

Public Document Pack

Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



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

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

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



Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate

Deialu uniongyrchol / Direct line /: 01656 643148 / 643147 / 643694

Gofynnwch am / Ask for: Mr Mark Anthony Galvin

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Wednesday, 10 April 2019

Dear Councillor,

CABINET

A meeting of the Cabinet will be held in the Committee Rooms 1/2/3, Civic Offices, Angel Street, Bridgend, CF31 4WB on **Tuesday, 16 April 2019 at 14:30.**

AGENDA

1. Apologies for Absence
To receive apologies for absence from Members.
2. Declarations of Interest
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members' Code of Conduct adopted by Council from 1 September 2008..
3. Approval of Minutes 3 - 16
To receive for approval the Minutes of 19/03/2019
4. Enforcement Policy for the Issuing of Fixed Penalty Notices for Environmental Offences 17 - 34
5. South Wales Tourism Marketing Hub 35 - 40
6. Town and Community Council Community Projects Fund Allocation 2019/2020 41 - 46
7. Smart Energy Plan - Domestic Energy Efficiency Project 47 - 52
8. Community Recycling Centre Opening Times 53 - 62
9. A Report on the Duty to Secure Sufficient Play Opportunities for Children and Young People in Bridgend County Borough 63 - 162
10. Section 33 of The National Health Service (Wales) Act 2006 Partnership Agreement between the Council and Abertawe Bro Morgannwg University NHS Trust - Assisted Recovery In The Community (ARC) 163 - 168

By receiving this Agenda Pack electronically you will save the Authority approx. £14.32 in printing costs

11.	<u>Welsh Government Childcare Offer</u>	169 - 180
12.	<u>The 2018-2019 Childcare Sufficiency Review for Welsh Government</u>	181 - 198
13.	<u>Findings of the Inspection of Youth Offending Services in Western Bay by Her Majesty's Inspectorate of Probation</u>	199 - 256
14.	<u>Feedback on the Public Consultation on Potential Concepts for Post-16 Provision across Bridgend County Borough and Recommendations for Phase 4 of the Review</u>	257 - 342
15.	<u>Cabinet, Cabinet Committee Corporate Parenting And Cabinet Committee Equalities</u>	343 - 348
16.	<u>Non-Domestic Rates Discretionary Relief High Street and Retail Rates Relief Scheme 2019-20</u>	349 - 358
17.	<u>Urgent Items</u> To consider any items of business that by reason of special circumstances the chairperson is of the opinion should be considered at the meeting as a matter of urgency in accordance with paragraph 2.4 (e) of the Cabinet Procedure Rules within the Constitution.	

Yours faithfully

K Watson

Head of Legal and Regulatory Services

Councillors:

HJ David
CE Smith

Councillors

PJ White
HM Williams

Councillors

D Patel
RE Young

CABINET - TUESDAY, 19 MARCH 2019

MINUTES OF A MEETING OF THE CABINET HELD IN COUNCIL CHAMBER, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON TUESDAY, 19 MARCH 2019 AT 14:30

Present

Councillor HJ David – Chairperson

CE Smith

HM Williams

D Patel

RE Young

Apologies for Absence

PJ White

Officers:

Gill Lewis	Interim Head of Finance and Section 151 Officer
Kelly Watson	Head of Legal & Regulatory Services
Susan Cooper	Corporate Director - Social Services & Wellbeing
Andrew Rees	Democratic Services Manager
Martin Morgans	Head of Performance and Partnership Services
Zak Shell	Head of Neighbourhood Services
Lisa Jones	Regeneration Funding and Regional Engagement Team Leader
Robin Davies	Group Manager - Business Strategy and Performance

328. DECLARATIONS OF INTEREST

None.

329. APPROVAL OF MINUTES

RESOLVED: That the Minutes of the meeting of Cabinet of 12 and 19 February 2019 be approved as a true and accurate record.

330. BREXIT UPDATE AND RISK REGISTER

The Regeneration Funding and Regional Engagement Team Leader presented the report of the Interim Chief Executive on the potential impact of Brexit and on preparations being undertaken within the Council and to help inform future Council decision making.

She reported that following the majority vote to leave in the United Kingdom European Union membership referendum on 23 June 2016, the UK government has been working towards departure from the European Union (EU) on 29 March 2019. She stated that the Withdrawal Act 2018 which is now law provided for all EU law to be brought into UK law to ensure that there was legal certainty for businesses and residents. The UK Government has sought to secure a deal (the Withdrawal Agreement) with the EU that covers its forward relationship, level of participation with the EU's Single Market and Customs Union. She stated there was currently no deal in place and therefore little clarity existed on the exact impact this will have on the Council and wider Bridgend County Borough.

The Regeneration Funding and Regional Engagement Team Leader informed Cabinet that the Government would be making a request to Parliament for an extension to Article 50. However at the present time, the default position remained that the UK will leave the EU on 29 March 2019.

The Regeneration Funding and Regional Engagement Team Leader reported that the Council has established an internal cross-directorate Brexit Forum, chaired by the interim Chief Executive. The remit of the Forum is to explore the potential impact of Brexit on service delivery along with actions to mitigate against risks and will also explore any potential opportunities that might arise from Brexit. She stated that a risk assessment has been developed, with its content informed by service area leads working within the Forum. It also drew on collaborative work with both local authorities across Wales and other key partners. She stated that the risk assessment is very much a live document, and provides a snapshot of work at a specific time. The assessment continues to be further developed and is reviewed formally at each meeting of the Brexit Forum. She also informed Cabinet that a Brexit Preparedness Toolkit, produced by the WLGA in partnership with Grant Thornton, as part of their Brexit Transition Support Programme, has proven a useful aid in the work to understand the potential risks and opportunities that Brexit posed.

The Regeneration Funding and Regional Engagement Team Leader reported that some of the text in Risk 33 had not been produced and for completeness the following wording was added "provide opportunity to negotiate pricing, and not frustrate the contract.

Treat - As no WTO tariffs have been agreed, its estimated that food pricing will increase - minimum of 20% increase to the food budget is being suggested should be provided for."

The Cabinet Member Education and Regeneration thanked officers for the work undertaken in putting the risk assessment together. He stated that it was the Cabinet's position that the UK and County Borough would be stronger within the EU and that Article 50 should be revoked. The Cabinet Member Communities also commended officers for the report and the planning for Brexit, which was constantly changing and had stretched the Council's resources. Work was being undertaken alongside South Wales Police regarding anti-social behaviour concerns which could arise from the withdrawal from the EU.

The Cabinet Member Wellbeing and Future generations questioned whether some risks were greater than other risks. The Regeneration Funding and Regional Engagement Team Leader informed Cabinet that a dashboard is being put together which has been taken up to a regional level due to the presence of a large number of international companies and the withdrawal of the UK from the EU could affect deprivation. She also informed Cabinet that the Regeneration Team is working with social care colleagues in order to share best practice.

The Leader questioned whether confirmation had been received that additional funding had been made available by the Welsh Government. The Regeneration Funding and Regional Engagement Team Leader informed that the availability of additional funding had yet to be confirmed, but it was likely to be £45k per local authority.

Cabinet requested that the additional dashboard information which had now been taken up to regional level be provided to look at the impact on businesses.

RESOLVED: That Cabinet:

1. Noted the work being undertaken by the Brexit Forum;
2. Considered the content of the risk assessment document, and
3. Agreed to receive further briefings as the detail on the implications of Brexit become clearer.

331. SUSPENSION OF CONTRACTS PROCEDURE RULES AND AWARDS OF CONTRACTS OF THE CORPORATE LANDLORD SERVICE

The Head of Operations – Community Services sought approval to award a contract for interim management arrangements and consultancy support for the Corporate Landlord Service within the Communities Directorate; to suspend the relevant parts of the Council’s Contract Procedure Rules in respect of the requirement to re-tender the current contracts that have been procured for these services and authorise the Interim Chief Executive to enter into contracts with the existing provider for a further period of eighteen months under revised terms.

He reported that that Peopletoo Limited have been working with the Council over the last 18 months to transform Built Environment services, and help the Council move towards an integrated Corporate Landlord service, achieving measurable improvements of approximately £500k per annum. Quality improvements have been made across the board, including a noticeable improvement on asset compliance and customer satisfaction. He stated the Council is able to demonstrate a strong return on investment since Peopletoo were originally commissioned on a consultancy basis through a competitive procurement process. Additionally, the Council has also separately procured Peopletoo through a competitive procurement process to provide an Interim Manager for the Corporate Landlord service for the last 14 months.

The Head of Operations – Community Services reported that the Council has attempted on three separate occasions to appoint a permanent replacement for the Interim Manager but has been unable to make an appointment of someone of the right calibre and senior manager leadership skills. The contract period for the consultancy service from Peopletoo has now ended and the contract for the Interim Management position is also due to have been concluded, but without identifying a viable alternative solution there is a serious risk of leaving the Corporate Landlord service without senior leadership at a time when there remain many financial and operational challenges. There was therefore a risk that the loss of continuity of senior management support in the Corporate Landlord service may prevent the delivery of further savings identified in the Medium Term Financial Strategy. The service may even take a step backwards and undo some of the positive change made over the last eighteen months.

The Head of Operations – Community Services reported on a proposal to appoint Peopletoo for up to a further eighteen month period to manage implementation and take accountability for the delivery of these new initiatives, working closely with existing teams, to secure the financial and performance outcomes required, in addition to taking over direct management for the service area for this period, through the provision of an Interim Manager and any other support required, essentially a fixed term management service solution. At the end of this period the Council will receive a stable, strong service and have delivered the additional significant savings. An important part of the new commission would be that a full time permanent Corporate Landlord Manager is appointed before the end of the Peopletoo commission to ensure a smooth transition period. He stated that the total cost payable to Peopletoo for the proposed new eighteen month contract period would be between £300-350,000, with the Council benefitting from an additional £500,000 per annum revenue savings and additionally will have avoided salary costs of over £100,000.

RESOLVED: That Cabinet:

- Agreed to suspend the relevant parts of the Council’s CPRs in respect of the requirement to re-tender the contracts for Interim Management and consultancy support for the Corporate Landlord service;

- Authorised the Interim Chief Executive to enter into the contract with Peopletoo for a further eighteen month period.

332. TRANSITION OF REGIONAL COLLABORATIVE COMMITTEE IN RESPECT OF THE SUPPORTING PEOPLE PROGRAMME

The Head of Performance and Partnership Services sought approval to formally withdraw from the Western Bay Regional Collaborative Committee; to formally join the Cwm Taf Regional Collaborative Committee and to nominate and appoint a Cabinet Member to the Cwm Taf Regional Collaborative Committee.

He reported that Welsh Government Supporting People Programme Grant (SPPG) Guidance requires each Local Authority to be a member of and participate in a Regional Collaborative Committee (RCC). Each RCC is required to meet a minimum of four times per year with there being 6 RCC's across Wales.

He also reported that a member of the Supporting People Team and the Cabinet Member Wellbeing and Future Generations currently represent the authority on the Western Bay RCC. As responsibility for providing health care services for this area will transfer to the Cwm Taf University Health Board from 1 April 2019, it was proposed that in line with the Health Board boundary change that this Council transition from the Western Bay RCC to Cwm Taf RCC. Approval was required to formally serve notice to leave the Western Bay RCC from 1 April 2019 in line with the Health Board boundary change. Approval was also sought to appoint a Cabinet Member to attend and participate in the Cwm Taf RCC, with the appointment being attached to the role and not to the individual Member.

RESOLVED: That Cabinet:

- Approved the Authority's withdrawal from the Western Bay Regional Collaborative Committee and granted approval to formally join the Cwm Taf Regional Collaborative Committee in line with the Health Board boundary change;
- Nominated and appointed the Cabinet Member Wellbeing and Future Generations to the Cwm Taf Regional Collaborative Committee.

333. INTEGRATED COMMUNITY SERVICES - SECTION 33 AGREEMENT

The Corporate Director Social Services and Wellbeing reported on progress in the implementation of the business case to deliver integrated intermediate care services at an optimal scale and sought approval to enter into a renewal agreement for the provision of adult and older people (intermediate care) services between with Abertawe Bro Morgannwg University NHS Trust (ABMU HB) for 2018/2019. She also sought delegate authority in consultation with the Section 151 Officer and Head of Legal and Regulatory Services, to negotiate and enter into a formal partnership agreement for the provision of adult and older people (intermediate care) services between Bridgend County Borough Council and Cwm Taf University Health Board (Cwm Taf HB) following the health board boundary change in April 2019.

The Corporate Director Social Services and Wellbeing informed Cabinet that as a consequence of the business case, investment was made in an optimal intermediate care service model, which comprised 3 elements, Common Access Point; Rapid Response and Reablement. She stated that the business case attracted an investment through the Intermediate Care Fund. In its commitment to the Business Case, Cabinet

endorsed a recommendation to 'approve in principle the establishment of an arrangement to pool resources with partners in the Western Bay Programme, subject to formal agreement in accordance with Section 33 of the National Health Service (Wales) Act 2006 by April 2015'.

The Corporate Director Social Services and Wellbeing reported that in approving the Business Case for Intermediate Tier Services there was approval to establish a formal pooled fund in accordance with Section 33 of the National Health Service (Wales) Act 2006. That agreement took effect from 1 October 2015 and expired on the 31 March 2018. The parties continued to provide the service under the governance of the Joint Partnership Board as if the provisions of the original Section 33 Agreement were still in force while the parties agreed the terms of the revised agreement. Agreement has now been reached with ABMU HB on the terms of the renewed Section 33 Agreement, to take effect from 1 April 2018 up to the health boundary change on 1 April 2019.

The Corporate Director Social Services and Wellbeing informed Cabinet that during the transition arrangements for the health board boundary change, Cwm Taf HB had signalled a commitment to work in partnership to deliver intermediate care services for Adult and Older People's Services. Negotiations are underway with the aim of entering into a formal partnership agreement to take effect from 1 April 2019. These integrated services are intended to form part of the revised partnership agreement Cwm Taf HB.

RESOLVED: That Cabinet:

- Approved entering into a renewal Section 33 of the National Health Service (Wales) Act 2006 Agreement with ABMU HB for the provision of adult and older people (intermediate care) services for 2018/2019; and
- Delegated authority to the Corporate Director for Social Services and Wellbeing, in consultation with the Section 151 Officer and Head of Legal and Regulatory Services, to negotiate and enter into a formal agreement for the provision of adult and older people (intermediate care) services with Cwm Taf HB in accordance with paragraph 4.4 of the report.

334. HEALTH BOUNDARY CHANGE - UPDATE

The Corporate Director Social Services and Wellbeing reported on an update on the current situation on the Health Board boundary change in April 2019.

The Corporate Director Social Services and Wellbeing informed Cabinet that whilst the disruption to general services may not be as significant as that experienced by the Health Boards, the boundary changes impact on a number of the Council's services. Due to the need to protect Bridgend services during this potentially disruptive time and to secure continuity in the Cwm Taf Morgannwg region after 1 April 2019, a structured approach has been taken to the disaggregation of regional services which has required close working with a range of partners to ensure that where regional funding supports integrated services, such services are accounted for between Western Bay, ABMU Health Board and the Council.

The Corporate Director Social Services and Wellbeing informed Cabinet that in order to plan for the changes in regional boundaries, a Transition Programme has been established comprising officers from the two Health Boards, the Council and the Third Sector. She highlighted the governance structure for the new partnership arrangements to be effective from 1 April 2019. She stated that a set of principles were agreed by

partners at the onset to underpin the work of the Transition Programme and form the basis by which all partners would hold themselves and each other to account for delivery of the required changes. The principles were set in the context of a commitment to maximise the opportunity to improve the health and wellbeing of the population served by the organisations.

The Corporate Director Social Services and Wellbeing also reported that all joint funding arrangements between BCBC and ABMU have been identified and it was estimated that BCBC currently receives more than £5m from ABMU in relation to these arrangements. It has been agreed in principle that any jointly funded financial arrangements will not be adversely affected by the planned boundary changes and transitional plans. The Council will continue to have joint funding arrangements in place with both Swansea Bay and Cwm Taf Morgannwg regions after the health boundary changes take effect. The Corporate Director Social Services and Wellbeing informed Cabinet that Integrated Care Funding and Substance Misuse Action Funding have been disaggregated to separate out the Bridgend locality apportionment which would then go to the Cwm Taf Morgannwg region in time for the new financial year 2019/20 and agreement had been sought from the two Regional Partnership Boards. The Welsh Government had made available an additional £30m of ICF revenue funding made available across Wales, of which Bridgend will receive an estimated £1.3m. Capital funding of £1.5m in 2019/20 and £11.8m in 2020/21 had been identified for the Bridgend locality.

The Corporate Director Social Services and Wellbeing reported that it was envisaged there would not be any adverse financial implications on the two polled fund arrangements due to the boundary change. She highlighted the services in scope to be transferred to the new region on 1 April 2019.

The Corporate Director Social Services and Wellbeing also reported that the health board boundary change will have a significant impact on regional partnership arrangements under the Social Services and Well-being Act 2014, which requires local authorities to make arrangements to promote co-operation with relevant partners and others in relation to adults with needs for care and support, carers and children. This Council as a member of the Western Bay Regional Partnership Board has entered into a number of formal and informal partnership arrangements and it would need to disaggregate from those arrangements and enter into new arrangements with partners in the Cwm Taf Morgannwg region. Work was also taking place to withdraw from the Western Bay Regional Partnership Board, while Bridgend has been invited to sit on Boards in the Cwm Taf region.

The Leader thanked the Corporate Director Social Services and Wellbeing and the Team for the work undertaken in advance of the health board boundary change. The Cabinet Wellbeing and Future Generations commented on the very diligent process which had been undertaken and for the collaboration with the Third Sector.

The Deputy Leader requested clarification of the funding to support the transitional work streams. The Corporate Director Social Services and Wellbeing commented that £80k of funding had been secured from ABMU which was being used to project manage the transition as well as strong legal and financial support.

RESOLVED: That Cabinet:

- 1) noted the approach and progress made to date;
- 2) noted the Regional name changes;

- 3) agreed the nomination of the Leader of Bridgend County Borough Council, the Cabinet Member for Social Services and Early Help, the Cabinet Member for Wellbeing and Future Generations and Corporate Director of Social Services and Wellbeing to represent Bridgend County Borough Council on the Cwm Taf Morgannwg Regional Partnership Board and delegated the appointment of any non-local authority and non-health board members of the Regional Partnership Board to the nominated members of the Council in conjunction with representatives of the other Local Authorities and the Local Health Board;
- 4) approved the list of services transferring in April 2019 and those that were transitioning through 2019/20.
- 5) delegated authority to the Corporate Director for Social Services and Wellbeing, in consultation with the Section 151 Officer and Head of Legal and Regulatory Services, to enter into any necessary agreements to novate or transfer all ongoing contractual arrangements with ABMU to Cwm Taf Health Board.

335. CHILDREN'S SOCIAL CARE - UNIVERSITY SUPPORT PACKAGES FOR CARE LEAVERS

The Corporate Director Social Services and Wellbeing sought approval of a Policy on University Support Packages for care leavers.

She stated that the policy which had been developed outlined the arrangements to deliver the approach on the option approved by Cabinet at its meeting on 18 September 2018, whereby care leavers would be supported to apply for loans and grants to pay for their tuition fees. Children's social care would provide the student with a weekly allowance and a bursary in addition to the grants they are entitled to access. The Corporate Director Social Services and Wellbeing reported that young people who are already in University continue to receive support as per the current arrangements. She stated that the Authority pays weekly incentive for 40 weeks (e.g. £25 per week); student will receive a tuition fee of £9,000 from Tuition Fee Loan and the student funds accommodation and maintenance costs from Living Costs Grant. Discretionary payments will also be considered. The student will benefit from the weekly incentive payment in addition to the loans and grants available to them. The Bursary (one third of £2,000) will be provided at the completion of each academic year to support the student over summer vacation from university.

The Cabinet Member Education and Regeneration in commending the policy stated that he was heartened by the support given to the policy by the Cabinet Committee Corporate Parenting. The Leader was also heartened at the number of care leavers attending higher education, one of which had enrolled on a Masters course.

