Youth offending Service – where these have ceased due to staffing issues, how there is a continued communication and joint working between CAMHS and the YOS</p> <p>Links to transitional services and Adult Mental Health. Looking at how services were working together in cases where there is a direct impact from Adult Mental Health on Children, such as parental alcohol or substance misuse or domestic abuse where children are involved</p>		
Safeguarding	<p>To include Safeguarding activity in both children and adult services. To also cover:</p> <p>Regional Safeguarding Boards</p> <p>Bridgend Corporate Safeguarding Policy</p> <p>CSE</p> <p>DOLS</p> <p>In relation to Western Bay Safeguarding, the Committee have requested any future report provides statistical data in relation to service demands and evidence how quickly and effectively the services are acting to those needs.</p>	Members stressed that this subject must be considered by Scrutiny on their FWP as is a huge responsibility of the Authority and Scrutiny must ensure the work being undertaken to protect some of the most vulnerable people is effective and achieving outcomes	
Dementia Care	<p>Include accurate and up to date figures on the people diagnosed with dementia in Bridgend County Borough in comparison with the number of people predicted to be living with dementia</p> <p>Provide Members with the</p>	Members proposed that this be considered after Members have received Dementia Care Training in September/October	

	<p>information which can be found on the local GP Dementia register which highlights the prevalence of dementia by area throughout the borough and type of dementia. The Panel recommend that these statistics are presented on a map diagram for ease of reference. If possible, Members wish that this data be elaborated upon to include age, and whether the numbers show if diagnosis was received prior to moving into the borough</p> <p>Provide an update on the review of joint intentions with health and the third sector and include information regarding the production of a dementia strategy and delivery plan – stating milestones, target dates and responsible officers</p> <p>Provide an update on existing discussions with nursing care providers in relation to the development of nursing residential care places for people with dementia; Include facts and figures on people with dementia living in Cardiff as well as Neath Port Talbot and Swansea for comparison to Bridgend.</p>		
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The following are additional items that the Committee agreed to further scope using the criteria forms and put forward at their next meeting for more detailed discussion and possible prioritisation.

Housing	Derelict and abandoned sites that could be refurbished to create more housing
Support for Unpaid Carers	

4. CORPORATE PARENTING CHAMPION NOMINATION REPORT

The Scrutiny Officer presented a report to the Committee and asked for them to nominate one Member as its Corporate Parenting Champion to represent the Committee as an invitee to meetings of the Corporate Parenting Cabinet Committee

RESOLVED: Cllr Radcliffe was nominated as the Corporate Parenting Champion to represent the Committee at meetings of the Corporate Parenting Cabinet Committee

5. NOMINATION TO THE PUBLIC SERVICE BOARD OVERVIEW AND SCRUTINY PANEL

The Scrutiny Officer presented a report to the Committee that asked them to nominate one Member to sit on the Public Service Board Overview and Scrutiny Panel. The purpose of the panel is to review and scrutinise the efficiency and effectiveness of the PSB and its decisions as well as the Governance arrangements surrounding it. The panel will hold up to two meetings per year and will make reports and recommendations to the Board regarding its function, the aim to enhance its impact

RESOLVED: Cllr J Gebbie was nominated to sit on the Public Service Board Overview and Scrutiny Panel

6. URGENT ITEMS

None

The meeting closed at 5.15 pm

BRIDGEND COUNTY BOROUGH COUNCIL
REPORT TO OVERVIEW AND SCRUTINY COMMITTEE 1

14 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, ALNCos 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/mglIssueHistoryHome.aspx?lId=16496>

Welsh Government publications

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

Person-Centered 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 THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

14 SEPTEMBER 2017

REPORT OF THE CORPORATE DIRECTOR – OPERATIONAL AND PARTNERSHIP SERVICES

CENTRAL SOUTH CONSORTIUM COORDINATED WORKING GROUP

1. Purpose of the Report

The purpose of the report is to present arrangements for strengthening democratic accountability and scrutiny of the school improvement function in the Central South Wales Consortium.