RESOLVED: That Cabinet:

- approved the University Support Packages for Care Leavers Policy
- noted that the financial impact should be reviewed in 12 months' time and the findings taken back to the Cabinet Committee Corporate parenting for comment.

336. PROPOSED DISAGGREGATION OF YOUTH OFFENDING SERVICES FROM THE WESTERN BAY ARRANGEMENTS

The Corporate Director Social Services and Wellbeing sought approval to disaggregate the Youth Offending Services (YOS) for Bridgend from the Western Bay Youth Justice and Early Intervention Service (WBYJEIS) collaboration.

The Corporate Director Social Services and Wellbeing reported that youth offending services/teams are a statutory multi-agency partnership that have a legal duty to co-operate in order to secure youth justice services appropriate to their area and are funded from a variety of sources including UK Government, Welsh Government and statutory partners. She stated that Bridgend, Neath Port Talbot and Swansea Youth Offending Teams have been in a voluntary, collaborative service since 2014 with all activity of the Youth Offending Services across the Western Bay region overseen and monitored by the WBYJEIS Management Board.

The Corporate Director Social Services and Wellbeing reported that due to health board boundary change which will take effect from 1 April 2019, it was agreed by all partners within the WBYJEIS Management Board that now would be the opportune time to end the collaboration. Officers have contacted the Welsh Government requesting that the Promoting Positive Engagement grant is distributed to each local authority, with conformation of this approach awaited. Should the disaggregation be approved, the service will revert to working as a single service, although discussions have begun with Cwm Taf YOS, with opportunities to collaborate across the boundary on specific projects.

RESOLVED: That Cabinet:

- 1) approved the disaggregation of Bridgend Youth Offending service from WBYJEIS by March 2019 as set out in section 4 of the Report; and
- 2) delegated authority to the Corporate Director (Education and Family Support) to agree the terms of and enter into a SLA with Swansea and Neath Port Talbot regarding the PPE grant for one transition year if Welsh Government were unable to split the grant for 2019-2020 in conjunction with the Head of Legal and Regulatory Services.

337. INVITATION OF TENDERS FOR HOME TO SCHOOL TRANSPORT BUS SERVICE CONTRACTS

The Group Manager (Business Strategy and Performance) sought approval to undertake a procurement exercise to invite tenders to bid for contracts for multiple home-to-school bus services for a term of 5 years with the option to extend by 2 further periods of 1 year, with the indicative total value for the full term being £17.9m.

The Group Manager (Business Strategy and Performance) reported that the current large bus contracts for home-to-school transport will expire in July 2019. He stated that in order to ensure the local authority is meeting its responsibilities under the Public Contracts Regulations 2015, the Council's Contract Procedure Rules and to seek value for money, consent was sought to initiate a new procurement exercise to compete and award large bus contracts. This will comprise 79 separate routes utilising an open competition method, conducted by the Corporate Procurement Team. He stated that awarding contracts for a term of 5 years with the option to extend for a further two periods of one year was aimed at encouraging investment, strengthen existing contractual arrangements and potentially open up the market to new suppliers. He

informed Cabinet that under the Council's Contract Procedure Rules, any decision to procure services with an estimated value exceeding £5m is a Cabinet function.

The Deputy Leader requested clarification at which stage the Council is in relation to the review of school transport and also the ability to terminate a contract. The Group Manager (Business Strategy and Performance) informed Cabinet that the Council is able to withdraw a school contract giving 1 months' notice, if the route subsequently a safe route to school and learners become ineligible to receive school transport. He stated that the strategic review of school transport had been delayed due to Band B of the School Modernisation Programme and potentially some existing routes could be withdrawn. He also informed Cabinet that it was difficult to bundle school routes as schools have different start and finish times, although officers would do so when smaller vehicles were used.

The Cabinet Member Wellbeing and Future Generations questioned whether the strategic review of school transport would look at the feasibility of using the Council's fleet of vehicles for home to school transport. The Group Manager (Business Strategy and Performance) commented that Social Services has a requirement to use the fleet of vehicles throughout the day, although some schools do use the Council's fleet. He also informed Cabinet that there is potential to use double decker vehicles which would be looked at on a case by case basis, however many operators do not possess those vehicles. It may be more economical to use double decker buses. He also informed Cabinet that communication will take place with current contractors. The Leader asked that the potential providers of school transport are informed of the review and the possibility of changes to the contract as a result.

RESOLVED: That Cabinet:

- authorised the invitation of tenders as set out in the report
- noted that a review of school transport is taking place and requested that officers communicate this with potential providers of school transport to ensure transparency
- authorised the acceptance of the most economically advantageous tenders received and the award of contracts to the successful bidders following the procurement process.

338. **SCHOOL MODERNISATION PROGRAMME - BAND B**

The Interim Head of Finance and Section 151 Officer sought approval to discontinue with the decision of Cabinet of 18 December 2018 in respect of pursuing Option 2 for the financial delivery of Band B of the School Modernisation Programme. She apprised Cabinet of the change to the Welsh Government grant intervention rate for the Mutual Investment Model (MIM); sought approval to pursue Option 3 for the financial delivery of Band B of the School Modernisation Programme, prior to submission to Council and for the Council's participation in the MIM procurement process.

She reported that school modernisation has been established as one of the Council's main strategic programmes. He informed Cabinet of the background to the school. In 2010, Cabinet approved the recommended schemes included in each of the four bands of the School Modernisation Programme (A-D), which were subsequently detailed in the 21st Century Schools Strategic Outline Programme (SOP). Cabinet in July 2017 discontinued the original Band B schemes identified in November 2010 and approved a revised list, based on the increasing demand for places, the requirement to promote the Welsh language and building condition. In order to prepare for Band C of the programme, Cabinet also gave approval to undertake area reviews and options appraisal work during the Band B period. In January 2017, approval in principle was

received from the Welsh Government for the second wave of investment of £68.2m. In January 2018, Council approved in principle the financial commitment required for Band B. The Welsh Government MIM intervention rate at that time was 75%, paid to the authority in the form of a revenue grant. Cabinet was advised in November 2018 of the Welsh Government's review of the Mutual Investment Model.

The Interim Head of Finance and Section 151 Officer reported that the Welsh Government had announced a change to the capital grant intervention rate where its contribution for Band B has increased to 75% for special school and pupil referral units and 65% for all other schemes. The Mutual Investment Model intervention rate would remain at 75%. In December 2018, Cabinet abandoned the decision made in November 2018 and gave approval to pursue an option whereby all schools within band B would be funded via capital grant, subject to sufficient resources being identified and allocated to meet the match funding commitment.

The Interim Head of Finance and Section 151 Officer reported that in February 2019, the Welsh Government had made a change to the intervention rate for Band B MIM schemes, the revised model benefitting from a 6% increase on the intervention rate from 75% to 81%. Due to the change in rate, officers had re-worked the figures and in progressing Band B MIM, there is a requirement for the Welsh Government to formalise the procurement of the PSDP which local authorities had been requested to confirm their commitment. She stated that the Welsh Government had requested that consideration be given to the following options:

- Option 1 – Initial Programme Participants
- Option 2 – Potential Future Participants
- Option 3 – Non-Participation

The Interim Head of Finance and Section 151 Officer reported that Council had approved a programme envelope of £71.3m covering Band B new school builds of £68.2m and potential highways works of £3.1m, with all schemes funded from capital grant. She highlighted a comparison of MIM and capital grant schemes together with 4 funding options and an analysis made of options 2 and 3. She stated that option 2 will require some borrowing to meet the capital commitment, which for option 3 will be minimal and whichever option was pursued, it would create pressure on the Council's capital and revenue budgets.

The Leader commented that the school modernisation programme will be the Council's biggest capital commitment and is the Council's flagship project. He also commented that there was a need for flexibility as the financial model has changed.

The Cabinet Member Wellbeing and Future Generations requested clarification of the potential impact of interest rate increases. The Interim Head of Finance and Section 151 Officer stated that she would provide additional information to Cabinet on the impact potential interest rate increases would have on the delivery of Band B of the School Modernisation Programme.

RESOLVED: That Cabinet:

- discontinued with the Cabinet decision made on 19 December 2018 in respect of pursuing Option 2 for the financial delivery of Band B of the School Modernisation Programme;
- noted the change to the Band B WG grant MIM intervention rate;

- gave approval to pursue Option 3 for the financial delivery of Band B, subject to sufficient resources being identified and allocated to meet the match-funding commitment;
- gave approval for a report to be submitted to Council to amend the capital programme to reflect the above; and
- gave the Interim Chief Executive authority to sign a letter of intent in respect of the MIM delivery model, subject to the outcome of Legal Services' review and agreement of the WG contract/agreement documentation in this regard.

339. COMMISSIONING AND AWARD OF CONTRACTS IN RESPECT OF THE FAMILIES FIRST PROGRAMME

The Head of Performance and Partnership Services Seek approval to continue service delivery based around contract arrangements currently in place for the delivery of Welsh Government funded contract arrangements for Families First for a period of 3 months from 1 April 2019 to 30 June 2019. He also sought to suspend that part of the Council's Contract Procedure Rules in respect of the proposed Contracts listed in Appendix 1 of the report in relation to the requirements as to retendering these Contracts and sought authority to enter into short term contracts with the current providers.

He reported that the existing extended contracts in relation to the Families First programme will end on 31 March 2019 and the Council would have expected at this time to re-tender for replacement services. He stated that whilst a re-tender exercise is essential, the present transition in funding arrangements was a barrier to carrying out the required commissioning exercise at this time. He informed Cabinet that the Welsh Government had requested submission of new delivery plans in early February, which would not allow sufficient time to re-tender services from 1 April 2019 and it would be necessary to enter into new short term contracts which would require the suspension of Contract Procedure Rules and to award contracts based on current contract arrangements on a 3 month interim basis.

RESOLVED: That Cabinet:

- 1) suspended the relevant parts of the Council's CPR's in respect of the requirement as to re-tendering of the proposed contracts listed in Appendix 1 of the report;
- 2) authorised the Head of Performance and Partnership Services to enter into short-term contracts of 3-months with the current providers in respect of the Contracts listed in Appendix 1 of the report.

340. INFORMATION REPORTS FOR NOTING

The Head of Legal and Regulatory Services reported on the following information reports which had been published since the last meeting of Cabinet:

Ombudsman Annual Letter 2017-18
Monitoring Report – Complaints, Freedom of Information and Data Protection

RESOLVED: That Cabinet acknowledged the publication of the documents listed in the report.

341. URGENT ITEMS

There were no urgent items.

342. EXCLUSION OF THE PUBLIC

RESOLVED: That under Section 100A (4) of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007, the public be excluded from the meeting during consideration of the following item of business as it contains exempt information as defined in Paragraph 14 of Part 4 and Paragraph 21 of Part 5 of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.

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

343. APPROVAL OF EXEMPT MINUTES

RESOLVED: That the exempt minutes of the meeting of Cabinet of 19 February 2019 be accepted as a true and accurate record.

The meeting closed at 16:43

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

ENFORCEMENT POLICY FOR THE ISSUING OF FIXED PENALTY NOTICES FOR ENVIRONMENTAL OFFENCES

1. Purpose of Report

- 1.1 To seek Cabinet approval to enter into a public consultation on the proposed changes to the Council's Enforcement Policy for the issuing of Fixed Penalty Notices for Environmental Offences; and
- 1.2 To inform Cabinet of the appointment of a partner Enforcement Contractor.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 This report is prepared and takes into consideration the following Corporate Improvement Objectives as outlined in the Council's Corporate Plan:
 - **Helping people to become more self-reliant.** Individuals and families that will be more independent and less reliant on traditional Council services.
 - **Smarter use of resources.** A Council that has lean, robust processes.

3. Background

- 3.1 As a consequence of budget cuts over recent years, the Council did not have sufficient resources to effectively police the low level environmental crimes such as littering and dog fouling and it decided to enter into a procurement exercise to identify a suitable education and enforcement services partner, who will assist and work alongside the Council's existing teams and to help educate and where necessary issue fixed penalty notices. The costs of such services are fully covered by the fines recovered by the enforcement officers.
- 3.2 In order to ensure that the Council has a robust policy to deal with waste enforcement that shall be used by the education and enforcement services partner and internal Council officers, it was decided to amend the existing enforcement policy to make the same fit for purpose and in line with current legislation. The existing policy has not been updated since 2007.
- 3.3 Enforcement procedures differ between Local Authorities and this Council has previously taken an approach of educating residents and warning offenders, prior to issuing formal Fixed Penalty Notices. This has proved effective and most incidents have a positive outcome when dealt with in this manner.
- 3.4 Welsh Government guidance specifies that '*Fixed Penalties can provide an effective and visible way of responding to low-level environmental crimes such as*

littering, dog fouling, fly-tipping and some waste issues. They can provide a more proportionate and cost efficient alternative to prosecuting offenders in Court'.

- 3.5 Cabinet approved the engagement of an external enforcement company on 29th November 2016. The successful tenderer was 3GS (UK) Ltd (3GS) and they were appointed in February 2019 and will be fully operational from April 2019. The contract is self-financing and the company already has a presence within South Wales. The company shall be required under the Contract to comply with the amended Enforcement Policy

4. Current Situation

- 4.1 The Council's Enforcement Policy has been updated and is shown in **Appendix A**. It clearly sets out the procedures for issuing Fixed Penalty Notices for Environmental Offences and the appeals process for individuals, which is in keeping with current legislation and guidance from Welsh Government, Keep Wales Tidy and Fly Tipping Action Wales (an arm of Natural Resources Wales).
- 4.2 The fines in relation to Fixed Penalty Notices (FPNs), are included within the amended Enforcement Policy and references to the relevant legislation have been updated. Legislation allows for a reduction in penalties where early payment is made and this is provided for in the fines table in the Enforcement Policy. The level of fine for the failure to comply with a Public Spaces Protection Order cannot be included as yet as this is subject to a separate consultation and will be determined after that consultation exercise has been completed.
- 4.3 It is proposed that the Council undertakes a comprehensive consultation exercise in respect of the amended policy. This consultation will seek the views of the public, Town and Community Councils, citizen's panel, disabled groups and organisations along with any other identified groups or individuals who may have a view on this matter. The outcome of this consultation will form part of a future report to be presented to Cabinet.

5. Effect upon Policy Framework & Procedure Rules.

- 5.1 The council's Enforcement Policy is being updated in order to provide a robust method for dealing with low level environmental offences.

6. Equality Impact Assessment

- 6.1 An Equality Impact Assessment has been carried out and no groups with protected characteristics identified by the Equalities legislation 2010 are considered to be adversely affected by the contents of this report.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

- 7.1 The well-being goals identified in the Act were considered in the preparation of this report and attached at **Appendix B**. A summary is below:-

Long-term - The consultation will seek opinions on changes to the enforcement policies and the level of fines for environmental offences. The appointment of an Enforcement Contractor for Littering and Dog fouling

will allow the council to address environmental concerns and improve the community in the future. The service is renewable annually and will be monitored to identify its performance and ensure that it remains fit for purpose.

- Prevention -** The consultation will seek opinions on introducing appropriate policies. The appointment of an external contractor will act as a deterrent for offenders
- Integration -** The consultation will seek opinions on introducing appropriate policies. The contract is self-financing and is intended to prevent or reduce littering and dog fouling which will improve the environment within the community.
- Collaboration -** The consultation will seek opinions on introducing appropriate policies. The service is contracted to 3GS and Cleaner Street services will co-ordinate activities on a monthly basis to ensure a combined impact on targeted areas for improvement.
- Involvement -** Consultation engages with the community and the responses will be analysed and reported back to Cabinet

8 Financial Implications

- 8.1 There will be no financial implications as a result of the revision to the Enforcement Policy.

9. Recommendation

- 9.1 Cabinet is recommended to:

- i. Approve a consultation exercise as described in paragraph 4.3 above and note that the outcome of the same will be reported back to Cabinet in due course.

- ii. Note the appointment of 3GS (UK) Limited as the partner Enforcement Contractor.

Zak Shell
Head of Operations – Community Services
8th April 2019

Contact Officer: ZAK SHELL
Telephone: (01656) 643403
E-mail: Zak.Shell@bridgend.gov.uk

Background papers:

Cabinet Report: Residual Waste Collection Public Awareness, Information and Enforcement Proposals 29th November 2016

This page is intentionally left blank



BRIDGEND COUNTY BOROUGH COUNCIL

COMMUNITIES DIRECTORATE

**ENFORCEMENT POLICY FOR THE ISSUING OF
FIXED PENALTY NOTICES FOR ENVIRONMENTAL
OFFENCES**

March 2019

Introduction

The purpose of this policy is to establish standardised fixed penalty procedures and enforcement procedures to be followed by all those with powers to issue fixed penalty notices for penalty offences on behalf of the Authority.

The purpose of this Policy is to ensure efficient compliance with legislation. It intends to explain the approach adopted by the Authority whilst carrying out its enforcement duties. All officers will consider and follow the Code for Crown Prosecutors issued by the Crown Prosecution Service when taking decisions on whether to prosecute.

In adopting this policy, officers will apply legal powers consistently and fairly, whatever the circumstances. Decisions will not be influenced by the gender, disability, language, ethnicity, religion, political beliefs or sexual preference of the subject, victims or witnesses.

1. Offences included in the Fixed Penalty Notice scheme

It is not the intention of this Policy to deal formally with each and every situation where an offence has been witnessed. Neither is it the intention of the Policy to be prescriptive as to when a Fixed Penalty Notice (FPN) should be issued. Enforcement officers quite properly have discretion and must consider each set of circumstances when reaching a decision as to whether the issue of a FPN is appropriate.

A FPN may only be issued where an officer has reason to believe a person has committed a penalty offence and there is sufficient and appropriate evidence to a criminal standard of proof to support a prosecution in court, should the penalty notice go unpaid

FPNs are designed to deal with low-level offending only. When the nature or extent of the offence is so serious that the issue of a FPN would bring the system into disrepute, then prosecution should be considered instead.

Normally offences resulting in a FPN will be witnessed directly by the officer, albeit that an officer may consider it appropriate to issue a FPN when they have not directly witnessed the offence but have reliable witness testimony.

Any interview and questioning must be consistent with the practice and procedures established by the Police and Criminal Evidence Act 1984.

2. Penalty Offences

As a local authority Bridgend County Borough Council can issue FPNs for the following offences:

Offence	Relevant Legislation
<i>Litter</i>	S87 & S88 Environmental Protection Act 1990
<i>Unauthorised distribution of literature on designated land</i>	Schedule 3a, Para 7(2) Environmental Protection Act 1990
<i>Failure to produce a Waste Carriers Licence</i>	S5 and 5B Control of Pollution (Amendment) Act 1989
<i>Failure to produce a Waste Transfer Note</i>	S34A Environmental Protection Act 1990
<i>Graffiti & Fly-Posting</i>	S43 Anti-Social Behaviour Act 2003
<i>Failure to comply with a Public Space Protection Order</i>	S67 & S68 Anti-social Behaviour, Crime and Policing Act 2014
<i>Fly-tipping</i>	S33 and S33ZB Environmental Protection Act 1990
<i>Waste Receptacle Offences</i>	S46 and S47ZA Environmental Protection Act 1990
<i>Failure to comply with the duty of care in respect of household waste</i>	S 34(2A) and S34ZB Environmental Protection Act 1990

3. Who can issue Fixed Penalty Notices?

Local Authority Employees can issue FPNs on behalf of the Authority as long as they have been authorised to do so. They must also be familiar with the Authority's powers, penalty levels, this Policy and the areas where the FPNs can be issued.

If it is believed that an issue of a FPN is inappropriate or unjustified then this Policy allows for the decision to be reviewed by a senior officer.

Third Party Enforcement Services

The Authority reserves the right to enter into arrangements with Contractors/Third Parties who are not directly employed by the Authority to issue FPNs on its behalf where it has the statutory power to do so. Each employee of the Contractor/Third Party must be individually authorised in writing by the Authority to issue FPNs on its behalf.

Any such arrangements must be subject to appropriate due diligence checks and regard should be had to any guidance issued in respect of the use of third party enforcement services.

4. Table of Fines

The level for fixed penalties is set by the Authority and is set out in the table below:

Offence	Penalty	Early Payment Penalty
Littering	£100.00	£75.00
Waste Receptacles	£100.00	£75.00
Graffiti and Fly-posting	£100.00	£75.00
Fly -Tipping	£200.00	£120.00
Failure to comply with a Public Space Protection Order	To be confirmed	To be confirmed
Failure to produce a Waste Carriers Licence	£300.00	£180.00
Failure to produce a Waste Transfer Note	£300.00	£180.00
Unauthorised distribution of literature on designated land	£100.00	£75.00
Failure to comply with the duty of care in respect of household waste	£300.00	£150.00

5. Early payment discount

Early payment is encouraged by the Authority. Early payments should be paid no later than 14 days from the date of the notice in respect of all penalty offences. In the case of fly-tipping, where a lesser amount is specified, this must be paid within 10 days from the date of the notice.

Payment of a fixed penalty by instalments will not be accepted

6. How Fixed Penalty Notices are issued

FPNs must be issued in accordance with Legislation and any statutory and/or best practice guidance published by or on behalf of the UK Government and the Welsh Government.

Gathering evidence

Enforcement Officers are required to record all evidence in their PACE notebook. Information to be recorded in the notebook shall include:

- The nature of the penalty offence
- Date and Time of penalty offence
- Location
- Name and Address of the Offender
- Date of birth (if applicable)
- Gender of the Offender
- Offender's Appearance
- Weather Conditions at time of penalty offence
- Identification number of the Enforcement Officer
- The FPN number

The Enforcement Officer should ensure that all evidence including photographs, video footage and notes are kept as evidence and to help resolve any disputes are kept for the time periods set out in the table below:

Offence	Time period to keep evidence
Littering	6 months
Waste Receptacles	6 months
Graffiti and Fly-posting	6 months
Fly -Tipping	Indefinitely
Failure to comply with a Public Space Protection Order	6 months
Failure to produce a Waste Carriers Licence	6 months
Failure to produce a Waste Transfer Note	Indefinitely
Unauthorised distribution of literature on designated land	6 months
Failure to comply with the duty of care in respect of household waste	6 months

A register of FPNs issued will be kept and updated each time a FPN is issued.

Enforcement Officers can use the DVLA vehicle keeper database to find the owners of vehicles used in connection with the offence of Littering, Fly-tipping, Dog Fouling and Fly-Posting. Third party enforcement services are excluded from using the DVLA vehicle keeper database.

7. Grounds for issuing a Fixed Penalty Notice

A FPN may only be issued where an officer has reason to believe a person has committed a penalty offence and there is sufficient and appropriate evidence to a criminal standard of proof to support a prosecution in court, should the FPN go unpaid.

An officer may issue a FPN where the offence is of a nature suitable for being dealt with by a FPN. Normally offences resulting in a FPN will be witnessed directly by the officer. However, an officer may consider it appropriate to issue a FPN to a suspect if they have not directly witnessed the offence, but have direct evidence of an offence or reliable and direct witness testimony. The Witness must be prepared to give evidence in court under Oath.

Any interview and questioning must be consistent with the practice and procedures established by the Police and Criminal Evidence Act 1984, Code C.

FPNs should only be issued where it is appropriate to do so. In some circumstances, the issuing of a FPN will not be appropriate and, instead, either no further action should be taken or the matter should be considered for prosecution in the court.

In the following circumstances, it will not be appropriate to issue a FPN and no further action should be taken:

- where there is insufficient evidence to support prosecution for the original offence in the magistrates' court should the FPN go unpaid;
- where the offence that has been committed is so small or trivial in its effect that action might not be in the public interest.
- where the suspect appears to be unable to understand what is being offered to them or there is any doubt about their ability to understand English;
- where the suspect's behaviour suggests they have learning disabilities or a mental disorder;
- where the suspect is drunk or under the influence of drugs;
- where the suspect is a non-resident foreign national.

In the following circumstances, prosecution in the Court should be considered instead of issuing the FPN:

- Where the offence that has been committed is considered to be too 'serious' in scale or effect to merit a FPN.
- Where an alleged offender becomes aggressive or violent or is threatening or abusive towards an officer, the officer should ensure their own safety and seek help from the

police. The offender would be dealt with by way of prosecution, either by the police or by the Authority

- A FPN may not be appropriate where it is known that the suspect has a previous conviction or a caution for the offence, or has been issued with a number of FPNs, particularly if they have not paid. The officer should inform the offender that he will be reported with a view to prosecution.
- Where there has been more than two FPNs served on the same individual within a twelve month period

Where there is no satisfactory address for enforcement purposes, for example where the suspect is homeless, further investigation will be required before the issuing of a FPN can be considered.

8. The Offender

A FPN should be issued only where there is sufficient evidence as to his/her identity and place of residence.

Where a suspect is not cooperative, consideration may be given to an alternative disposal (e.g. prosecution and/or police involvement). FPNs must be issued to *and* received by the suspect. If an alleged offender refuses to give a correct name and address, and their identity can only be established through other means, i.e. by the police, the offence should normally be pursued by prosecution, rather than the FPN procedure.

9. Issuing a Fixed Penalty Notice

The officer will approach the alleged offender, identify him/herself, caution them in accordance with Police and Criminal Evidence Act 1984 and tell the person, in simple terms that they have been seen committing an offence. The person will then be spoken with to obtain their name, address and date of birth. These details will be verified as far as practicable and the person must be given the opportunity to explain why they committed the offence and put forward any mitigating factors.

If evidence has been found without the presence of the alleged offender which leads the enforcement officer to suspect an offence has been made such as Fly-Tipping, a letter which complies with the provisions of Pace will be issued to the offender providing evidence of what has been found and providing the offender with an opportunity to answer questions in relation to the evidence. The Officer can then determine whether any further action should be taken.

If there is any doubt over someone's identity they should not be offered a FPN at the time. Rather, the enforcement officer should see if it is possible to verify the individual's identity. If, following further enquiries, it turns out that the alleged offender was providing the correct details then a FPN can be issued retrospectively. If it transpires that false details were provided and the enforcement officer is able to establish the correct identity then consideration will be given to prosecute the alleged offender for the original offence

Where the enforcement officer requires the alleged offender to provide their name and address and it transpires that false or inaccurate details were provided, the Authority will consider prosecuting that person for providing the false or inaccurate details where it has the power to do so.

Failure to identify a suspect prior to issue could invalidate enforcement. Police assistance will be sought where necessary. The officer must record the suspect's forename, surname, address, post-code and date of birth on the FPN. These are required for processing purposes.

When the FPN is issued, the officer should explain that it provides an opportunity to avoid prosecution, and will draw the person's attention to the relevant points about the level of fine, making payment and prosecution in the event of non-payment.

FPNs can be issued by person or by post and this should be clearly stated on the FPN. The FPN must also include details of the date by when the fine must be paid. This date must be at least 14 days following the date of the notice.

If the person either refuses to accept a FPN or, having accepted the FPN, does not pay before the end of the time period set out in the FPN, then the matter may result in prosecution.

Issuing a Fixed Penalty Notice to Juvenile offenders

The Council and its authorised Officers have a duty under the Children Act 2004 to discharge their functions having regard to the need to safeguard and uphold the welfare of children.

A person under 17 is to be treated as a juvenile for the purposes of the Police & Criminal Evidence Act 1984 together with the relevant Codes of Practice and should not be interviewed without the presence of an 'appropriate adult'. An appropriate adult is the young person's parent or legal guardian, or if the young person is in care, an adult from the care authority.

Officers are advised to consider the merits of issuing an FPN to a person aged below 16.

When an Officer approaches a young person they should only obtain their name and address and details of their parent or legal guardian.

Officer should then consider whether a Fixed Penalty Notice is appropriate, consider whether the offender has received a Fixed Penalty Notice previously (wherever possible no more than one Fixed Penalty Notice should be issued to anyone under 16, but a reprimand, warning or other sanction should be considered instead). Consideration should also be given to his or her family circumstances and whether he or she suffers from other vulnerabilities.

The Officer will also need to consult with the Youth Offending Team and the Young Person's school before a final decision is made to issue the FPN.

If on enquiry it is decided that a Fixed Penalty Notice is suitable, the Fixed Penalty Notice shall be issued to the young offender personally with a parent or legal guardian present. If for any reason the Fixed Penalty Notice is issued by post a responsible adult shall be notified at the same time.

An FPN will not be appropriate where a young person's behaviour suggests they have learning disabilities, or they suffer from a vulnerability that impairs his or her understanding of what goes on. In such cases the matter should be referred to the Youth Offending Team and Social Services. Any action in respect of the alleged offence can be decided on later.

Juveniles 16-17

Once the age of the offender has been ascertained, FPNs can be issued to this age group using the same procedure as for adults.

10. Non payment

If a FPN is not paid within the prescribed period, criminal proceedings will be considered.

It will be at the discretion of the Authority's Legal Services Department in deciding whether to initiate a prosecution.

11. Appeals process

If the FPN is issued by a third party enforcement services: any appeal should be made to the third party enforcement service and their appeal process should be followed.

If the FPN is issued by the Authority: Written representation should be sent to the Cleaner Streets and Waste Contract Manager via Post or email within five working days of the date of the FPN

All relevant evidence and information will be considered before deciding upon a prosecution in order to enable a consistent, fair and objective decision to be made. The Council will have regard to the Attorney General's Code for Crown Prosecutors, which means that the following criteria will be considered:

- Whether the standard of evidence is sufficient for there to be a realistic prospect of conviction;
- Whether the prosecution is in the public interest;

The public interest test will be considered in each case where there is enough evidence to provide a realistic prospect of conviction. Consideration will also be given as to whether a caution would be appropriate.

This page is intentionally left blank

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims): ENFORCEMENT POLICY FOR THE ISSUING OF FIXED PENALTY NOITCES FOR ENVIRONMENTAL OFFENCES	
Section 1 Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term	<p>1. How does your project / activity balance short-term need with the long-term and planning for the future?</p> <p>The consultation will seek opinions on changes to the enforcement policies and the level of fines for environmental offences. The appointment of an Enforcement Contractor for Littering and Dog fouling will allow the council to address environmental concerns and improve the community in the future. The service is renewable annually and will be monitored to identify its performance and ensure that it remains fit for purpose.</p>
Prevention	<p>2. How does your project / activity put resources into preventing problems occurring or getting worse?</p> <p>The consultation will seek opinions on introducing appropriate policies. The appointment of an external contractor will act as a deterrent for offenders</p>
Integration	<p>3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?</p> <p>The consultation will seek opinions on introducing appropriate policies. The contract is self-financing and is intended to prevent or reduce littering and dog fouling which will improve the environment within the community.</p>
Collaboration	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>The consultation will seek opinions on introducing appropriate policies. The service is contracted to 3GS and Cleaner Street services will co-ordinate activities on a monthly basis to ensure a combined impact on targeted areas for improvement.</p>
Involvement	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>Consultation engages with the community and the responses will be analysed and reported back to Cabinet</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	Actively engages with the community in updating environmental policies and creates a consisted approach to enforcement.	The impact of the service will be monitored.
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	Enforcement creates an obstruction to offenders and improves the environment.	The impact of the service will be monitored.
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	Environmental offences impacts on the health and wellbeing of residents. Any enforcement deterrents would benefit the community	The impact of the service will be monitored.

<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	Any changes to enforcement policies would be consistent to all members of the community	The impact of the service will be monitored.
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	Enforcement creates an obstruction to offenders and improves the environment.	The impact of the service will be monitored.
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	All literature, advice and notices will be bilingual.	Compliance with the Welsh Language Act will be monitored
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	Any reduction in environmental offending would improve the local community	The impact of the service will be monitored.

Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts			
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	No	No	Service Delivery will be closely monitored

Gender reassignment:	No	No	Service Delivery will be closely monitored
Marriage or civil partnership:	No	No	Service Delivery will be closely monitored
Pregnancy or maternity:	No	No	No
Race:	No	No	Service Delivery will be closely monitored
Religion or Belief:	No	No	Service Delivery will be closely monitored
Race:	No	No	Service Delivery will be closely monitored
Sex:	No	No	Service Delivery will be closely monitored
Welsh Language:	No	No	Service Delivery will be closely monitored

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive members and/or Chief Officers

Cabinet Meeting on 16th April 2019

Compiling Officers Name:	S Hooper
Compiling Officers Job Title:	Cleaner Streets & Waste Contract Manager
Date Completed:	8th April 2019

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

SOUTH WALES TOURISM MARKETING HUB

1. Purpose of Report

The purpose of the report is to seek Cabinet approval to accept a funding offer from the Regional Tourism Engagement Fund and enter into appropriate financial and legal agreements for the delivery of the South Wales Tourism Marketing Hub. This will work with public, private and third sector organisations involved in the visitor economy across the 10 Local Authority areas of the Cardiff Capital Region to develop and distribute digital content promoting a range of bookable products to UK and overseas markets including travel trade, business events and consumer campaigns.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1. This report supports the following corporate priorities:

- 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.
- 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. Bridgend County Borough Council (BCBC) has a strong track record in delivering partnership projects with Visit Wales and other Local Authorities. The current Cardiff Capital Region Travel Trade Campaign, previously the Southern Wales campaign, covering all the Authority areas of the Cardiff City Deal has been led by BCBC for many years. The Valleys Marketing campaign, covering the Authority areas of Bridgend, Caerphilly, Rhondda Cynon Taff, Blaenau Gwent, Torfaen and Merthyr Tydfil is now also led by BCBC.
- 3.2. The 10 Local Authority areas forming the Cardiff Capital Region have for a number of years worked together through a range of public, private and third sector partners to deliver a regional approach towards supporting the growth of the tourism industry through enhanced travel trade and business tourism activity.

- 3.3. The model of delivery that has historically existed has involved partners each contributing a level of match funding and that being used to access external grant resources to add value.
- 3.4. This approach has enabled partners to access markets and operators which, on their own, with the resources available to them individually, would not have been achievable for many. It has delivered an efficient use of resources and resulted in an increase in visitor numbers in all Counties where partner organisations have engaged.

4. Current Situation / Proposal

- 4.1. In 2017, the Local Authorities that make up the Cardiff Capital Region City Deal worked together to develop a set of regional Destination Management priorities.
- 4.2. In November 2018 Visit Wales launched its latest round of funding through the Regional Tourism Engagement Fund (RTEF), with a clear message that business as usual would not be supported and genuine collaboration was required.
- 4.3. During November 2018 a series of meetings and discussions took place with the 10 Local Authorities to draw together the elements of current activity into a new approach which delivered against agreed priorities and also Visit Wales aspirations and a proposal for funding was subsequently submitted to RTEF.
- 4.4. BCBC has been informed that the bid to RTEF to take forward this work has been approved.
- 4.5. The project will be led by BCBC as the applicant and directly delivered by BCBC and partners from across the Cardiff Capital Region.
- 4.6. The South Wales Tourism Marketing Hub will develop a streamlined, coordinated approach to collaborative digital marketing in the Cardiff Capital Region, including travel trade, business tourism and consumer campaigns.
- 4.7. The project demonstrates a collaborative approach with the 10 Counties within the Cardiff Capital Region to deliver an integrated approach towards each area's Destination Management Plans, regional priorities and the aspirations of national strategies and programmes that seek to increase visitor numbers to the area and the economic benefits that result.
- 4.8. The new Marketing Hub will capitalise on the successful relationships built in previous projects to develop a more private and voluntary sector led model which sell the region by bringing bookable products to the market through quality, innovative campaigns. Where applicable, previous work and assets such as the Meet Cardiff Capital Region will be utilised as well as existing destination or marketing area platforms.
- 4.9. The regional destination website, content creation, travel trade campaign and business tourism campaign will form the core, ongoing activity. The consumer campaigns will be more time bound with representation and footprint being determined on a campaign by campaign basis. Where applicable, campaigns could

have a footprint beyond, yet not cover in its entirety, the Cardiff Capital Region. Relevant product will be more important than Local Authority boundaries.

4.10. The Marketing Hub approach, where all activity is co-ordinated through a central point as opposed to a physical hub, will fill the regional level gap, acting as a focus for marketing and digital content supporting strategic tourism investments. It will capitalise on successful previous projects, applying the successes of Southern Wales to consumer and business tourism marketing.

4.11. This approach has the full support of a range of partners in Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Merthyr Tydfil, Monmouthshire, Newport, Rhondda Cynon Taf, Torfaen and the Vale of Glamorgan.

4.12. This new approach will:

- Optimise limited resources
- Better align campaign activities
- Reduce duplication
- Increase private sector buy-in
- Increase market orientation
- Make 'cross-border' working easy

5. Effect upon Policy Framework & Procedure Rules

5.1. Any necessary agreements will be put in place with support from the BCBC legal department.

6. Equality Impact Assessment

6.1. It is considered that no negative impacts will be created.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment Template has been completed and a summary of the implications from the assessment relating to the five ways of working is below:

- Long-term: The activities that form part of the scheme have been identified by the partners that will take part and are closely aligned to Destination Management Plans in each of the areas. A regional collaborative approach, linked to regional working as part of the Cardiff Capital Region area works towards long-term delivery.
- Prevention: On their own none of the partners or participating Counties would be able to achieve the scale of impact that such a partnership approach offers. Therefore delivering in this way offers the opportunity to build on success to date and prevent a deterioration of the value that tourism brings to the region.

- Integration: The scheme will achieve this way of working by recognising the approaches that are proposed for support are those that have been identified by partner organisations due to their synergy with local, regional and national priorities.
- Collaboration: The proposals have been developed and will be delivered through a strong partnership between BCBC and those partners that will form part of the delivery.
- Involvement: The scheme will be delivered in close partnership with a range of local stakeholders in each area. Discussions and development with neighboring Counties has taken place through BCBC's Economy Team and relevant officers from neighbouring Councils as well as representatives from a range of private and third sector partners.

8. Financial Implications

- 8.1. The total cost of the scheme as submitted was £204,380. Of this, it was proposed that £150,000 would be in the form of a grant. The remaining value would be match funding, currently made up of £20,500 agreed match funding from Local Authorities in the region, including Bridgend, leaving £33,880 of further match funding to be underwritten in the first instance by BCBC.
- 8.2. At project acceptance and commencement the unsecured amount will be underwritten by BCBC's core tourism funding on the explicit understanding that the service will endeavor to secure additional funding during delivery. If this does not occur then discussions will take place with Visit Wales and partners about a reduced scope of the scheme to ensure that BCBC does not need to commit the underwritten amount in actual terms.
- 8.4 The current project plan identifies the project officer salary for year one only being covered by a combination of the RTEF grant and partner contributions. By April 2020 income streams will be established to cover the project officer salary. The additional income streams will come via buy in to various campaign activity across the work elements. If they do not materialise then the scale and scope of the scheme will be revised.

9. Recommendation

- 9.1. To accept the offer of funding from the Regional Tourism Engagement Fund and enter into appropriate legal and financial agreements, subject to any necessary approval from the Interim Section 151 Officer and Head of Legal and Regulatory Services for the delivery of the South Wales Tourism Marketing Hub.

Zak Shell
HEAD OF OPERATIONS – COMMUNITY SERVICES
21st March 2019

Contact Officer: Ieuan Sherwood
 Group Manager: Economy, Natural Resources and Sustainability

Telephone: (01656) 815334

E-mail: leuan.Sherwood@bridgend.gov.uk

Postal Address: Bridgend County Borough Council, Communities Directorate, Angel Street, Bridgend, CF31 4WB

Background documents:
None

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

TOWN AND COMMUNITY COUNCIL COMMUNITY PROJECTS FUND ALLOCATION 2019/2020

1. Purpose of Report

The purpose of the report is to seek Cabinet approval to allocate funds from the Town and Community Council Community Projects Fund for 2019/2020 in line with the recommendations contained within the report.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

2.1. This report supports the following corporate priorities:

- 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.
- 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.
- 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 Council has in the Medium Term Financial Strategy Capital Programme 2018/19 to 2028/29 an approved annual allocation for Community Projects of £50,000 for 2019/20 and subsequent years that is intended to support applications from Town and Community Councils for capital projects. Should the annual allocation not be fully allocated then it is possible to roll forward to subsequent years as was the case in 2018/2019 which enabled the allocations outlined in 3.3 below.