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

2.1 This report and the establishment of a Coordinated Scrutiny Working Group for the Central South Consortium assists in the achievement of the following Corporate Priority:

- a) **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.

3. Background

- 3.1 The Central South Wales Consortium is responsible for school improvement on behalf of five local authorities: Bridgend, Cardiff, Rhondda Cynon Taf, Merthyr Tydfil and the Vale of Glamorgan.
- 3.2 The Consortium is accountable to the local authorities through a Joint Committee comprising the relevant Cabinet Member for each Local Authority.
- 3.3 The Consortium's performance is scrutinised on an annual basis by the relevant Scrutiny Committee in each Local Authority who examine the detail of the latest school performance results and business plan. These meetings focus on data and activity relevant to the individual local authority rather than performance in the region overall.
- 3.4 This accountability and scrutiny structure is critically important since the statutory responsibility for the performance of schools resides in the individual Local Authorities.

- 3.5 Consortium officers have met regularly with the five Scrutiny Committee Chairs in the Central South Consortium, as a group. Officers representing/working for the five local authorities have also attended.
- 3.6 Part of the discussion has been around developing a 'regional' element to scrutiny work in addition to the current individual local authority scrutiny programme outlined above.
- 3.7 The group's discussion included consideration of the findings from a Cardiff Business School study on coordinated Scrutiny as well the Erw model of coordinated scrutiny, (Erw: the regional education consortium serving the west of Wales and Powys). The Erw model consists of the Chairs of education scrutiny in each of Local Authorities (or a nominated person other than the chair) and has been identified as an example of good practice by the Wales Audit Office. They meet termly with the Consortium considering and discussing items such as pupil performance data (pre and post verification), progress against business plan, consortium governance and School categorisation.

4. Current Situation / Proposal

- 4.1 Using the Erw model, the group proposed to establish a formal working group to consider regional performance and share best practice and information. The working group would offer an element of coordinated scrutiny with a specific focus on regional working.
- 4.2 Appendix A provides detail of the proposal including how many meetings to be held and the following standing items to be considered by the group:
 - i. The consortium's progress against its 3-year business plan on a regional basis
 - ii. Regional performance trends
 - iii. Sharing best scrutiny practice across the region
- 4.3 In addition to this the group have proposed further items for consideration such as the Consortium's value for money, Governor training and support, the Free School Meal attainment gap and the impact from recent changes to the Pupil Deprivation Grant, focusing each time on the regional and national perspective.
- 4.4 It also proposes that the group would report annually to each relevant Overview and Scrutiny Committee in each LA and provide recommendations to the Consortium's Joint Committee.
- 4.5 It is proposed that the attached document containing the group's approach and Terms of Reference be presented to each Local Authority for agreement, following which it will be presented to the CSC Joint Committee for final approval at their meeting in December 2017.

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. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council constitution to be updated.

6. Equality Impact Assessment

6.1 There are no equality implications attached to this report.

7. Financial Implications

7.1 There are no financial implications attached to this report.

8. Recommendations

8.1 The Committee is recommended to:

- a) Agree the proposal attached at Appendix A to establish a Scrutiny working group to consider regional performance and share best practice and information;
- b) Agree to forward the attached proposal to full Council for approval prior to submission to the CSC Joint Committee.

PA Jolley

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Background documents

None.

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Democratic accountability and scrutiny

Purpose:

This document sets out arrangements for strengthening democratic accountability and scrutiny of the school improvement function in the central south Wales consortium.

The paper seeks the agreement of the consortium's joint committee to put these arrangements in place.

This paper proposes to deepen the consortium's relationship with the scrutiny function on a regional level by establishing a working group to consider regional performance and share best practice and information.

The working group would offer an element of coordinated scrutiny with a specific focus on regional working.