3.2 Since 2016 effort has been made to support applications to the fund that directly link to the Community Asset Transfer (CAT) process, in recognition of reducing Local Authority resources and the options available to Town and Community Councils to deliver alternative services.

- 3.3 With the stated desire to more closely align the Community Projects Fund with the CAT process the approvals in 2018/2019 were:

Applicant	Total Project Value	Approved BCBC Fund amount	Summary
St Brides Minor	£13,100.00	£6,550.00	Tarmac Bryncethin Memorial Hall Carpark
Garw Valley	£10,795.09	£3,795.09	Bus shelter refurbishment in Betws
Pencoed	£59,000.00	£20,000.00	Provision of skateboard park
Cornelly	£150,000.00	£40,000.00	Landscaping around Cornelly Community Centre including pocket park
	£232,895.09	£70,345.09	

- 3.4 The information and criteria circulated to all Town and Community Councils for applications for 2019/2020 again indicated the desired link to the CAT process but did not exclude other non-CAT related proposals.

4. Current Situation / Proposal

- 4.1. The proposals received for the 2019/2020 allocation are outlined below:

Applicant	Total Project Value	Requested BCBC Fund amount	Summary
Pencoed Town Council	£40,000.00	£20,000.00	Pavilion renovation
Bridgend Town Council	£78,822.20	£20,000.00	Renew Athletic Track and Newbridge Fields
Cornelly Community Council	£20,000.00	£10,000.00	Refurbish Community Centre toilets
Cefn Cribbwr Community Council	£11,181.15	£5,910.00	New Tarmac surface for Bedford Park car park
Coity Higher Community Council	£29,999.93	£14,999.97	Refurbish Pendre Fields play area
Coity Higher Community Council	£30,832.54	£15,416.27	Refurbish Coity Castle play area
	£210,835.82	£86,326.24	

4.2 In considering proposals and their connection with the CAT process the following is noted:

Applicant	Project	CAT Link
Pencoed Town Council	Pavilion renovation	<p>The expression of interest for the transfer of Pencoed Recreation Ground Pavilion on a long-term lease and the pitches under a 3 year management agreement with a 12 month termination clause was approved by the CAT Steering Group on 15 February 2019.</p> <p>The pavilion has been closed since March 2018 following storm damage and is considered to be uneconomical to be repaired by the Corporate Landlord due to the limited funds available to the Council. The Town Council wish to refurbish the pavilion so that it can be re-opened for the benefit of sports clubs, the playgroup and the wider community.</p>
Bridgend Town Council	Renew Athletic Track and Newbridge Fields	<p>Bridgend Athletic Club (BAC) had their expression of interest for the transfer of the athletic site including the track at Newbridge Fields approved by the CAT Steering Group on 22/08/18</p> <p>A key priority for BAC is to replace the running track which is estimated to cost £78,822. Going forward the Club are also looking to re-develop their clubhouse and are open to working in partnership with other sports users of Newbridge Fields.</p>
Cornelly Community Council	Refurbish Community Centre toilets	<p>The Community Council's expression of interest for the transfer of North Cornelly Community Council was approved on 26/09/17 by the CAT Steering Group and a long-term lease is in the process of been finalised.</p> <p>The Community Council are</p>

		seeking match-funding to refurbish the toilets in the Centre that are used by members of the public.
Coity Higher Community Council	Refurbish Pendre Fields play area	<p>The Community Council's expression of interest for the transfer of Pendre Fields (Great Western Avenue) was approved by the CAT Steering Group on 16/05/18 and a long-term lease is presently being finalised.</p> <p>The Community Council are seeking funding to replace the existing play equipment.</p>
Coity Higher Community Council	Refurbish Coity Castle play area	<p>The Community Council's expression of interest for the transfer of the remaining play areas in Coity Higher was approved by the CAT Steering Group on 06/03/19.</p> <p>The Council's Green Spaces and Bereavement Services is responsible for maintaining the play area at Coity Castle but presently the Council does not own the land. The Corporate Landlord is in the process of determining ownership of the site and the feasibility of requesting a transfer to the Council.</p> <p>The Community Council are seeking funding to replace the existing play equipment and this could be allowed, subject to the agreement of the landowner, whether or not the land is transferred to the Council.</p>

- 4.3 The proposal of Cefn Cribbwr Community Council for the new Tarmac surface at Bedford Park car park is not directly linked to CAT but will continue to provide parking on land leased from BCBC by the Community Council, which forms a gateway to Bedford Park, as well as servicing local amenities.
- 4.4 With the stated desire to more closely align the Community Projects Fund with the CAT process and to meet the corporate priorities of the Council, taking into account the information provided in the applications the proposed approvals are:

Applicant	Proposed award
Pencoed Town Council	£20,000.00
Bridgend Town Council	£20,000.00
Cornelly Community Council	£10,000.00
Cefn Cribbwr Community Council	£5,910.00
Coity Higher Community Council	£14,999.97
Coity Higher Community Council	£15,416.27
Total	£86,326.24

4.5 All funding offers will be conditional on compliance with the stated terms and conditions of the Community Projects Fund and feedback will be available to the applicants.

5. Effect upon Policy Framework & Procedure Rules

5.1. None

6. Equality Impact Assessment

6.1. No equalities impact assessment is necessary as part of the grant allocation process, although individual schemes that have been proposed may have a positive impact in some instances.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment Template has been completed and a summary of the implications from the assessment relating to the five ways of working is below:

- Long-term: The projects proposed for support are those that have been identified by Town and Community Councils themselves in response to current need and therefore propose to implement action that meets the needs of current generations. A process of local needs identification followed by local led delivery in response to it will enhance the capacity of local organisations to take forward further schemes in the future.
- Prevention: The projects that are proposed for support if left undelivered will create a worsening of conditions currently being experienced by local residents. In addition if the schemes were to be delivered in future years any further deterioration may result in increased costs.
- Integration: The Community Projects Capital Fund will achieve this way of working by recognising the projects that are proposed for support are those that have been identified by the Town and Community Councils themselves as best placed to utilise available funding to meet local needs in a holistic way.

- Collaboration: The proposals have been developed and will be delivered through a strong partnership between BCBC and those Town and Community Councils that have applied for funding.
- Involvement: The Community Project Fund is delivered in close partnership with a range of local stakeholders. Discussions and development with the Town and Community Councils has taken place through BCBC's Community Asset Transfer Officer and information about the funding opportunity was provided to all Town and Community Councils in the County Borough.

8. Financial Implications

- 8.1. A budget of £119,073.91 is available for allocation for the financial year of 2019/2020, which comprises the 2019/20 base budget plus a balance carried forward from 2018/19 of £69,073.91.
- 8.2 From this, it is proposed that a total amount of £86,326.24 be allocated as outlined in section 4.4 and the remaining allocation of £32,747.67 is carried forward to 2020/2021. Therefore the total available for 2020/2021 including base budget and carry-forward will be £82,747.67 and this will further assist in efforts towards CAT processes being completed.
- 8.3 The deadline for applications for 2020/2021 will be February 2020 and it is currently envisaged a decision will be made in March 2020.

9. Recommendation

- 9.1. It is recommended that Cabinet approve the proposals for the allocation of funds from the Community Council Community Projects Fund for 2019/2020 in accordance with the projects named in section 4.4 for the values detailed.

Zak Shell
HEAD OF OPERATIONS – COMMUNITY SERVICES
12th March 2019

Contact Officer: Ieuan Sherwood
 Group Manager: Economy, Natural Resources and Sustainability

Telephone: (01656) 815334

E-mail: ieuan.Sherwood@bridgend.gov.uk

Postal Address: Bridgend County Borough Council, Communities Directorate, Angel Street, Bridgend, CF31 4WB

Background documents:
 N/A

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR - COMMUNITIES

SMART ENERGY PLAN – DOMESTIC ENERGY EFFICIENCY PROJECT

1. Purpose of Report.

- 1.1 The purpose of this report is to present to, and seek approval from, Cabinet for Bridgend County Borough Council's support for a Welsh Government project to improve the energy efficiency of domestic properties within Bridgend County Borough.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 This report assists in the achievement of the following corporate priority/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. **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 Welsh Government (WG) has operated domestic energy efficiency programmes since 2009. The initial programme ran from 2009 – 2011 and involved a £30m investment from WG which enabled a further £31m to be leveraged from Registered Social Landlords (RSLs) and energy supply companies. Measures were funded and installed in over 6,000 homes across Wales through Phase 1.
- 3.2 A Phase 2 programme ran from 2012 – 2016 and had a total value of £45m. The programme was partly funded by the European Regional Development Fund (ERDF) (£33m) and partly funded by WG (£12m). In 2014/15 WG invested a further £22m alongside the existing ERDF funding to install measures in 6,535 homes across Wales.
- 3.3 A Phase 3 programme will run from 2018 – 2021 and seeks to invest £54m over this period into over 6,000 homes in areas where fuel poverty is prevalent. The funding for the programme will come from ERDF, WG and energy supply company sources through the Energy Company Obligation (ECO).

3.4 The primary focus of the programme is to reduce fuel poverty. A home is considered to be in fuel poverty if they spend more than 10% of their household income on energy and in severe fuel poverty if they spend more than 20% of their total household income on energy.

4. Current situation / proposal.

4.1 The Phase 3 Programme will be delivered by Arbed am Byth, which is a joint venture company between Everwarm and the Energy Saving Trust. Arbed am Byth will work with BCBC, building on the existing partnership approach to deliver the Smart Energy Plan, to identify areas of fuel poverty where the programme could have maximum impact. Arbed am Byth, as the Scheme Manager, will manage the programme from the beginning to the end and will identify and develop the schemes through the development of local relationships with stakeholders and supply chains.

4.2 The Scheme Manager will identify the areas to be targeted through the use of data sources such as:

- Welsh Index of Multiple Deprivation (WIMD)
- Energy Performance Certificates (EPC)
- Lower Super Output Area (LSOA) data
- Housing Benefit Data
- Flying Start Areas
- Free School Meals Data
- Housing and Health Action Data

4.3 To date the Scheme Manager has carried out a high level mapping exercise of potential areas within Bridgend County Borough where the Welsh Government Programme could have maximum impact and two areas have been identified (these will require further discussion to agree actual boundaries and areas to be considered). The two initial areas identified are:

- Western sector of the County Borough (Kenfig Hill, Cornelly, Pyle, Cefn Cribwr),
- Bridgend Town (Morfa)

4.4 The process of accessing support once an area location has been decided will require the Scheme Manager to carry out an assessment of each property and design a package of works that could improve the energy efficiency of the home. The measures that could receive funding through the programme include:

- Low Energy Light Bulbs
- Draught Proofing
- Loft Insulation
- Cavity Wall Insulation
- External Wall Insulation
- Thermostatic Radiator Valves
- Central Heating System

- Radiators
- Renewable Technologies (e.g. heat pumps, solar PV)

4.5 The criteria developed by WG for the properties to be included within the scheme require that the homes selected have a current Energy Performance Certificate (EPC) rating of E, F and G and will be private sector owner-occupier homes (privately owned). In addition, private rental properties will be considered but only two properties per landlord per scheme will be allowed and the landlord must be registered on SMART rent Wales.

4.6 The assessment under paragraph 4.4 that the Scheme Manager will carry out for each property considered to join the scheme will require the EPC rating of the property to be identified and the measures selected are able to lift the rating at least one band within the funding caps established by WG for the scheme.

4.7 The funding caps established for the programme by WG have been set at:

- Up to £5000 for on-gas E rated properties
- Up to £8000 for on-gas F & G rated properties
- Up to £8000 for off-gas E rated properties
- Up to £12,000 for off-gas rated F & G properties

4.8 Once the properties for inclusion have been established and the measures agreed a contractor will be brought in to carry out the works. The Scheme Manager will have responsibility for the appointment, management and payment to the contractor.

4.9 Quality control for all the measures installed will be undertaken by the Scheme Manager and a post EPC rating will be established for the property which should demonstrate that the measures installed have improved the energy efficiency of the home.

4.10 Unlike previous WG schemes of a similar nature BCBC will not be required to prepare bids, manage grant payments, procure contractors etc. The role of BCBC will instead be to:

- Agree the area where the programme will be offered.
- Send out initial letters (drafted by Arbed am Byth) with residents names on them inviting them to engage in the programme and attend information events.
- Provide support at community engagement events.

5. Effect upon Policy Framework & Procedure Rules.

5.1 There are no effects upon BCBC's Policy Framework or Procedure Rules.

6. Equalities Impact Assessment

6.1 It is considered that there will be no negative impacts from this report.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment has been completed. A summary of the implications from the assessment relating to the five ways of working is as follows:

- Long-term: The activities that form part of the scheme have been identified by the partners that will take part and are closely aligned to the delivery of BCBC's Smart Energy Plan. This sets out a range of activities to reduce carbon in the County Borough in the long-term and targets long-term reductions in levels of fuel poverty.
- Prevention: On their own none of the partners would be able to achieve the scale of impact that such a partnership approach offers. Supporting improvements in properties seeks to prevent many of the issues that arise from poor housing conditions. In addition, seeking to reduce levels of fuel poverty will prevent a worsening of situations experienced by affected households.
- Integration: The scheme will work through a close partnership and collaboration between BCBC, Welsh Government and Arbed am Byth.
- Collaboration: The proposals have been developed and will be delivered through a strong partnership between BCBC and those partners that will form part of the delivery.
- Involvement: A comprehensive campaign of awareness raising will be undertaken in the proposed communities to ensure information about opportunities for involvement are shared with as wide a range of local residents as possible. This will increase the involvement of residents in the scheme and in the partnership approach with BCBC, Welsh Government and Arbed am Byth.

8. Financial Implications.

8.1 Previous Welsh Government programmes involved BCBC making grant bids and claims and appointing contractors and managing a programme of works. The Phase 3 programme does not require BCBC to have any financial commitment to the works either in the form of handling grant monies or providing any form of match funding.

8.2 There is a time commitment from BCBC to support project engagement activities but this is considered minimal and will be met from existing resources.

9. Recommendation.

9.1 It is recommended that Cabinet:

- i. Approve the participation of BCBC in, and the development of, a WG funded domestic energy efficiency project under Phase 3 of the domestic energy efficiency programme within Bridgend County Borough.

Zak Shell
Head of Operations – Community Services
16th April 2019

Contact Officer: Michael Jenkins
Team Leader Sustainable Development-Energy

Telephone: (01656) 643179

E-mail: Michael.jenkins@bridgend.gov.uk

Postal Address Civic Offices, Angel Street, Bridgend, CF31 4WB

Background Documents

Well-being of Future Generations (Wales) Act 2015 assessment – Smart Energy Plan –
Domestic Energy Efficiency Project

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR COMMUNITIES

COMMUNITY RECYCLING CENTRE OPENING TIMES

1. Purpose of Report

- 1.1 To seek Cabinet approval to changes to the public opening times at the Community Recycling Centres at Tythegston, Brynmenyn and Maesteg.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 As part of the Council's approved Medium Term Financial Strategy (MTFS), savings have been identified through changes to the opening times of the Council's Community Recycling Centres, as part of the Communities Directorate's response to balancing its financial allocation with the level of service provision, whilst taking into consideration the priorities detailed in the Corporate Plan under:-

- **Helping people to become more self-reliant.** Individuals and families that will be more independent and less reliant on traditional Council services.
- **Smarter use of resources.** Ensuring that all its resources (financial, physical, human and technology) 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 As part of the Council's response to cuts to public service funding, an option to reduce the opening times of the Community Recycling Centres (CRCs) was included in the consultation on Shaping Bridgend's Future which took place between September and November 2018. Respondents were provided with four recycling and waste proposals which could create savings or increase revenue over the next four years. 57% of respondents selected reducing opening hours as either their first or second choice within this question. Of the 5,288 interactions, 1031 people selected to reduce the recycling centre opening hours by one hour per day.
- 3.2 The analysis of that consultation was presented to Cabinet on 18th December 2018 and included in the Council's MTFS on 20th February 2019. This included the reduction of opening hours of CRCs by one hour per day.
- 3.3 CRCs currently operate summer and winter opening hours as follows:-

1 April to 30 September	Monday – Friday	8.30 – 20.00
	Sat/Sun/ Bank Holidays	8.30 – 18.00
1 October to 31 March	Monday – Sunday	8.30 – 16.30

4. Current Situation

- 4.1 Discussions with the Council's Waste Contractor on how an hour reduction can be implemented are ongoing and dependent on the Waste Contractor's negotiation with their operational staff.
- 4.2 When the revised opening hours are agreed, they will be widely published and notices amended for public awareness.

5. Effect upon Policy Framework & Procedure Rules.

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

6. Equality Impact Assessment

- 6.1 An Equality Impact Assessment has been carried out and no groups with protected characteristics identified by the Equalities legislation 2010 are considered to be adversely affected by the contents of this report.

7. Well-being of Future Generations (Wales) Act 2015 Implications

- 7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment has been completed and is detailed in **Appendix A**. A summary of the implications from the assessment relating to the five ways of working is as follows:

- **Long-term** - The service will continue to provide Community Recycling Centres (CRCs) as part of the council's waste contract and recycling performance at these facilities will be incorporated into the council's recycling targets. The reduction in opening hours was presented to Council to satisfy financial savings in line with the council's Medium Term Financial Savings (MTFS). The service will be monitored to identify trends and emerging needs to ensure that it remains fit for purpose and to support the authority in future planning.
- **Prevention** - The conditions for managing the facilities are included within the contract specification. Staff are trained and the contract operates under a licence, which is audited by National Resources Wales. The council monitors the contract activities for Health and Safety standards and performance.
- **Integration** - The reduction of opening hours should have minimal impact on recycling levels but will contribute towards financial savings required of the authority.
- **Collaboration** - The service is contracted to Kier Environmental Services who manage the CRC facilities on the council's behalf.
- **Involvement** - The service communicates with the public through signage and notices at the sites. Any changes to the facilities are updated on the council's website and advertised through social media.

8. Financial Implications

- 8.1 Budget savings for reducing the opening hours of Community Recycling Centres by 1 hour are included in the Medium Term Financial Strategy 2019-20 to 2022-23 with a target saving of £17,000 for 2019-20 and every year thereafter.

9. Recommendation

9.1 Cabinet is recommended to:

- i.. Approve the proposed revision to the opening times at the Council's three Community Recycling Centres by reducing them by one hour per day subject to agreement with the Waste Contractor; and
- ii. Delegate authority to the Interim Chief Executive, to agree the final configuration for the hours of opening at the Council's three Community Recycling Centres

Zak Shell
Head of Operations – Community Services
8th April 2019

Contact Officer: ZAK SHELL
Telephone: (01656) 643403
E-mail: Zak.Shell@bridgend.gov.uk

Background papers:

Council Report on 20th February 2019 for Medium Term Financial Strategy 2019 – 20 to 2022 – 2023

Cabinet Report on 18th December 2018 on the Consultation Shaping Bridgend's Future (283)

This page is intentionally left blank

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims):	
COMMUNITY RECYCLING CENTRE (CRCs) OPENING HOURS	
Section 1 Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term	<p>1. How does your project / activity balance short-term need with the long-term and planning for the future?</p> <p>The service will continue to provide Community Recycling Centres (CRCs) as part of the council's waste contract and recycling performance at these facilities will be incorporated into the council's recycling targets. The reduction in opening hours was presented to Council to satisfy financial savings in line with the council's Medium Term Financial Savings (MTFS)</p> <p>The service will be monitored to identify trends and emerging needs to ensure that it remains fit for purpose and to support the authority in future planning.</p>
Prevention	<p>2. How does your project / activity put resources into preventing problems occurring or getting worse?</p> <p>The conditions for managing the facilities are included within the contract specification. Staff are trained and the contract operates under a licence, which is audited by National Resources Wales. The council monitors the contract activities for Health and Safety standards and performance.</p>
Integration	<p>3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?</p> <p>The reduction of opening hours should have minimal impact on recycling levels but will contribute towards financial savings required of the authority.</p>
Collaboration	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>The service is contracted to Kier Environmental Services who manage the CRC facilities on the council's behalf.</p>
Involvement	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>The service communicates with the public through signage and notices at the sites. Any changes to the facilities are updated on the council's website and advertised through social media.</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The council's waste contractor makes every effort to employ locally.</p> <p>The high performance of these facilities contribute towards Welsh Government targets. Reducing the opening hours by an hour a day will minimise the impact of these closures to service users.</p>	<p>The impact of the service will be monitored.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The council's waste contract has raised levels of recycling and therefore improves sustainability and long term effects from landfill waste.</p>	<p>The impact of the service will be monitored.</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The council's waste contract has raised levels of recycling and therefore improves sustainability and long term effects from landfill waste.</p>	<p>The impact of the service will be monitored.</p>

<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>Access to CRC facilities are free of charge and are in addition to the kerbside collection service. Staff are in attendance and able to help residents if required.</p>	<p>The impact of the service will be monitored.</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The service is actively reducing the amount of waste going to landfill sites and offering a viable alternative to residents to deposit waste in a controlled environment.</p>	<p>The impact of the service will be monitored.</p>
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>All signage will be bilingual.</p>	<p>Compliance with the Welsh Language Act will be monitored as part of service review.</p>
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>Wales already leads the UK in recycling levels and has set ambitious future targets. The council is already reaching the next target for 2019/20.</p>	<p>The impact of the service will be monitored.</p>

Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts			
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	No	No	Service Delivery will be closely monitored
Gender reassignment:	No	No	Service Delivery will be closely monitored
Marriage or civil partnership:	No	No	Service Delivery will be closely monitored
Pregnancy or maternity:	No	No	No
Race:	No	No	Service Delivery will be closely monitored
Religion or Belief:	No	No	Service Delivery will be closely monitored
Race:	No	No	Service Delivery will be closely monitored
Sex:	No	No	Service Delivery will be closely monitored
Welsh Language:	No	No	Service Delivery will be closely monitored

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive members and/or Chief Officers	
Cabinet Meeting on 16 th April 2019	
Compiling Officers Name:	S Hooper
Compiling Officers Job Title:	Cleaner Streets & Waste Contract Manager

Date Completed:

5th April 2019

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR, SOCIAL SERVICES AND WELLBEING

A REPORT ON THE DUTY TO SECURE SUFFICIENT PLAY OPPORTUNITIES FOR CHILDREN AND YOUNG PEOPLE IN BRIDGEND COUNTY BOROUGH

1. Purpose of Report

- 1.1 To inform Cabinet of the statutory duty under s.11 of the Children and Families (Wales) Measure 2010 on all councils to secure a sufficient quantity and quality of opportunities for leisure, play and culture for children and young people, up until the age of 18 years, based on Article 31 of the United Nations Convention on the Rights of the Child.
- 1.2 To note the statutory responsibilities created by s.11 of the Children and Families (Wales) Measure 2010 and the statutory guidance by Welsh Government in 'Wales, A Play Friendly Country' (July 2014) meaning local authorities are now required to secure sufficient opportunities based on assessments that they undertake.
- 1.3 To seek approval of the assessment conducted during 2018-19 (attached at **Appendix 1**) and the proposed action plan for 2019-20 (attached at **Appendix 2**), which is required by Welsh Government, noting that any further amendments requested by Welsh Government are reported back to Cabinet.

2. Connection to Corporate Improvement Plan / Other Corporate Priority

- 2.1 This report assists in the achievement of the following corporate priority/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. Background

- 3.1 The statutory duty is expected to impact on all local authority policy agendas including education, planning, transportation, health and wellbeing, poverty, childcare, intergenerational, community development, community safety and health and safety and also to be recognised and integrated within the wellbeing planning of the Public Service Board (PSB).
- 3.2 The statutory duty under s.11 (1) of the Children and Families (Wales) Measure 2010 which requires Local Authorities to assess the sufficiency of play opportunities

within its area was introduced on 1 November 2012 pursuant to the Children and Families (Wales) Measure 2010 (Commencement No 5) Order 2012. The statutory duty was further detailed by the Play Sufficiency Assessment (Wales) Regulations 2012 which were subsequently published in 2012. The Regulations set out the matters to be contained in the assessment; the consultation; the necessity for an Action Plan; the timing of the Assessment and its Publication.

- 3.2 In compliance with the statutory duty, Bridgend County Borough Council produced its first play sufficiency assessment in March 2013. This assessment covered the matters required under the statutory duty including population, providing for diverse needs, space available for children to play, supervised provision, charges for play provision, access to space/provision, information, securing and developing the play workforce, community engagement and play within all relevant policy and implementation agendas. A second assessment was produced in March 2016. The 2018-19 assessment is the third full assessment exercise to be progressed and identifies areas where progress has been made since the initial assessment was done and also includes areas for future attention.
- 3.3 The information gathered via the assessment process is used to highlight the priorities that can be identified for the forthcoming three year period (with annual action plans) and this information has traditionally been reported to Cabinet and now also shared with Public Service Board in accordance with the Wellbeing of Future Generations (Wales) Act 2015. It is notable that the Local Authority is required to “secure” rather than “deliver” play sufficiency by working collaboratively and innovatively with partners and communities. The action plans are initially intended to focus on the core resources of the Local Authority although Welsh Government have in recent years provided funding support for identified priorities.
- 3.4 The statutory definition of ‘play’ at s.11 (6) includes ‘any recreational activity’ inclusive of after school activities and clubs, junior and youth clubs, leisure and sporting activities, cultural and arts activities, events, freely chosen play and structured recreational activity. There is an emphasis on the removal or reduction of barriers to participation and engagement in relation to targeted population groups (e.g. disability, rural communities).

4. Current situation / proposal

- 4.1 The issues/matters that have been considered in the development of the assessment and action plan follow the template set out in the Welsh Government framework and are as follows:
 - Population – population data at ward and lower super output areas inclusive of age, disability, welsh language and other cultural factors;
 - Providing for diverse needs – recognition of how opportunities support diversity particularly geographical, disability and language. There is a strong emphasis on disabled children;
 - Space available for children to play-inclusive of open space, streets, school grounds etc. The section includes a focus on playgrounds, fields, skate-parks and more under the heading of outdoor unstaffed maintained play spaces

- Supervised provision-inclusive of supervised play provision such as holiday schemes, out of school childcare, peripatetic programmes, free programmes or low cost programmes in leisure facilities, clubs and youth groups. The quality focus on this section relates to national standards.
- Structured recreational activities-inclusive of youth support services and focus on structured sport, leisure and culture with cross-referencing to “Prosperity for All” (Welsh Government) and the “Getting Bridgend Moving” plan.
- Access to space/provision-inclusive of 20mph zones, traffic calming, safer streets, safe walking and cycling routes and planning of public transport.
- Securing and developing the play workforce-inclusive of cross cutting approaches within the single integrated plan, structure and size of the workforce, training and competence, voluntary sector development, volunteering and parental involvement.
- Play within all relevant policy and implementation agendas.
- Information-publicity/events enhancing public awareness via website and other publicity methodology. Information that promotes a positive culture around play and opportunities for young people.

Reporting Requirements

- 4.2 Following the completion of the assessment required under s.11(1) there are a number of reporting requirements that apply to Bridgend County Borough Council.
- 4.3 In order to respond to Welsh Government’s deadline, on 31st March 2019 Bridgend County Borough Council provided Welsh Government with Bridgend’s third full assessment against the play sufficiency matters stating that this was subject to Cabinet approval. Welsh Government may come back with recommendations.
- 4.4 By 30th April 2019 Bridgend County Borough Council is required to provide Welsh Government with a progress report on the 2018-19 play sufficiency action plan.
- 4.5 When finalised, the Council will be required under s.11 (4) to publicise the executive summary of the 2019/2020 play sufficiency assessment and priorities for action via the Council’s web platform which will replace the current assessment.

Responsibilities

- 4.6 The key responsibilities that apply to Bridgend County Borough Council are as follows.
- To secure sufficient play opportunities in the County for children, so far as is reasonably practicable, having regard to its assessment and action plans.
 - To publish information about play opportunities for children and keep the information published up to date.

- To have regard to the needs of children who are disabled persons and to the needs of children of different ages up to the age of 18.
- To make a firm commitment to work within Bridgend County Borough Council structures, with partner organisations, with children and their families and communities to ensure that children have access to the play opportunities that they want and have a right to expect.
- To operate a play sufficiency monitoring approach that supports the Lead Corporate Director, the Lead Member for Children and Young People's services and the designated lead for the managerial and delivery functions.
- To ensure that the play sufficiency assessments form part of the local needs assessment linked to the Bridgend Wellbeing Plan coordinated by the Public Service Board and to be integrated throughout the planning cycle.
- To ensure that children and young people participate in the planning for play and the monitoring of play provision as part of developing citizen engagement and scrutiny procedures.
- To review budgets of relevant policy areas that affect children's play opportunities and maximise their benefit for play and contribution to the single integrated plan.
- To utilise all practical means available to maintain provision and services and to increase and improve opportunities for all children in the county.
- To consult with parents, the local community and any other interested stakeholder on the development of play opportunities and developing child and play friendly communities.
- To develop and implement an annual play action plan showing continuous improvement in securing opportunities contributing to high level Local Authority plans.
- The duty covers the following broad areas population information, Providing for Diverse needs, Space available for children to play, Supervised Provision, Charges for Play provision, Securing and developing the workforce, Community engagement and participation and Play within all relevant policy and implementation agendas.

Implications

- 4.7 The application of the statutory duty to the securing of play opportunities identifies a number of areas where progress is being made and also a number of challenges for Bridgend County Borough Council that will need to be addressed. Below is a list of the identified progress and challenges and this has led to the production of the action plan.
- since the original assessment was undertaken there have been many areas of progress including the integration of the Play Sufficiency duty into other policy documents

- Highlights of the progress include:-
 - Provision of training resources to strategic partners and locations including play pods and training provided at schools around the County Borough
 - Collaborative working through engagement of partners and internal BCBC departments
 - Green space and play value assessments have been undertaken at numerous locations
 - Improved publicity including development of the Lets go website- publicising ideas and activities
 - Integrated training provision for those providing childcare and community based opportunities
 - Free holiday activity programmes provided in partnership with Town and Community Councils and Halo Leisure
 - National Standards cycle training delivery to year 6 pupils in partnership with Road Safety team
 - Inclusive fixed play installation has been progressed and Discovery Days continue to provide respite after school and during holiday periods for children with disabilities.

- Challenges:-
 - Many of the areas addressed in the action plan are shared with the other strategic plans and cross cutting work can be challenging.
 - Focus of action plans is around core resources available to the local authority to allow identified priorities to be addressed
 - Successful completion of the identified priorities relies on a high level of cooperation and sharing of appropriate available resources
 - The importance of the play sufficiency duty and the benefits to children, young people and communities is not universally understood.

5. Effect upon policy framework and procedure rules

5.1 There is no impact upon policy framework and procedure rules.

6. Equality Impact Assessment

6.1 An initial EIA screening was undertaken and it concluded that there is a positive impact on equalities group based on the findings of the equality impact assessment. The play sufficiency framework is developed by Welsh Government to target the reduction in inequalities.

7.0 Well-being of Future Generations (Wales) Act 2015 Implications

- 7.1 The implementation of the duties and responsibilities under the Social Services and Wellbeing Act (Wales) (SSWBA) 2014, in turn, supports the promotion of two of the seven goals of the Well-Being of Future Generations (Wales) Act 2015 within the County Borough of Bridgend. By promoting an environment that maximises people's physical and mental well-being and by supporting children, young people, adults and their carers and families to fulfil their potential no matter what their circumstances, the wellbeing goals of a Healthier and more equal Bridgend and Wales are supported.
- 7.2 The Well-being of Future Generations (Wales) Act 2015 provides the basis for driving a different kind of public service in Wales, with five ways of working to guide how the Authority should work to deliver wellbeing outcomes for people. The play sufficiency duty requires local authorities to recognise the importance and value of a sufficient quantity and quality of play opportunities to support the long term development needs of children, young people and families.
- 7.3 The play sufficiency duty is cross cutting and across all areas of Council policy and impacts on all directorates. Play sufficiency is part of section 12 of the Children and Families Measure (2010) and the framework for play sufficiency assessment provided by Welsh Government has been recognised throughout the development of the Bridgend Wellbeing Plan by the Public Service Board.
- 7.4 The Wellbeing of Future Generations (Wales) Act 2015 identifies that public service boards, when preparing their assessments must take into account the most recent assessment of the sufficiency of play opportunities in the local authority area carried out under section 11(1) of the Children and Families (Wales) Measure (2010)

8. Financial Implications

- 8.1 The financial implications will apply across directorates and it is uncertain as to how much can be met from within core revenue budgets. There is no confirmation of Welsh Government investment to support the implementation of the statutory duty although there has been investment to support progress in recent years.
- 8.2 The resourcing of sufficient services in terms of quality and quantity will need to be considered as part of the medium term financial strategy based on the statutory duty whilst recognising the financial pressures that apply alongside other statutory requirements.

9. Recommendation

It is recommended that Cabinet:

- 9.1 Note the statutory duty under s.11 of the Children and Families (Wales) Measure 2010 on all councils to secure a sufficient quantity and quality of opportunities for leisure, play and culture for children and young people, up until the age of 18 years, based on Article 31 of the United Nations Convention on the Rights of the Child.
- 9.2 Note the statutory responsibilities created by s.11 of the Children and Families (Wales) Measure 2010 and the statutory guidance by Welsh Government in 'Wales, A Play Friendly Country' (July 2014).

- 9.3 Approve the assessment conducted during 2018-19 (attached at **Appendix 1**) and the proposed action plan for 2019-20 (attached at **Appendix 2**), which is required by Welsh Government noting that any further amendments requested by Welsh Government are reported back to Cabinet.

Susan Cooper
Corporate Director Wellbeing
March 2019

10 Contact Officer: Andrew Thomas
Group Manager Sport & Physical Activity
Telephone: (01656) 642692
E-mail: Andrew.r.thomas@bridgend.gov.uk
Postal Address Civic Offices, Angel Street, Bridgend CF31 4WB

11 Background documents

Report to Cabinet dated 10th May 2016

This page is intentionally left blank

Play Sufficiency Assessment Form



Llywodraeth Cymru
Welsh Government

Name of Local Authority: Bridgend CBC

Name of responsible officer: Andrew Thomas

Job title: Group Manager Prevention & Wellbeing

Date of completion:

Please note that the Play Sufficiency Assessment must be received by the Welsh Government by 31st March 2019



Conducting the Assessment – Play Sufficiency Assessment

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

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

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

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

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

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

Principle Statement

Bridgend County Borough Council recognises the value and importance of play for children, young people, their households and communities and the need to progressively secure a sufficient quantity and quality of opportunity.

The need to work with our partners and communities to create a sustainable approach to play sufficiency will align to the key wellbeing legislation in Wales and new ways of working.

The ingredients of play sufficiency will be woven throughout the Bridgend Wellbeing Plan recognizing the importance of activities but also good quality locations including our Natural Environment.

Bridgend has a great and varied natural environment and we aspire to be a County where children and young people are connected to the outdoors. We are faced by the challenge of maintaining or enhancing the places and spaces where children can play

and to work innovatively with our partners and communities

Bridgend County Borough aims to ensure that the importance of play is recognised by a broad range of partners and across sectors with the aim of making Bridgend a great place to live for children, young people and families.

Context

This assessment represents the third review of play sufficiency within Bridgend County Borough and builds upon previous phases of investment and development of partnership working to secure opportunities. In most instances the sources of investment have come from Welsh Government and have helped to improve infrastructure, skills of the workforce and inclusion and integration. This financial support has been integral to much of the progress made although BCBC has been committed to strategically improving its play infrastructure.

The partnership working with Town and Community Councils has seen growth in the support of free school holiday “Active4 Life” schemes and opportunities for young people with disabilities have been enhanced via “Calls for Action” investment via Sport Wales.

The focus on play has been embedded in partnership agreements with schools (and whole school training approaches) whilst schools National Standards Cycle training development is now managed internally with an expanded offer. BCBC has been increasing the range of accessible equipment in play spaces and working progressively with our leisure and cultural trust partners to further develop opportunities. Although the availability of resources is challenging BCBC can evidence progress has been made.

The methodology to conduct this play sufficiency assessment has been as follows:- The Cabinet Member for Wellbeing of Future Generations is the champion for the Play Sufficiency Duty and will support the consideration of play sufficiency matters when corporate policy and strategy are being developed.

The Corporate Director for Social Services and Wellbeing will be the responsible director but it is recognised that play sufficiency required a cross cutting approach and there will be investment by the Corporate Directors of Communities and also Education services.

The assessment has made use of the consultation exercises and population needs assessment work that contributed to the Bridgend Wellbeing Plan and are listed within the consultation and participation sections of the assessment.

This has been supplemented by a range of primary quantitative and qualitative research and engagement also. It is intended that play sufficiency will connect to the Public Service Board via a new Children and Young Peoples board with a connection to “best start in life” programmes also.

BCBC has retained a consistency in the play sufficiency assessment with the Group Manager leading the process having conducted the previous assessments with support via team members with similar levels of experience

The range of matters to be assessed is broad and have required the allocation of leadership roles across the Council and included review with external partners and

stakeholders also.

A working group and task and finish approach has been applied allocating responsibility for specific areas of assessment and including play development, highways and transportation, marketing, leisure and cultural services. A joint review of partnership working with the third sector entitled “Building Resilient Communities” has been produced and is applicable to play sufficiency assessment

It has been an ongoing challenge to maintain a group approach to play sufficiency and a review of how the related matters can be covered within existing board and sub board structures will be required.

Partnership working

The key partners that have been involved progressively within the development of play sufficiency in Bridgend has been the following

- Primary Schools
- Secondary Schools
- Special Schools
- CVC – BAVO
- Halo Leisure
- Town and Community Councils
- Sport Wales
- BCBC Highways and transportation
- BCBC childcare team
- Awen Cultural Trust
- BCBC Disabled Children’s team
- BCBC Early Help Team
- BCBC Education Department
- Communities for Work
- Swansea University
- Community Clubs and associations
- Welsh Cycling
- Bristol Scrap Store
- Public Service Board
- Play Wales

One of the challenges of developing a cohesive approach to play sufficiency is the engagement of partners in areas that are not of immediate interest to them as an area of focus. It is recognised that the strength of play sufficiency will be founded in collaborative working and brokering increased partnership working opportunities

The roles played in supporting play sufficiency are as follows

Primary Schools

Development of wellbeing plans, engagement with young people, capturing of data and integrating play within curricular and extra-curricular activity.

Secondary Schools

Development of wellbeing plans, engagement with young people capturing of data, promoting increased activity amongst young people and links to play via leadership pathway.

Special Schools

Development of wellbeing plans, extra-curricular activity development, connections to disability play programmes and disability sport programmes.

CVC BAVO

Highlighting the play sufficiency assessment to member organisations and broader third sector.

Halo Leisure

Integration of play sufficiency in performance review process and service development planning linked to “Getting Bridgend Moving” plan

Town and Community Councils

Review of play spaces in relation to community asset transfer and support for seasonal “Active4Life” opportunities.

Sport Wales

Development of new planning approaches linked to new Vision for Sport in Wales and reviews of previous performance and strategic direction.

BCBC highways and transportation

Walking and cycling strategy implementation including safe routes and use of Welsh Government investment to develop schools cycling programmes. Programme links to Welsh Cycling and Sustrans.

BCBC Childcare Team

Conducting the childcare sufficiency assessment and development of childcare opportunities across the County Borough including Flying Start.

Awen Cultural Trust

Development of leisure association opportunities and activities across cultural venues.
Development of parks as play destination linked to play value assessment
Development of activities in the natural environment.

BCBC Disabled Childrens Team

Identification of young people with complex needs, siblings, and carers and support to access after school and holiday periods.

BCBC Parks and Playing Fields

Development of a strategic approach to play infrastructure improvements and a focus on inclusion linked to BCBC investment.

BCBC Early Help Team

Development of alternative youth support programmes including school based support and summer holiday interventions.

Welsh Language Opportunities

Progressive working with Urdd and Menter Bro Ogwr to review current performance and plan expanded opportunities. This includes a focus on aquatics.

BCBC Education department

Support to raise awareness of play sufficiency and school wellbeing via cluster networks, wellbeing improvement groups and head teacher meetings plus festival of learning programmes.