"..collaborative scrutiny should only be undertaken where it is likely to add value for all potential contributors and should not be practiced for its own sake. The added value, it was argued, needs to be evident not only to scrutiny teams but also to the leadership of local authorities, other elected members, senior officers, those being scrutinised and the general public." (Excerpt from *Developing a culture of collaborative scrutiny: an evaluation of practice and potential*. Cardiff Business School report 2013)

A research paper published by Cardiff Business School in 2013 found that a coordinated model of this kind could offer:

- 1 A clearer specification of the accountability role that joint local scrutiny could perform in scrutinising collaborations and partnerships (versus inspectorates and regulators), and how elected members best contribute to this role
- 2 The presentation of a clear rationale for regional service delivery and regional scrutiny to elected members
- 3 Further clarity on the governance and service delivery configurations of Welsh public services
- 4 Sufficient resource and capacity to deliver collaborative scrutiny
- 5 Guidance to partnerships, consortia and other collaborations

*(Extract from *Developing a culture of collaborative scrutiny: an evaluation of practice and potential*. Cardiff Business School report 2013, quoting the view of scrutiny officers)*

Proposed model:

That the working group consist of the chairs of education scrutiny in each of local authorities (or a nominated person other than the chair), supported by a nominated scrutiny officer in each case.

Meet three times a year shortly after each joint committee meeting

Consider standing items such as:

- i. The consortium's progress against its 3-year business plan on a regional basis
- ii. Regional performance trends
- iii. Sharing best scrutiny practice across the region

The group would also:

- Report annually to the relevant committee in each local authority (and/or feedback to the next meeting of the relevant scrutiny committee in each local authority?)
- Make recommendations to the joint committee and receive a response to these from the joint committee

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

14 SEPTEMBER 2017

REPORT OF THE CORPORATE DIRECTOR – OPERATIONAL AND PARTNERSHIP SERVICES

FORWARD WORK PROGRAMME UPDATE

1. Purpose of the Report

- a) To present the items prioritised by the Corporate Overview and Scrutiny Committee including the next item delegated to this Subject Overview and Scrutiny Committee;
- b) To present the Committee with a list of further potential items for comment and prioritisation;
- c) To ask the Committee to identify any further items for consideration using the pre-determined criteria form.

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The key improvement objectives identified in the Corporate Plan 2016–2020 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 1 March 2017 and formally set out the improvement objectives that the Council will seek to implement between 2016 and 2020. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

3. Background

- 3.1 Under the terms of Bridgend County Borough Council's Constitution, each Overview and Scrutiny Committee must publish a Forward Work Programme (FWP) as far as it is known.
- 3.2 An effective FWP will identify the issues that the Committee wishes to focus on during the year and provide a clear rationale as to why particular issues have been selected, as well as the approach that will be adopted; i.e. will the Committee be undertaking a policy review/ development role ("Overview") or performance management approach ("Scrutiny").

Feedback

- 3.3 All conclusions made at Subject Overview and Scrutiny Committee (SOSC) meetings, as well as recommendations and requests for information should be

responded to by Officers, to ensure that there are clear outcomes from each topic investigated.

- 3.4 These will then be presented to the relevant Scrutiny Committee at their next meeting to ensure that they have had a response.
- 3.5 When each topic has been considered and the Committee is satisfied with the outcome, the SOSC will then present their findings to the Corporate Overview and Scrutiny Committee (COSC) who will determine whether to remove the item from the FWP or to re-add for further prioritisation at a future date.
- 3.6 The FWPs will remain flexible and will be revisited at each COSC meeting with input from each SOSC and any information gathered from FWP meetings with Corporate Directors and Cabinet.