Swansea University

Support for evaluation of impact of engagement and wellbeing of young people including targeted population groups.

Anti-Poverty Programme

Work conducted with “Communities4 work” to engage families in deprived communities and also food and fun pilot programme to appraise options for delivery.

Bristol Scrap Store

Work conducted with schools to identify models for integrating play into the school day and embedding play within educational settings.

Community Clubs and associations

Engagement with clubs and groups to assess quality of provision and developmental needs via Club Solutions and Clublinks approaches.

Public Service Board

Overview of play sufficiency assessment and action plan and identification of opportunities to further develop local opportunities.

Partners have been provided with a range of opportunities to connecting with play sufficiency and action planning as part of the BCBC focus on securing sufficient quantity and quality of opportunities. This has included face to face, partner networking events, qualitative and quantitative surveys or via postal and electronic feedback. The bottom up approach being applied has enabled Bridgend to capture the progress that partners have made, their aspirations for the future and the opportunities to work collectively going forward.

Consultation and participation

Bridgend has adopted the following approaches to engage with local people on the play sufficiency assessment

- Bridgend once again ran its “Play your Part” survey with children and young people attending holiday activities with 264 respondents
- In regard to active travel planning 626 children and parents completed surveys
- Bridgend once again participated in the National School Sport Survey engaging 24 primary schools, 9 secondary schools and 5350 respondents (2354 primary and 2996 secondary)
- Bridgend has worked with the Happen Survey run by Swansea University engaging 24 primary schools to better understand wellbeing of young people.

- Bridgend has been working with Awen Cultural Trust to develop digital stories of disabled children and young people and their play aspirations.
- Bridgend has evaluated participation and attainment of young people including primary schools in aquatics activities including a review of Welsh Medium opportunities.
- Bridgend has conducted the “Building Resilient Communities” review of third sector including 20 participants in focus groups and 105 organisation via survey.
- Bridgend has worked with secondary schools to identify risk factors and lifestyles of young people and identified barriers to participation.
- Plans are in place to conduct a rerun of the Citizens Panel consultation on Play Sufficiency.
- Consultation on the wellbeing plan linked to public service board has utilised the following consultation approaches led by Miller Research and Bruce Whitear Consulting and BAVO.
- The Club Solutions online tool has been used to consult on the developmental needs of over 50 organisations.

Maximising resources

Within the current economic climate and related reductions in resource in most areas of the Public Sector the need for innovative and collaborative approaches is increasing in importance. This is particularly applicable to play sufficiency and the need for BCBC to work creatively to secure a sufficient quantity and quality of play. Within Bridgend the following developments have been progressive and can be seen as positive indicators of partner contributions to play sufficiency.

Cycling development for young people is now reaching more schools and more young people via an internal delivery model with 32 schools and 632 participants in 2017/18

Parklives programme is supporting regional collaboration between Swansea NPT and Bridgend to increase outdoor activities. A positive example of a regional model. Summer Roadshow programme linked with Play Wales for National Play Day.

The range of inclusive and accessible equipment has been increased via BCBC and Welsh Government investment at strategic sites.

Bryngarw park has been assessed by Awen for play value by Play Wales to support play destination development.

Disability based holiday play opportunities have now been supported by the Disabled Children’s team and referral system in place for whole household support.

Play and activity pods supported by Welsh Government are now on site at 17 primary schools and whole school training has been supported.

Town and Community Council support for holiday programmes at no cost to participants has seen growth with schemes and 9500 visits

BCBC has resourced the Community Asset Transfer process with officer and business planning support package to support community councils and third sector groups.

Council has created a community action fund where elected members can invest up to £5k into local projects, groups or opportunities.

Bridgend has operated a pilot food and fun programme supported by Welsh Government and additionally used Communities First legacy funding to support play in deprived communities.

Calls for Action investment into activities for young people with disabilities and creation of a community network.

The National Free Swimming initiative has evidenced growth in relation to structured activities targeting “every child a swimmer” Free Swimming in place for all pupils on lessons programme as well.

Workforce development for play staff has been supported by the Childcare Team including external candidates.

The Family Active Zone programme is now jointly developed with partners and 22 partners and 20 schemes operating promoting family play and activity.

Play sufficiency matters are integrated within annual service development planning and performance review with leisure and cultural trust partners.

The core staffing and revenue budget for play development within the prevention and wellbeing service remains small but the afore mentioned initiatives are indicative of a growing commitment across partnerships to invest in the outcomes that play can deliver:

The Play Sufficiency Assessment and local Well-being Plans

Childcare provision and play provision has its own section in the PSB wellbeing assessment that supported the development of the wellbeing objectives under the Act. These objectives include best start in life as well as wellbeing objectives, however, the importance of having opportunities for play, physical activity and social interaction and a good infrastructure to support this come through across all of the objectives in the plan.

- Best start in life recognises that community networks and participation in social activity and sports and recreation improves resilience and is a protective factor to the impact of adverse childhood experiences. That objective includes a commitment to working with communities we seek to further strengthen and expand our community infrastructure to improve support for children families and communities with the long term aim of improving wellbeing and resilience to deal with the challenges of life.

- The plan to support communities in Bridgend County to be safe and cohesive recognises that being active in our communities offers us the opportunity to keep healthy, enjoy our environment, maintain social networks and embrace our culture and language. This objective includes the commitment to work with communities to help improve the local environment and increase opportunities to come together to promote a sense of ownership and security.
- The objective to reduce social and economic inequalities responds to the fact that there are significant difference in life and healthy life expectancy in Bridgend County between the most and least deprived areas. As the public sector PSB members organisations account for around a third of working people in Bridgend County, it seeks to improve the lifestyles of our workforce but also encourage healthier lifestyles in their families. To that end the plan includes the commitment to enable a programme of coordinated health and wellbeing activities in the workplace and in communities to improve the health of the public sector and their families. The plan recognises that the third sector are a key partner through the groups that provide sports, cultural and social activities.
- Healthy choices in a healthy environment recognises the value of using our cultural built and natural assets and well managed green space to improve quality of life and commits to work together to take opportunities to improve the quality and extent of natural assets available, improve green spaces in urban areas and promote awareness and understanding of these assets to support wellbeing.

The play sufficiency audit will help to focus all of these commitments towards play facilities and opportunities that are most in need, avoiding duplicating already well covered areas and therefore extending the benefit to local communities, children and families.

Sub boards have been established reporting to the PSB to direct activity to meet all of the commitments in the wellbeing plan and the outcome of the play sufficiency assessment will provide up to date information to support their delivery of these commitments.

An independent assessment into the wellbeing of Citizens in Bridgend was undertaken by Miller Research in partnership with Bruce Whitear Consulting to obtain qualitative information as part of the Wellbeing Assessment for the Public Services Board to inform the development of the Wellbeing Plan.

The assessment involved the collection and analysis of evidence from primary (new) research as well as secondary (existing) information. Primary data collection was undertaken through a series of workshops/focus groups, one-to-one interviews with stakeholders, and an on line survey.

Play sufficiency was identified by participants as a contributor to

- Social wellbeing through providing opportunities for social connections with friends , family and the wider community
- Cultural wellbeing which they felt meant heritage, language traditions and beliefs and was achieved through accessing arts, theatre, sports leisure and education and learning
- Environmental wellbeing through access to safe, well maintained outdoor spaces and being able to enjoy natural resources.

The play sufficiency assessment and the Wellbeing of Future Generations Act

Childcare Provision and Play Provision has its own section in the PSB wellbeing assessment that supported the development of the wellbeing objectives under the Act. These objectives include best start in life as a wellbeing objective, however the importance of having opportunities for play, physical activity and the social interaction and a good infrastructure to support this through all the objectives of the plan.

- Best start in life recognises that community networks and participation in social activity and sports and recreation improves resilience and is a protective factor to the impact of adverse childhood experiences. That objective includes a commitment working with communities we will seek to further strengthen and expand our community infrastructure to improve support for children, families and communities with the long term aim of improving wellbeing and resilience to deal with the challenges of life.
- Support communities in Bridgend County to be safe and cohesive recognises that being active in our communities offer us the opportunity to keep healthy, enjoy our environment, maintain social networks and embrace our culture and language. This objective includes the commitment to work with communities to help improve the local environment and increase opportunities to come together to promote a sense of ownership and security
- The objective reduce social and economic inequalities responds to the fact that there are significant difference in life and healthy expectancy in Bridgend County between the most and least deprived areas. As the public sector PSB members organisations account for around a third of working people in Bridgend County, it seeks to improve the lifestyles of our workforce but also encourage healthier lifestyles in their families. The plan requires that the third sector are a key partner through the groups that provide sports, cultural and social activities.
- Healthy Choices in a healthy environment recognises the value of using our cultural built and natural assets and well managed green space to improve quality of life and commits to work together to take opportunities to improve the extent of natural assets available, improve green spaces in urban areas and promote awareness and understanding of these assets to support wellbeing.

The play sufficiency audit will help to focus all of these commitments towards play facilities and opportunities that are most in need, avoiding duplicating already well covered areas and therefore extending the benefit to local communities, children and families.

Sub boards have been established reporting to the PSB to direct activity to meet all of the commitments in the wellbeing plan and the outcome of the play sufficiency assessment will provide up to date information to support their delivery of these commitments.

Monitoring Play Sufficiency

The following roles will be important in the monitoring of play sufficiency

- Lead Director Susan Cooper (Corporate Director – Social Services and Wellbeing)
- Lead Elected Member Cllr Dhanisha Patel, Cabinet member Wellbeing of Future Generations
- Lead Officer for Play Sufficiency Andrew Thomas Group Manager Prevention & Wellbeing

Play Sufficiency Assessment will be reported to Cabinet and progress made against related action plans will be reviewed by the Councils Overview and Scrutiny Committees

At Public Service Board Level (PSB) the progress made in relation to Play Sufficiency will be periodically reviewed by the sub board on children and young people

BCBC will identify relevant actions and indicators that can be integrated within directorate business plans and reported within Council performance assessment processes.

During phases one and two of Play Sufficiency it has not proven effective to operate a single overall play sufficiency group or network. It has become clear that stakeholders have limitations in their areas of focus, drop out rates have been high and loss of key individuals creates detriment to such an approach.

As such the focus during the period 2019-2022 will be more on play related contributions to broader policies and strategies. Under this approach a delegated leadership system will apply with identifiable strategic leads for play sufficiency matters and connecting the matters progressively into related plans and performance reporting.

It is intended that a leadership group can be convened twice per annum to review progress against action plans and to increase collaborative working. The strategic leadership group will include

- Corporate Director
- Cabinet member
- Group Manager Prevention and Wellbeing
- BCBC Communities-Parks
- BCBC Education/Children’s Services
- PSB Strategic Lead- Children and Young People BCBC Prevention and Wellbeing
- CVC/BAVO representative
- Halo Leisure
- Awen Trust
- Town and Community Councils

Within this context the focus on Matter I and Play Sufficiency being embedded across all areas of policy will be developed

Criteria

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

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

The RAG status column: provides a drop down box, whereby the Local Authority can show its assessment of whether that criterion is fully met; partially met; or not met. These have been given Red, Amber Green markers, which appear as words in the drop down boxes. *(In the “RAG status column”, Double click on the word STATUS – this will bring up drop-down form fields options, use the arrow down key until the status required RED, AMBER or GREEN- is at the top then press ok)*

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

RAG status

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

The 2019 column enables the local authority to indicate the direction of travel with the insertion of arrows.




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

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

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













The Comments section: asks some specific questions for each matter that should enable you to give a clear overview of how the Local Authority complies with the intention and implementation of this matter as set out fully in the Statutory Guidance. It also provides the opportunity to identify challenges and how they might be overcome.

**Matter A: Population
RAG Status for Matter A**

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

The Play Sufficiency Assessment should provide an overview of population and demographic data used locally to plan for play provision. Information should also be included regarding:

- Ages of children
- First language Welsh speaking children
- Cultural factors (such as other language)
- Gypsy Traveller children
- Disabled children

Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is data broken down by Lower Super Output Areas (LSOAs)			PLASC data		Improve the data on
There is up to date data for ages:					
0-3			PLASC Data		
4-7			PLASC Data		
8-12			PLASC Data		
13-15			PLASC Data		
16-17			PLASC Data		

There is an up to date recorded number of disabled children in each age group			PLASC Data Statswales Daffodil Cymru	This information may be an incomplete picture	disabled children and young people
There is up to date information regarding the number of children for whom Welsh is their first language or attend Welsh medium schools			PLASC Data Statswales PLASC Data Stats Wales		
There is up to date information regarding other recorded cultural factors, including other language, and gypsy traveller children			PLASC Data Daffodil Cymru		

What has changed in terms of population and demographic trends since Play Sufficiency Assessment 2016?

Although the overall population of Bridgend is demonstration growth the population of 5-15 year olds has remained stable over a 15 year period standing at 17 924 in 2017. The position is similar for 0-5 year olds and 16-17 year olds. As such the volume of young people related to play sufficiency assessment has remained stable.

How has/will the Local Authority use its population data to plan for sufficient play opportunities locally?

BCBC is working with primary, secondary and special schools to identify the needs of young people in clusters and to create whole school improvement plans linked to wellbeing. There are multiple data sets that are utilised to support partners to plan accordingly and a schools wellbeing network group is operational. Bridgend now has Welsh medium primary and secondary education provision and development planning is progressed in partnership with the Urdd and community partners.

Population data is used by the childcare service to strategically plan for childcare needs and this will include Welsh Medium nursery provision. Whilst quantitative data on children with disabilities exists this is an area where supplementary qualitative information on type of disability (eg sensory, autism) is required.

Bridgend does not currently host a gypsy traveller site although related children and young people attend local schools.

Have there been challenges?

It can be challenging to support partners to update quantitative information that is bespoke at a local or cluster level. Also differing data sets can be updated at different times making this an ongoing challenge.

How can these be overcome?

It has become clear that integrating the data within the planning processes of partners and connecting the data to their wellbeing objectives is important. Similarly there has been a need to support partners to be confident to take ownership of the data and know how to utilise it.

Comments

Bridgend recognises that there is a need to convert higher level population data into more local objectives that are driven by partners to enhance play sufficiency and wellbeing outcomes. The use of networked approaches is proving productive in this context. Partners and networks are stronger when they have access to both the quantitative and qualitative data that they need to make planning more meaningful.

Matter B: Providing for Diverse Needs

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

RAG Status:

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

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The play requirements of children living in isolated rural areas are understood and provided for			Study into barriers to outdoor play in childcare settings in rural areas	Data is not complete	Further develop the data available to understand and meet diverse needs
	The play requirements of Welsh language speaking children are understood and provided for			Stats Wales Bridgend data Welsh medium education and Speaking Welsh at home. Welsh Language aquatic plan URDD development plan Sport Wales national Survey	Data is not complete	
	The play requirements of children from different cultural background are understood and provided for			Stats Wales young people by ethnic group	Survey data not evaluated by cultural background	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The play requirements and support needs of disabled children are understood and provided for.			Daffodil children on DDA Pupils with special educational needs (Stats Wales) Mental Health Matters directory of services for young people and families emotional wellbeing related Strata Surveys Calls for Action Reports All about be forms Digital stories	Data is not complete	Identify community play projects and providers and assess needs linked to WG investment Progressively expand the
	Play projects and providers have access to a range of resources which support inclusion			Advice training and resources for schools (Play pods) Support for Town and Community Councils to deliver Active4life Training support for leisure partners on disability InSport programme	A wider external focus on the broader third sector is required	
	There is a well known and agreed mechanism which is used to identify the need for separate provision for disabled children			Short Breaks Provision Changing spaces installed at venues Discovery Days provision	Provision is accessed via referral process via social workers	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Access audits for all play provision as described in the guidance are undertaken			Access audits completed for sites where fixed play equipment has been installed Play destinations Bryngarw Country Park	An expansion of access audits is needed	volume and range of access audits Bridgend should seek good practice sharing via Play Wales and/or other authorities
	Designated play space is provided and well maintained on gypsy traveller sites	N/A	N/A	Bridgend doesn't have any gypsy traveller sites		
	The requirements of young carers are understood and provided for			Bridgend Young Carers Project Vulnerable young peoples programmes with schools	Data is not sufficient	
	The requirements of lesbian, gay or bisexual (LGB) children are understood and provided for			An area for improvement		

Providing for Diverse Needs

How has data been used (or how will the data be used) to address the barriers that children with diverse needs face in accessing inclusive and accessible opportunities for playing?

There are many aspects relating to this matter where data can be improved. The partnership working with the Urdd and Menter Bro Ogwr has engaged children and young people in service planning. The need for Welsh medium aquatic activities has been jointly developed. Bridgend has regular contact with children and young people with complex needs and families. The “all about me “approach ensures opportunities are personalised where possible. The Calls for Action programme has captured a range of qualitative information on the diversity of needs amongst

disability. The play staff have extensive experience of working inclusively and provide training support for mainstream programmes. The InSport Framework is also used to promote inclusion. There is growing work progressing with young carers including a regional consultation event in early 2019 to better understand needs.

Have there been challenges?

There is a need to improve the data that we are using in Bridgend regarding play sufficiency and its impact on the following.

- LGB Lesbian, Gay, Bisexual Children
- Young Carers
- Children from different cultural backgrounds
- Children living in isolated rural areas

How can these be overcome?

Bridgend would benefit from identifying the good practice that is taking place in these areas of focus in Wales

It may be that distinct data capture approaches will need to be planned for relating to each grouping.




Work is already planned involving young carers and it is possible that children and young people in isolated rural areas can be identified via Reach, rural partnership data.

Comments:





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

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

RAG Status

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

Open Spaces

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority has undertaken an Open Space Assessment (OSA) that maps areas that are used, or might be used for playing as listed in the Statutory Guidance			Outdoor Sports & Children’s Play space audit prepared by BCBC in 2017		
	The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing			Outdoor Sports & Children’s play space audit prepared by BCBC in 2017		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority undertakes access audits at all open spaces and implements proposals to improve access and safety			Access audits are undertaken on selected locations and those where fixed play equipment is installed. Strategic investment into accessible play spaces (4 locations) Accessibility improvements linked to BCBC Access Officer (Bryngarw)	Would need to be resourced to cover all open spaces	Progressive development of Play Value assessments
	The Local Authority has developed its own Open Space Standards in accordance with the advice and requirements of Planning Policy Wales			Refer to LDP Policy COM11 That sets out open space standards (based on FIT standard)		
	The Local Authority undertakes and actions play value assessments in public open space			Play value assessments undertaken for 69 sites		
	Brownfield sites owned by the Local Authority are assessed for the potential for the site to be reclaimed to provide for children's play			Property section would consider all alternative uses as part of the disposal strategy		

Outdoor Unstaffed Designated Play Spaces

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing	STATUS		Accessible Greenspace audit has been completed but coverage is limited	Study doesn't cover all areas used for playing	Increase coverage of accessible greenspace audit Progressively expand the volume of play value assessments. Increasing understanding by partners of play value.
	The Local Authority keeps an up to date record of all designated play space as described in the Statutory Guidance			Outdoor Sports & Children's Play space audit prepared by BCBC in 2017. Builds on the 2009 work.		
	The Local Authority assesses play spaces for play value and potential to increase in play use as set out in the Statutory Guidance			Play value assessment have been undertaken on 69 sites	Areas still in need of assessment	
	The Local Authority undertakes access audits at all designated play spaces and implements proposals to improve access and safety			All fixed play installations are assessed by BCBC access officer		

Play Sufficiency Assessment Toolkit – Part 2

Page 94

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan	
	The Local Authority has developed and agreed a new fixed play provision standard			Refer to LDP Policy Com11 that sets out open space standards based on FIT Standard report Development Control Committee			
	The Local Authority undertakes and actions play space assessments in designated play spaces			Outdoor Sports and Children's Play space audit prepared by BCBC in 2017			
	The Local Authority has introduced smoke-free playgrounds			BCBC playgrounds voluntary code of conduct			
	The Local Authority has removed 'no ball games' signs to encourage more children playing in the community			Partners in Housing Associations are predominantly responsible for this signage			Engage with housing associations/providers to promote play sufficiency understanding
	The Local Authority has erected signs, such as Play Priority Signs to encourage more children playing in the community			Previous investment into signage (phase 2) Partner engagement has been limited	No further developments in this area since the last assessment		Further promote play priority zone concepts to external partners.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority includes a recognition of the importance of playing fields to children's play when any disposal decisions are made					Review alternative management models for playing fields as part of options appraisal
	The Local Authority includes children and their families in any consultations regarding decisions to dispose of playing fields			UDP Statutory consultation is conducted via the Planning application process Disposal of public space would need to have due regard to the WCFG Act		
	The Local Authority refers to guidance around creating accessible play space when refurbishing or developing new playgrounds	NEW		Bryngarw park plans, installation of inclusive equipment/ strategic site developments Use of Access Officer and Play Wales		

Open Spaces

How has the Local Authority ensured collaboration between Open Space Assessments / Green Infrastructure Strategies and Play Sufficiency Assessments to improve spaces for play?