4. Current Situation / Proposal

- 4.1 Attached at **Appendix A** is the overall FWP which includes the topics prioritised by the COSC for the next set of SOSCs in Table 1, as well as a list of topics that were deemed important for future prioritisation at Table 2. This list has been compiled from suggested items from each of the SOSCs at previous meetings as well as the Corporate Overview and Scrutiny Committee. It also includes information proposed from Corporate Directors, detail from research undertaken by Scrutiny Officers and information from FWP Development meetings between the Scrutiny Chairs and Cabinet.
- 4.2 The Committee is asked to first consider the next topic they have been allocated by the COSC in Table 1 and determine what further detail they would like the report to contain, what questions they wish Officers to address and if there are any further invitees they wish to attend for this meeting to assist Members in their investigation.
- 4.3 The Committee is also asked to then prioritise up to six items from the list in Table 2 to present to the Corporate Overview and Scrutiny Committee for formal prioritisation and designation to each Subject Overview and Scrutiny Committee for the next set of meetings.

Corporate Parenting

- 4.4 Corporate Parenting is the term used to describe the responsibility of a local authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent', therefore all Members have a level of responsibility for the children and young people looked after by Bridgend. ¹

- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.
- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.

Identification of Further Items

- 4.7 The Committee are reminded of the Criteria form which Members can use to propose further items for the FWP which the Committee can then consider for prioritisation at a future meeting. The Criteria Form emphasises the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation and to ensure a strategic responsibility for Scrutiny and that its work benefits the organisation.

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. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council constitution to be updated.

6. Equality Impact Assessment

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

7. Financial Implications

- 7.1 There are no financial implications attached to this report.

8. Recommendations

- 8.1 The Committee is recommended to:
- (i) Identify any additional information to be provided under the next item delegated to them in the FWP as well as any further invitees they wish to attend to assist Members in their investigation;
 - (ii) Identify any further detail for inclusion on other items in the overall FWP at Table 2 to include specific information required on each item and invitees to be invited to attend;
 - (iii) Prioritise up to six items from the FWP to present to the Corporate Overview and Scrutiny Committee for formal prioritisation and designation back to the Subject Overview and Scrutiny Committees;

- (iv) Identify suitable items for Webcasting from the overall Forward Work Programme;
- (v) Agree to use the criteria form attached at Appendix B for any additional items for future consideration on the Scrutiny Forward Work Programmes.

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Background documents

None.

Table 1

The following items were previously prioritised by the Subject OVS Committees and considered by Corporate at its last meeting where the top three items were scheduled in for the next round of meetings:

Date	Subject Committee	Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees	Prioritised by Committees
09-Oct-17	SOSC 2	Child and Adolescent Mental Health Service (CAMHS)	<ul style="list-style-type: none"> Monitoring the training being undertaken by professionals and volunteers to support and identify children and young people with mental health issues. Links with the Youth Offending Service – where these have ceased due to staffing issues, how there is a continued communication and joint up working between CAMHS and the YOS. <p>Links to transitional services and Adult Mental Health. Looking at how services were working together in cases where there is a direct impact from Adult Mental Health on children, such as parental alcohol or substance misuse or domestic abuse where children are involved.</p> <p>Data on what services are being offered and provided by schools.</p>		<p>SOSC 1 - End of 2017/beginning of 2018</p> <p>SOSC 2 - Priority in next set of meetings</p>	<p>Sue Cooper, Corporate Director – Social Services and Wellbeing;</p> <p>Lindsay Harvey, Corporate Director - Education and Family Support (Interim);</p> <p>Clr Phil White, Cabinet Member – Social Services and Early Help;</p> <p>Clr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Laura Kinsey, Head of Children’s Social Care;</p> <p>Jacqui Davies, Head of Adult Social Care</p> <p>Nicola Echanis, Head of Education and Family Support;</p> <p>NHS representative.</p>	SOSC 2