There is evidence of positive progress being made in relation to the outdoor space and childrens play space audit (2017) and the use of LDP policy Com 11 linked to th fields in trust standard.

There is also evidence of an accessible greenspace audit although this would need to be scaled up. Although Bridgend can identify an overall surplus of provision there are notable deficits in Llynfi and Garw valley, Valleys Gateway and Porthcawl. There is also an identified deficit in relation to equipped play space in every sub area across the County Borough.

The details of surplus and deficit relating to outdoor sport, childrens playing space have been mapped at sub area level. The 2017 study builds on the previous assessment in 2009.

These strategic assessments are utilised to support planning consideration linked to the development and to support BCBC investment decisions into strategic sites. The assessment has informed the play sufficiency assessment for 2018/19.

Have there been challenges?

The ability to cover all sites and spaces can be challenging as per the accessibility of green spaces and reviewing qualitative information such as play value also.

How can these be overcome?

Increasing the use of open spaces and maximising the value of our natural environment is a key theme within the Bridgend Wellbeing Plan and an area for Public Service Board to focus on.

The financial challenges being faced by the Local Authority will require an appraisal of the options for managing outdoor spaces in consultation with local people and partners.

Outdoor unstaffed designated play spaces

How has the local authority considered all issues of accessibility in play space development?

Improving accessibility has been a focus in Bridgend with investment at 6 location in 2018/19 of strategic importance. These have included Maesteg, Pencoed, Pontycymmer, Nantymoel and Ynysawdre. This builds on previous investment made in 2017/18 (Cornelly) and development of Bryngarw park as an accessible “play” destination.

Procurement approaches have ensured there is improved accessibility and play value for a range of disabilities and ages. There are plans to develop accessible provision in Porthcawl in 2019/20. The Council has an access officer to support design considerations and play officer is integrated on such discussions also.

Have there been challenges?

It has taken time to develop a more strategic response to investment need and determining the choice of locations. It has also apparent that accessible design processes cannot always cover every need of the local population (physical sensory autism etc.)

How can these be overcome?

By continuing to work collaboratively between departments and by recognising the need of the intended beneficiaries the quality and quantity of play opportunities can be enhanced.

Continuing to seek advice (Play Wales) and sharing good practice at network events regional or national

Matter D: Supervised provision

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

RAG Status

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

Playwork provision

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance			After School and Holiday childcare provision has a strong focus on play, an active lifestyle is supported by the Early Years and Childcare Team (EYCT). Supervised provision both registered and non-registered is supported by the team in respect of standards, operational matters, training and safety. The EYCT team has a strong focus on supporting	Staffing and the need to offer services which are financially effective often mean that providers do not feel able to become a registered providers (i.e. staff ratio).	Ongoing support from the EYCT to focus on providers becoming registered with CIW.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>providers to become registered with CIW to enable provision to be more sustainable and benefit from further financial support that registration will bring. BCBC retains details of its delivered services and activities and those of key partners (Halo/Awen)</p> <p>DEWIS provides an accurate database of all of the above.</p>		
	The Local Authority offers play provision which offers a rich play environment as described in the Statutory Guidance			The Local Authority offers a range of programmes and activities linked to play but within exemption criteria	BCBC is not delivering registered “play” provision currently	Review registration potential in particular for after school club and discovery programmes
	The Local Authority ensures that partners are supported to offer rich play environments as described in the Statutory Guidance			Registered childcare providers who offer after school and holiday provision are able to access a range of grants which enable them to enhance the play environments used.	Grants available are for registered provision only	Focus on registered provision remaining key to the sector safety.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Staffed play provision that the Local Authority provides meets the regulatory requirements and National Minimum Standards			The Local Authority doesn't offer play provision directly but provides support to disabled children and young people		Childcare providers are supported wherever possible to achieve CIW registration for afterschool or holiday provision.
	Staffed play provision that the Local Authority funds meets the regulatory requirements and National Minimum Standards			The EYCT team has a strong focus on supporting providers to become registered with CIW to enable provision to be more sustainable and benefit from further financial support that registration will bring. While Bridgend County Borough Council (BCBC) led provision is not registered due to accommodation used to provide the service and use of structured activities. National Minimum Standards (NMS) are known understood and closely reflected in the provision available.		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Staffed play provision that the Local Authority's partners provide meets the regulatory requirements and National Minimum Standards			Funded provision within the After School and Holiday club sector for children met by the Local Authority grants schemes are all registered with CIW and meet the NMS.	The Local Authority due to the seasonal and accommodation aspects of its own holiday schemes is not able to offer CIW registered provision	Ensure holiday scheme provision remains compliant with exemption criteria. This has been checked during 2018.
	Staffed play provision across the Local Authority works to a recognised quality assurance programme			<p>Funded provision within the After School and Holiday club sector for children met by the local authority grants schemes are all registered with CIW and meet the NMS.</p> <p>Many provisions undertake quality schemes such as Gold Healthy snack award, and are visited regularly by Development Officers.</p> <p>BCBC holiday schemes comply with the CIW exception criteria</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority prioritises quality issues when engaging with/ commissioning the private sector to deliver recreational activities for children.			Funded provision within the After School and Holiday club sector for children met by the local authority grants schemes are all registered with CIW and meet the NMS. Further to the NMS the local authority has developed a quality assessment that is used across the non-maintained education sector and other provisions. Halo and Awen contract documents and reports		
	The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children			Many providers of After School and Holiday provision are operating within school premises, this provision is often offered on a rent free basis or peppercorn by the school as the benefits of the opportunity for children to benefit from wrap around play based care is fully	Not related to council policy and probably not a sustainable model Coverage varies throughout the county	Maintain current support levels for holiday activity programmes

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				recognised. This is however not the case in 100% of providers but these provisions do not offer free play opportunities. Many venues e.g. school, community centres provided free for holiday schemes		

Structured recreational activities for children

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Local authority sport, physical activity, and active recreation plans are contributing to increasing free play and recreational activities			Getting Bridgend Moving plan is in place with a related performance framework. 6 months progress reviews is in place with Sport Wales. Annual services development planning with HALO Leisure and advisory group structure in place and infographic on collaborative performance.	Further engagement with underrepresented groups and creation of network groups linked to cohesive County Sport and Physical Activity network. Improvement needed in the	Develop and support groups linked to gender equity, disability, and disadvantage as part of a network approach. Review of intensive learn to swim model and connection to broader opportunities particularly in areas of disadvantage.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Bridgend has secured a representative sample for National School Survey to support partners to plan and evaluate impact.	participation in junior free swimming and swimming attainment levels linked to national curriculum. (schools data table)	Develop an interim structure to support the development of community sport and recreation prior to any regionalisation model.
	The sports agenda contributes to the provision of sufficient recreational activities for children			<p>Partnership agreement in place with primary and secondary schools to develop extra curricular programmes.</p> <p>Leadership pathway delivering £27k of volunteer value per annum and supporting access to activities.</p> <p>Activity and play pod investment in primary schools has proven positive linked to workforce development</p>	<p>Regional remodelling via Sport Wales is impacting on medium term workforce planning</p> <p>Community sport and recreation is being challenged in terms of asset management responsibilities and hire charges due to shrinking public sector resources</p>	<p>Support community clubs through community asset transfer processes and club development planning.</p> <p>Develop data to monitor engagement of children and young people with the cultural and arts agenda and include in service development planning.</p> <p>Work with CVC and the third sector to support capacity to meet youth needs.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Active 4 Life holiday programmes developed in partnership with Town and Community Council providing free access</p> <p>Community Chest investment being focused in on tackling inequalities</p> <p>Parklives programmes developed in partnership across Western Bay has achieved targets</p> <p>Bridgend has achieved an 'excellent' score in Quest Active Communities</p>		
	<p>The cultural and arts agenda, is contributing to the provision of sufficient recreational activities for children</p>			<p>Bridgend Youth Theatre and Its My Shout creative industries programmes supported via Awen Cultural Trust.</p>	<p>There is no data comparative to national school sport survey for culture and the arts to benchmark.</p>	<p>Develop a more evidenced set of data regarding children and young people engaging with cultural and arts agenda</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Regular programmes of youth and family activities hosted in libraries</p> <p>Evidence of partnership working between HALO/Awen via storytelling and activity links.</p> <p>Park Lives programmes supported by Awen. Summer reading challenge demonstrates high participation rates.</p> <p>Awen supporting the development of Bryngarw Park as a play destination.</p>	<p>Opportunities exist to increase focus on play sufficiency within annual service planning with Awen.</p>	
	<p>The Local Authority Youth Service provides for children's opportunities for leisure and association</p>			<p>BCBC adopts a targeted approach to youth support opportunities as opposed to the historical universal model. There are 3 remaining youth centres but these may close due to budget pressures and a review of alternatives.</p>	<p>There will be a need to develop third sector capacity to provide universal opportunities for access</p>	<p>Identify opportunities to develop a network approach to youth and diversionary activities</p> <p>Potential to social coach leadership programmes and third sector organisations</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>The early help team have youth support staff based in schools to support KS3. Diversionary roles being created to support some looked after children. LAC young people provided with free leisure access. Bridgend has significantly improved its performance in relation to young people classed as NEET. A summer programme is operated to support targeted young people at KS3 linked to early help. A youth development grant (£30k) is used to support the third sector including youth operators (Noddfa, Menter, KCP Youth).</p> <p>Leisure facilities are piloting support for community led youth groups (Calon Y Cwn). BCBC operates the Get on Track programme in partnership with Dame Kelly Holmes trust.</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Work is being developed with Youth Charter for culture, sport and the arts to develop a network of social coach leaders.		

Supervised play provision

Where the Local Authority has assessed settings as part of the Childcare Sufficiency Assessments (CSAs), how have these settings been assessed in respect of the quality of play opportunities they provide and offer?

Whilst childcare has investment for workforce development this is less available for the play workforce which is further complicated by the roles being sessional, seasonal or even voluntary Bridgend will need to identify sources of investment that can support play workforce that can support play workforce development.

In terms of policy play sufficiency is a contributor to the Bridgend Wellbeing plan and there should be efforts made to better engage with this mechanism.

Where the local authority has assessed settings as part of the CSA how have these settings been assessed in respect of the quality of play opportunities they provide and offer.

The early years childcare team (EYCT) provides support to registered providers including training and standards and encourages increases in registration as this will enable grant funding that can support improvements to play environment. Funded provision of after school and holiday clubs by EYCT are all registered with CIW and meet NMS.

How has provision that is not part of the CSA been assessed in respect of the quality of play opportunities they provide and offer?

BCBC does not offer play provision beyond that supported by EYCT and the CSA assessments. BCBC, due to reliance on partner investments and seasonal opportunities, operates structured activities that are compliant with the registration exemption criteria. The co-ordination training via Play Wales and principles are applied where appropriate. The promises and principles are applied where appropriate. The promises utilised and the duration of the programme would not make them suitable to consider registration process.

Have there been challenges?

The registration requirements do not align to the structured activity and coaching programmes that are being delivered beyond childcare and the need to balance structured activity and coaching programmes that are being delivered beyond childcare and the need to balance structure with an attractive and engaging offer is a challenge. The childcare team are supporting organisations to register on an ongoing basis but this is proving challenging also.

How can these be overcome?




Identify those settings where registration may be beneficial and promote to partners.







Expand the use of activities and related timescales (i.e. less than 2 hours) to ensure that opportunities are broadened

Matter E: Charges for play provision

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

RAG status

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

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority keeps records of the number of children living in low income families			PLASC data Free school meals data JAFF/TAFF beneficiary information Young carers information WIMD Census data Access to Leisure data		
	The Local Authority keeps records of the number of children living in areas of deprivation			Benefits Records WIMD Child data Access to Leisure data Census data		
	The Local Authority keeps records of the number of children living in rural areas			School registers/Data Reach Records (Rural Development Team)		

Play Sufficiency Assessment Toolkit – Part 2

Page 112

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority keeps records of the number of disabled children and those with particular needs.			School registers/data Children's Social Services data Disability play referrals Parent/Guardian 'All About Me' Extracurricular registers		Identify appropriate activities by external providers and promote where appropriate
	The Local Authority records the availability of no cost provision			Active 4 life programme data Halo Leisure performance data Discovery after school data AYPD extracurricular data URDD /Menter participation data	Records apply to directly provided opportunities and are limited in terms of broader community opportunities	Identify appropriate external opportunities and promote where appropriate
	The Local Authority records the provision of no cost / low cost premises used for play provision			Active 4 life performance report HALO leisure data Awen Cultural trust data Community centre information Dual Use facilities/schools Free swimming data	Data sources can be broadened in terms of external provision	Promote external funding opportunities to partners organisations and third sector groups
	The Local Authority records the provisions where grants or subsidies are available for play providers.			Welsh Government Play investment returns HALO contract performance report	BCBC has no direct grant funding to support play revenue programmes.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Menter Bro Ogwr/Urdd development plans Community Chest data Capital investment support/play infrastructure		Would need to be part of a broader review of transport subsidy by BCBC
	The Local Authority provides subsidised transport for children travelling to play opportunities			There is no subsidised transport arrangement generally. Disability play has some support in summer holidays Borough wide 'Active 4 Life' schemes to reduce journeys. Borough wide extracurricular to reduce journeys.	Community transport scheme being reviewed linked to ICF investment.	

Charge for play provision

How is the Local Authority ensuring that children have access to no or low-cost provision?

Have there been challenges?

The afore mentioned programmes are currently working effectively but require progressive development and securing the opportunities via partnership working. There is a need to plan for longer term sustainability from an early stage.

The practice of promoting play sufficiency within exiting longer term contracts (Halo and Awen) has merit but the need to deliver further efficiencies through these contrasts can impact on “low cost” and “no cost” opportunities.

How can these be overcome?

- Ensure that aspects of play sufficiency are integrated in annual service development plans with partners.
- Maintain current levels of support for no cost opportunities (e.g. Town and Community Councils)
- Utilise external investment to support partners to enable low cost or no cost opportunities.

Comments:

- Sport Wales National School Sport Survey indicates FSM 3 and 4 children engaging in opportunities in areas of deprivation.
- Active 4 Life programmes now operating at 12 locations and supporting 7186 visits per annum. (Town and Community Council support).
- Access to Leisure schemes supporting whole household engagement and circa 145,000 visits per annum.
- BCBC is supporting Menter Bro Oqwr to operate free school holiday activities at Easter and summer.
- BCBC via its partnership with Sport Wales supports community groups with 71k of investment.
- BCBC has worked within a regional partnership to make outdoor activities and roadshows accessible free of charge funding in place for 2019/2020.
- Partnership working is developing with Communities 1st legacy funding to use play to engage in areas of deprivation and support holiday




hunger interventions.







- Welsh Government investment has supported active play programmes at primary schools to support no cost extracurricular opportunities.
- The discovery day's programme is supporting free holiday activities at Easter and summer (6 weeks) for circa 30 disabled young people.
- After school disability play club operating term time for 45 children and young people with disabilities and more complex needs.
- The cost of offsite transport during summer holiday periods is covered by BCBC for disabled children and young people.
- Play sufficiency is being integrated in service development planning with social enterprise partners e.g. HALO leisure, AWEN Cultural Trust.

Matter F: Access to space/provision

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

RAG Status

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

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority keeps an up to date record of the number of 20 mph zones/school safety zones in residential areas			Bridgend doesn’t currently have any enforceable 20 mph zones Green cones schemes records		Road traffic order records are maintained by Transportation section
	The Local Authority has an identified mechanism for assessing the impact of speed reduction and other road safety measures on the opportunity for children to play outside in their communities			Traffic Surveys conducted Evidence of speed checks		
	The Local Authority has a plan(s) to reduce the negative effect of busy roads and junctions through the introduction of speed reduction			Road safety delivery Plan Active travel plans Walking and cycling strategy		

Play Sufficiency Assessment Toolkit – Part 2

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	measures and provision of safe crossing points/routes for pedestrians and cyclists			Safe routes to school LDP Sewta priorities for road safety grants		
	The Local Authority has a plan(s) to improve walking and cycle access to parks, outdoor play facilities and local leisure centres from residential areas			Bridgend walking and cycling strategy LDP Kerbcraft training evidence Pencoed Active travel project Sustrans partnership Bridgend Wellbeing plan		
	There is potential for the Local Authority to take further action to reduce traffic speed and improve road safety to promote play opportunities			Road Safety delivery plan		
	The Local Authority uses road safety grants and/or other funding to support delivery of cycling training for children to national standards			A structured programme of cycle training to level 1 and Level 2 national standards is provided from WG Road safety grant funding Records are available Balance ability programme supported by Sport Wales Kerbcraft training records		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority has an accessible and well-known way of arranging temporary road closures, to support more children to play outside their homes			There has been no progress in formalising advice or a mechanism to temporarily close roads	No progress made	Review with PSB the importance of opportunities for children and young people near their homes
	The Local Authority refers to <i>Manual for Streets</i> when considering new developments and changes to the highway network/urban realm			Manual for Streets and manual for streets 2 is available to engineers and relevant Officers Design manual for roads and bridges is also used Active Travel Act Design Guide is used		
	The Local Authority works to nationally recognised good practice guidelines when developing walking and cycling facilities			Bridgend Walking and Cycling strategy 2009 Active travel bids, maps and investment Active Travel Act Design Guide is used		
	The Local Authority uses child pedestrian road accident casualty data to inform the location and design of interventions which help			Active Travel Act Design Guide is used Road Safety delivery plan		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	children get around independently in their communities					
	The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure			Public and Active travel plans are in place Current public consultation on routes and subsidies	Consultation exercise needs to be completed	Review consultation data and link to play sufficiency action plan
	The requirements of disabled children are understood and provided for within traffic and transport initiatives	Moved from Matter B		Provided for via the use of Accessibility and Inclusivity for all guidance for Inclusive Mobility	Lack of data	Engage specifically with disabled children and young people and their families

Information, publicity and events:

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

	The Local Authority has a clearly identified section on its website which gives information about play opportunities as described in the Statutory Guidance (play areas, play provision, clubs and their accessibility)			A separate website is provided along with Family information Service on BCBC website http://lets gobridgend.org.uk/en/ https://www.bridgend.gov.uk/residents/children/family-information-service/ Piece of the action website	Lets go Bridgend will need to be updated more regularly	Identify resource to maintain and update web information
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	----------------------------------------------------------

Play Sufficiency Assessment Toolkit – Part 2

Page 120

The Local Authority provides information on access to play opportunities and contact for support if required			BCBC Media releases Social media Awen publications Halo Leisure		
The Local Authority supports and publicises events which encourage play opportunities and events for children and families			Awen publications and social media Town Centre /Carnegie House events programme Flying start programmes Park Lives events. Halo Leisure BCBC Social Media		
The Local Authority publicises information which contributes to positive community attitudes to play			Awen publications and social media Town Centre /Carnegie House events programme Lets go Bridgend Flying start programmes Schools Out information Park Lives programme Press releases		
The Local Authority publicises information and support for parents to help them encourage their children to play			Lets Go Bridgend website Direct contact with parents/carers – specialist school - Heronsbridge Family Active Zones		
The Local Authority widely uses on-site signposting to safeguard and promote play			Changes to BCBC web pages have influenced the prominence of play sufficiency in 2018	Play Sufficiency could be more prominent in the new design	Identify opportunities to enhance visibility of play sufficiency

	<p>The Local Authority engages with the media to encourage the positive portrayal of children playing in the local area</p>			<p>Media releases Media coverage Advertising – Schools out Halo Publicity Summer reports Active4life. .</p>		
--	-----------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------	--	--

Access to space/provision

How has the Local Authority ensured collaboration to ensure children can move around their communities to increase access to opportunities for playing?