25-Oct-17	SOSC 3	Waste	<p>New Waste scheme</p> <p>Why scheme was not rolled out over a number of months</p> <p>AHP Waste bags – what is being done to address dignity issue?</p> <p>Road sizes – what is being done about streets and residences that the waste trucks aren't able to access?</p> <p>Residential homes – what assistance and advice have they been given in how they respond to the new scheme?</p> <p>To explore the possibility of compiling the issues being raised through Member referrals</p> <p>To provide comparisons on like for like basis on how other Local Authorities manage their waste</p> <p>How are the collection routes planned out by Kier and where is the customer service centre located?</p> <p>How was the 3 months expected disruption time accepted by the Council?</p>	Council agreed that Waste would be looked at by Scrutiny as a priority due to issues being experienced under the new scheme.	October Members proposed that the item wait until after the bedding in period.	Mark Shepherd, Corporate Director Communities; Cllr Richard Young, Cabinet Member – Communities Zak Shell, Head of Streetscene; Satwant Pryce, Head of Regeneration, Development and Property Services. Kier Representative	Council SOSC 1 SOSC 3 SOSC 2
06-Nov-17	SOSC 1	Residential Remodelling - Children's	Appraisal of the options and proposed new model for children's residential provision and use of therapeutic interventions. (Pre decision item)	Pre decision Scrutiny item - November 2017 prior to going to Cabinet		Susan Cooper, Corporate Director, Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Laura Kinsey, Head of Children's Social Care; Pete Tyson, Group Manager – Commissioning; Lauren North, Commissioning and Contract Management Officer; Natalie Silcox, Group Manager Childrens Regulated Services. Karen?	SOSC 1 SOSC 2

The following items were deemed important for future prioritisation:

Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees
Schools Strategic Review	Post-16 Education – proposals being consulted upon to include the relationships between secondary schools and colleges	Scrutiny to act as consultee – vital to have Scrutiny input into any	10 January 2017	Lindsay Harvey, Interim Corporate Director - Education and Family Support;
School Standards Report 17-18	Annual school performance report from CSC	Annual school performance results form the basis of monitoring of schools which is a primary responsibility of Scrutiny.	Proposed to receive late January/early February once the school results have been formally published.	Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Mandy Paish, CSC Senior Challenge Advisor; Mike Glavin, Managing Director CSC
Advocacy Services for Children and Adults	To include information on: <ul style="list-style-type: none"> • The outcome from the Advocacy Pilot Scheme • The current system • Social Services & Wellbeing Act • Regional Children Services advocacy • Adult Services – Golden Thread Project 			Susan Cooper, Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Laura Kinsey, Head of Children’s Social Care; Richard Jones?
Town Centre Regeneration	To provide members with information on the following responsibilities of the Council and how these are managed and can be developed with reduced resources <ul style="list-style-type: none"> • Car parking review – • Residents Parking • Inconsiderate parking in the Borough • Parking outside schools • Pedestrianisation • Business Rates • Empty Properties • Strategic Building Investment • Closure of Public Toilets - Borough wide • Disabled facilities 			Mark Shephard, Corporate Director Communities Zak Shell, Head of Streetscene Satwant Pryce, Head of Regeneration

Prevention and Wellbeing and Local Community Coordination	<p>To include information about the number of different initiatives that are available within the community as an alternative to statutory services.</p> <p>LCC projects to be referenced under a heading for each area – Ogmore, Llynfi and Garw Valleys – to ensure ease of reference to what projects are being carried out where.</p>		Proposed date February 2018	Susan Cooper Corporate Director Social Services and Wellbeing; Relevant Cabinet Member; Jacqueline Davies, Head of Adult Social Care; Andrew Thomas, Group Manager – Prevention and Wellbeing.
The Economic Prosperity of Bridgend County Borough	To include areas such as City Deal, Economic Development, Worklessness Programmes, EU Funding for Skills		<p>SOSC 3 - prioritised for next set of meetings</p> <p>SOSC 1 - proposed waiting until the detail of the Revenue Support Grant are known before this item is considered</p>	<p>Mark Shepherd, Corporate Director Communities; Cllr Richard Young, Cabinet Member – Communities; Satwant Pryce, Head of Regeneration, Development and Property Services; Representative tbc from Bridgend College; Representative tbc from Bridgend Business Forum.</p>
Safeguarding	<p>To include Safeguarding activity in both Children and Adult Services.</p> <p>To also cover:</p> <ul style="list-style-type: none"> • Regional Safeguarding Boards • Bridgend Corporate Safeguarding Policy • CSE • DOLS <p>To evidence how the two services are working together and the impact on the LAC population.</p> <p>Report to provide statistical data in relation to service demands and evidence how quickly and effectively the services are acting to those needs.</p> <p>To receive the outcome of the in depth analysis which was currently being undertaken within the Council.</p>	Members stressed that this subject must be considered by Scrutiny on their FWP as is a huge responsibility of the Authority and Scrutiny must ensure the work being undertaken to protect some of the most vulnerable people is effective and achieving outcomes.		<p>Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Laura Kinsey, Head of Children’s Social Care; Elizabeth Walton James, Group Manager Safeguarding and Quality Assurance</p>
Dementia Care	<ul style="list-style-type: none"> • Include accurate and up to date figures on the people diagnosed with dementia in Bridgend County Borough for comparison with the number of people predicted to be living with dementia; • Provide Members with the information which can be found on the Local GP Dementia Register which highlights prevalence of dementia by area throughout the borough and type of dementia. The Panel recommend that these statistics are presented on a map diagram for ease of reference. If possible, Members wish that this data be elaborated upon to include age, and whether the numbers show if diagnosis was received prior to moving into the borough; • Provide an update on the review of joint intentions with health and the third sector and include information regarding the production of a dementia strategy and delivery plan - stating milestones, target dates and responsible officers 		Members proposed that this be considered after Members have received Dementia Care Training in September/October	<p>Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care.</p>

	<p>...mstones, target dates and responsible officers.</p> <ul style="list-style-type: none"> • Provide an update on existing discussions with nursing care providers in relation to the development of nursing residential care places for people with dementia; <p>Include facts and figures on people with dementia living in Cardiff as well as Neath Port Talbot and Swansea for comparison to Bridgend.</p> <p>Comparisons with other LAs such as Maesteg and the Vale on dementia awareness training to consider how successful the Authority has been in making Bridgend Dementia friendly.</p>			
Residential Remodelling - Extra Care Housing Schemes	<p>Information on the Extra Care Housing Schemes. To include the following:</p> <ul style="list-style-type: none"> • The purpose/model • Changes to residential care • Communication strategy <p>Possible site visit to extra care housing scheme and new site once work has begun.</p>			<p>Susan Cooper, Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Carmel Donovan, Group Manager Integrated Community Services; Representative from Linc.</p>

The following items for briefing sessions or pre-Council briefing

Item	Specific Information to request
Overview of Direct Payment Scheme	<p>To update Members on the Direct Payments Process.</p> <p>How outcomes for individuals are being identified and monitored.</p> <p>What activities are being requested by individuals to enable them to achieve their personal outcomes.</p> <p>How the Direct Payments system is being monitored.</p> <p>To include clarification and further details on the exact costs of commissioning the IPC.</p>
Social Services Commissioning Strategy	<p>To include information on what work has taken place following the Social Services and Wellbeing Act population assessment.</p> <p>To also cover the following:</p> <ul style="list-style-type: none"> • Regional Annual Plan • Bridgend Social Services Commissioning Strategy
Western Bay Regional Report	<p>Update on situation and way forward with WB and Regional Working?</p>

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Potential items proposed for the Forward Work Programme - questions to consider	
Proposed Item	
Is this item within the remit of the Committee?	
How does it fit with the Corporate Priorities?	
Is it a public interest item?	
What are the questions that need answering?	
Then:	
What is the expected outcome from receiving the item?	
What can be achieved?	
What impact can Members have on this area?	
What information should be reported to the Committee? I.e. data, case studies, examples of outcomes, challenges etc.	
How should information be presented at the meeting? I.e. PowerPoint/Prezi presentation, audio/visual formats, photos, graphics, charts, maps etc.	
Who should be invited to contribute to achieve a representative picture? I.e. front line staff, users, carers, young people, representatives from partner organisations, business representatives etc.	
What is the proposed rationale for prioritising this item within the Scrutiny FWP?	
Is the item particularly suitable for webcasting?	

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