Bridgend continues to invest into safe routes and directly delivers the schools cycling development programmes to maximise the volume of schools and beneficiaries. There is a positive working relationship between infrastructure staff and development staff. Matter F aligns well to the objectives of the Bridgend Wellbeing Plan including encouraging more people to make use of the outdoors. A new partnership approach including Sustrans and Welsh Cycling is being taken forward. Kerbcraft programme continues to be delivered. The need to increase the use of streets for play has been highlighted via the “Play your part” survey with children identifying concerns over safety. This suggests the need to revisit the action on temporary road closures that has not been progressed.

There is also a need to recognise the views of children and young people via consultation on home to school transport and any other changes to public transport. Through the play programmes Bridgend provides to children, young people and families with complex needs there is an opportunity to better understand the requirements of disabled children.

Have there been challenges?

There is now greater collaborative working to ensure the benefits of infrastructure improvements are realised. Such an approach recognises the benefits of development staff working with schools and external partners to encourage broader engagement and participation in programmes or initiatives designed to improve access to space.

How can these be overcome?

The collaborative approach being developed will need to be further embedded and involve a broader range of partners.

There will also be a benefit in capturing good practice and sharing case studies of impact with partners

Comments

Information, publicity, events

How has the Local Authority positively used information to support access to play provision?

There are positive examples of progress and also opportunities to make improvements. BCBC has been developing a new website and the positioning of the play sufficiency and activities will need reviewing. BCBC has been making positive usage of its social media platforms in addition to non digital resources (press releases) The Lets Go Bridgend website recourse is an example of good practice but an alternative management model that better engages the community needs to be explored. There are positive records of attendance at events, programmes and initiatives as an indicator of effectiveness. There are also examples of piggy back marketing involving partnerships with Halo Leisure and the Awen Trust. Road show programmes have been operated in 2018 and a launch event of summer activities linked to summer reading challenge.

Have there been challenges?

The greater challenge had been the redevelopment of the Council website and ensuring that play opportunities can be appropriately promoted. Similarly the Lets Go Bridgend web resource needs to be used more effectively, be better promoted and engage the community.

How can these be overcome?

There is a real opportunity to improve direct marketing to a broader range of partners who can use their networks to enhance awareness of play sufficiency and opportunities

Similarly there is the converse opportunity to receive information from partners and assist with its distribution

Matter G: Securing and developing the play workforce

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

RAG status

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

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Note – These criteria are specifically about Playwork: Playwork is a highly skilled profession that enriches and enhances play. It takes place where adults support children’s play but it is not driven by prescribed education or care outcomes. This includes both open access and out of school childcare settings						
	The Local Authority keeps up to date information regarding the playwork workforce across the Local Authority (this should include the number of playworkers, playwork management structure, qualification levels, training opportunities and volunteers)			The EYCT has a register of providers and staff qualifications. Recruitment records sessional and seasonal. Staff training records. Sport, Play and Active wellbeing structure. Job descriptions in place		
	The Local Authority supports all of the workforce to achieve the qualification			The EYCT has a strong focus on staff		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	level required by the Welsh Government's National Minimum Standards			<p>development and offers many training opportunities on a subsidised basis.</p> <p>A comprehensive training programme is available for CIW registered provision to ensure that CIW mandatory training requirements are available to Bridgend's childcare workforce. This training is offered at a subsidised rate in order to support the sustainability of the sector. Where budget allows, this programme includes a diverse range of Continuing Professional Development training opportunities to support the sector.</p> <p>Partnership with Agored Cymru to deliver level 2</p>	BCBC internal workforce is generally seasonal and drawn from play, sport and education/youth work backgrounds	Review opportunities for peripatetic, seasonal playwork programmes where workforce meets NMS

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				and level 3 Playwork qualification.		
	The Local Authority supports the workforce to achieve the accepted qualification levels set out by SkillsActive			The EYCT has a strong focus on staff development for the early years and childcare sector offering many training opportunities on a subsidised basis. SkillsActive guidance forms a vital part of this programme, as demonstrated by the continued offer of fully funded Transition to Playwork courses to Bridgend's childcare workforce. Partnership with Agored Cymru to deliver level 1, 2 and 3 Playwork qualifications.		
	The Local Authority has a staff development budget ring fenced for play, including playwork			The Early Years and Childcare Team have a training budget from both the Revenue Support Grant and the Childcare and Play grant this offers funding for staff training		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>across the sector but with a particular focus on the play work sector. Due to the staffing structure for the holiday scheme staff and the seasonal contracts offered this service cannot always access this continuous professional development.</p> <p>Agored Cymru funded Play qualifications for level 2 and 3 for senior staff</p>	<p>The prevention/wellbeing service has a staff development budget that is uses but not ring fenced to playwork</p>	<p>Develop a training plan for sessional and seasonal staff</p>
	<p>There is a comprehensive range of Continuing Professional Development (CPD) opportunities available for play workers in the area</p>			<p>The Early Years and Childcare Team have a training budget from both the Revenue Support Grant and the Childcare and Play grant this offers</p>	<p>However due to the staffing structure for the holiday scheme staff and the seasonal contracts offered this team do</p>	<p>Promote training opportunities to core staff and potential sessional workforce</p>

Play Sufficiency Assessment Toolkit – Part 2

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				funding for staff training across the sector with a particular focus on the play work sector.	not always benefit from this continuous professional development.	
	Training is available for volunteers and parents to develop their knowledge on skills in playwork			Due to the limited funding available it has not been possible to offer this more widely. Evidence of use of Welsh Government grants to incrementally support community projects and volunteers	Play work training is costly and funded from the Childcare and Play Grant. These budgetary constraints will not allow for volunteers or parents to access due to the requirements of the childcare workforce	Review the potential to secure and utilise external funding in partnership with CVC
	The Local Authority includes play work within its Workforce Development strategies			The Local Authority workforce development commitments are known, the Early Years and Childcare Team have a training budget from both the Revenue Support Grant and the Childcare and Play grant.	The shortfalls relate to the seasonal and the sessional nature of roles linked to playwork within the structure	Develop a training plan matrix for seasonal and sessional staff
	The Local Authority supports partners to deliver appropriate training to			The EYCT works closely with a range of colleagues to develop	Need to map and engage with third sector and	Work with CVC to capture data on community organisations

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	community groups, parents and volunteers			and realise increased levels of training for the sector. The EYCT are keen to support any organisation offering effective and evaluated training. Agored Cymru delivered level 2 and 3 Playwork qualifications to Local authority, private and third sector organisations.	community groups who are interested in training but not connected to our programmes	with latent demand for playwork training Secure and utilise additional external investment
<p>Note – these criteria are about the Play workforce: This encompasses anyone employed whose role has an impact on children playing – those who may either directly facilitate their play, design for playing, or those with the power to give permission for children to play, or not.</p>						
	The Local Authority has undertaken a comprehensive training needs analysis for the play workforce as defined in the toolkit glossary and above			The level of play work training for the childcare sector is known, the number of play work training places remains a challenge however a long term approach is in place to support and increase accessibility of the training available.	Progress is being made but lack of clarity on the demand for training from the broader community particularly relating to non registered programmes and exempt activities	Training needs analysis to be conducted including external organisations in regard to play workforce

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Level of need is known and future partnership working with Agored Cymru is planned.		
	The Local Authority takes action to expand the variety of learning and development opportunities that are offered to staff			The EYCT works closely with a range of colleagues to develop and realise increased levels of training for the sector. The EYCT are keen to support any organisation offering effective and evaluated training. Wellbeing manager play and early years assists with inclusion training for partners Training support for school staff linked to play pod programmes Leadership pathway participants connect to play and inclusive play	Develop a focus on ancillary skills and knowledge within training matrix for sessional and seasonal work force	
	There is a comprehensive range of CPD opportunities			The EYCT works closely with a range of colleagues to develop	Support is limited for now CIW registered	Identify CPD opportunities that can be

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	for a range of professionals who work with children			<p>and realise increased levels of training for the sector. The EYCT are keen to support any organisation offering effective and evaluated training. A comprehensive training programme is available for CIW registered provision to ensure that CIW mandatory training requirements are available to Bridgend's childcare workforce. This training is offered at a subsidised rate in order to support the sustainability of the sector. Where budget allows, this programme includes a diverse range of Continuing Professional Development training</p>	provision eg Halo, Awen , Third sector	<p>accessed by non CIW registered organisations Utilise this information to promote benefits of CIW registration</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				opportunities to support the sector.		
	Training awareness sessions are available for professionals and decision makers whose work impacts on children’s opportunities to play			PSB Play Sufficiency Champion Awareness raising sessions are offered alongside a more personal focus undertaken by the session visits offered by the EYCT.	Need to increase awareness of play sufficiency with PSB, cabinet, scrutiny and Directorates recognising new 3 year action plan and changes in decision making roles. This will include Town and Community Councils	Develop reports linker of forward work programme Develop a schedule for advocacy sessions and a related presentation on matters/ priorities and actions

Securing and developing the play workforce

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

BCBC has ensured that play sufficiency is the responsibility of a corporate director and that the Cabinet Member for wellbeing of future generations has a leadership and advocacy role for Play Sufficiency.
The Group Manager for prevention and wellbeing has lead responsibility for conducting the play sufficiency assessment and engaging directorates across the organisation

There is a specific wellbeing manager Play and Early Years role with responsibility for play sufficiency and operational management of internal programmes including opportunities for children and young people with disabilities.

The is closer working between the Childcare and Early Years service management and the Prevention and Wellbeing service to connect Childcare Sufficiency with Play Sufficiency

The majority of investment into workforce development is managed by the Childcare and Early Years Service base on investment received BCBC has been developing contracted partnership agreements for the operation of leisure and cultural services and play sufficiency matters are Connected to annual service development planning.

There are similar examples of partnership arrangements with schools where a commitment to utilising play and whole school training has been developed as a model.

The reporting and review of play sufficiency assessment and action planning is conducted via Cabinet and Scrutiny committees to ensure elected member awareness and understanding. This new phase will also connect to the new public service board via the Children and young peoples sub board.

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

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

Have there been challenges?

Whilst there is a well managed and focused programme of workforce development within childcare and early years services the beneficiaries will generally be CIW registered organisations.

Playwork training is generally high cost and is reliant on external investment and commitment from individuals to attend. Within BCBC core play staff have benefitted from investment in playwork training via Agored and this practice will hopefully grow progressively

The biggest challenge would be that beyond service management the roles are seasonal or sessional, making it difficult to invest in workforce development. As a consequence the design of programmes and opportunities is becoming more on except activities such as sport or creative activities and the accreditations are drawn from sport, arts, education, childcare and youth work as much as playwork.

The changes in approaches to use of anti poverty investments eg communities first has resulted in a reduced volume and range of play programmes or initiatives run by third sector groups in community settings

As a general point the financial challenges being faced within the local authority make it difficult to grow the resource of playworkers internally or to change the model of sessional or seasonal employment, linked to available funding.




How can these be overcome?

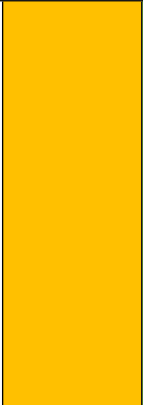

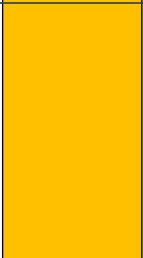

- Welsh Government to be clear on its intentions for how anti poverty investments should support play sufficiency
- Potential for longer term funding commitment via Welsh Government linked specifically to playwork.
- Welsh government to work with Play Wales to support the development of a national network of play development staff to support delivery of action plans (e.g. national school sport programme)

Matter H: Community engagement and participation.

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

RAG Status

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

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Authority promotes initiatives to engage relevant groups in enhancing play opportunities for children in its area.			Leadership Pathways records/ Case studies Partnership agreements with schools Town and Community Council agreements Play your part survey 2018 National School Sport Survey 2018 Active4life summary report Youth Network groups	Focus is limited in terms of 15-17 years beyond structured recreation and leisure	Develop more information to support planning for 15-17 year olds
	The Local Authority promotes community engagement in: - making space available and suitable for play - organising play events - positive attitudes towards children and play			Town and Community Council Partnership working Active Play pods and primary school training Community Asset transfer process and support		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	- training on the importance of play.			BCBC support for strategic capital investment Parklives roadshows link with local partnerships Active4life programmes link with community groups Programmes now linking to community facilities		

Community engagement and participation.

How has the Local Authority effectively used existing mechanisms for children’s participation and family consultation processes with regards to play?

Local consultation conducted on improvements to strategic play infrastructure and accessible equipment
 Play your part survey conducted at Active4Life holiday programmes
 Family Active Zone now being run directly by schools and community partners
 Pupil Voice captured in whole school wellbeing planning utilising related data
 School sport survey 2018 secured 5434 responses across Bridgend focusing on motivation, confidence, engagement opportunities and resources
 Primary schools have been participating in the Happen survey to access wellbeing supported by Swansea University
 Over 120 young leaders are supported and active play is integrated within their development pathway
 The Calls for Action programme has captured the views of disabled children and their families creating new opportunities (calls4action report)
 Citizens panels have been covered play sufficiency matters and have included the views of young people i.e. Active Travel

Digital Stories have been captured on the benefits of play eg Discovery Days and After School Clubs

Have there been challenges?

Changes in the approach to Welsh Government anti poverty investments have reduced the development of opportunities in disadvantaged communities.

Financial challenges have reduced and may even see removed the access to universal youth service provision across the County

How can these be overcome?

Continue links with the Communities First legacy programmes and lobby for appropriate support for programmes and initiatives via the pathfinder project approach being developed in Bridgend.




Develop alternative models for youth support work in schools and by working with the community voluntary council and appropriate third sector groups.




Continue to support young adults to gain the skills and confidence to own their community opportunities.

Matter I: Play within all relevant policy and implementation agendas

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

RAG Status

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

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	There is a named person on the Local Public Service Board who champions children’s play and ensures that the Play Sufficiency Assessment and Action Plan contribute to and are incorporated within the Well-being Plan			Play Sufficiency contribution to Bridgend Wellbeing Plan assessed by PSB Opportunities identified to connect to sub board and work stream. Sub Board Lead to champion play sufficiency across PSB (Children & Young People) Report to PSB on play sufficiency and action plan	Need to increase understanding of awareness and play sufficiency across PSB	Develop periodic reporting and information sharing with PSB via work stream /sub board
	The Well-Being Plan recognises the importance of play and contributes to the provision of rich play opportunities	NEW		Bridgend Wellbeing Plan Consultation detail relating to Wellbeing plan Best Start in Life work stream		

Education and schools

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Schools ensure that children are provided with a rich play environment for breaks during the school day			SLA agreements with schools Play pod programmes Whole School Training Records School Partnership agreements School Wellbeing development plans Digital case studies play and primary schools Performance Reports	Progressively expand to all schools as resources become available School partnership agreements	Expand the volume of schools utilising play within partnership plans
	Schools provide play opportunities during out of teaching hours			School Partnership agreements Commercial providers Family Active Zone Leadership pathway Activity sessions SLA agreements Strata Reports		
	Schools provide access to school grounds for playing out of school times			Dual and community use agreements	Access is more established at secondary school	Develop a best practice model with a primary school and share with partners

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Schools encourage children to walk and cycle to school			Sustrans partnership Bikeability Kerbcraft Pencoed Project Balanceability Walk to school week	All programmes are optional and require schools to opt in Support for schools Cycling is growing but resources are limited	Identify resources to expand school cycling where demand increases
	The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed			Forest schools inc Steer project Integrated into SLA's School partnership agreements Wellbeing Network agenda/minutes Play resources distributed Training coordinated for whole school engagement Bristol Scrap store/Play pods	Limited resources mean that support is phased and linked to resource availability	Expand play pods and whole school training across the county

Town and Country Planning

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Local Development Plan recognises and addresses the outdoor play needs of children of various age groups and abilities			Bridgend Local development plan		

Traffic and Transport

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The local Transport Plan recognises the importance of local streets, roads and walking and cycling route in offering play opportunities for children of different ages and abilities			Active Travel Plans Learner Travel research Bridgend Walking and cycling strategy		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.			Active Travel Plans Citizens Panel reports .Local Transport Plan		

Early Years Plans

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Early Years and Flying Start plans and services recognise the importance of play and contribute to the provision of rich play opportunities for younger children			Bridgend Flying start website Play is a strong feature within Early Years services and Flying Start, staff often hold a play qualification and there is ongoing training to delivery this to staff. Flying Start provision is mainly delivered in stand-	Places on play courses are limited provider numbers are low. Care Inspectorate Wales (CIW) remains focussed on a Child Development	For the Early Years and Childcare and Flying Start teams to continue to offer a focus on the play work qualification and to identify innovative ways in which to incorporate the themes into the sector.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>alone purpose built accommodation enabling children to return to play activities over a range of sessions enabling the play experiences to be deep ongoing and rich.</p> <p>The Childcare Team has funded, through the Childcare and Play Grant, Transition to Level 3 Play work courses for staff in early years provisions, and across the whole sector, enhancing the workforce’s professional development and subsequently enriching play opportunities available across the sector.</p>	<p>qualification in the early years leading to staff requiring both the Play work and Children’s Care Learning and Development to be a requirement of registration as a provider. This does not fully recognise the importance of play as a vital aspect of child development</p> <p>Play work courses are not readily available and are extremely costly to fund therefore making this priority dependent upon budget.</p>	

Family policy and initiatives

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	<p>Family support initiatives provide up to date information and support for parents to enable them to support their children to play</p>			<p>The Family Information Service (FIS) is well known and used families and services use the facility effectively. Information on the FIS is regularly updated and the customer service team offer a focussed immediate response to offer individual responses to queries. Family support teams are knowledgeable regarding the importance of play within children’s development and leisure. DEWIS offers up to date information on childcare provisions available across the county, including out of school provisions. BCBC website and Halo offers information on Playschemes and play</p>	<p>FIS is offered via the customer service team this is an innovative approach and requires effective communication between the Early Years and Childcare Team and the Customer Service team to be extremely effective and focussed. It does mean that those offering information might not fully understand the query being delivered as the expertise of the team is more widely focused.</p>	<p>Continued shared knowledge between the Customer Service and Early Years Childcare and Flying Start teams to be developed and revisited as staff changes mean information will on times needs refreshing.</p> <p>A strong directorate knowledge remains a focus for all services within the local authority.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>initiatives on offer throughout the county. Also, parenting programmes are available in order support parents in engaging and supporting their child’s play. See other partners for additional information on this – possibly Early Help partners/ Social Services, etc?</p>		
	<p>The local implementation of the Families First programme recognises the importance of play and contributes to the provision of rich play opportunities</p>	<p>NEW</p>		<p>The Families First funded teams and services work within the Education and Family Support Directorate alongside the Early Years and Childcare services. Knowledge of services is diverse within the directorate and families are offered accurate information regarding play opportunities.</p>	<p>There remains a strong need to ensure new members of both teams have effective understanding of the need for joint working and the need to share information regularly</p>	<p>Continued use of a range of services to enhance the knowledge of the importance of play in a children’s lives via a range of media applications.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					Support is dependent upon budget.	
	Plans to reduce the impact of Adverse Childhood Experiences recognises the importance of play and contributes to the provision of rich play opportunities	NEW		Work has been completed in conjunction with South Wales Police to explore opportunities for earlier intervention for children and families. This includes joint screening of Police Notices submitted where there are child welfare concerns. This joint decision can lead to an assessment of family need which may identify a number of ACE's that require intervention linked to child's development including play opportunities. The role of the Healthy and Sustainable Pre School Scheme (HSPSS) within the early years sector in Bridgend and Flying Start enables a clear vision on play to be developed. The HSPSS officer via funding from a grant focussed on the reduction of obesity in	Capacity within Early Help to respond to the increased joint working with SWP when resources are already stretched and limited. Risk of potential missed opportunities due to the lack of capacity at Early Help's front door Clearly this offer is only able to reach children who are currently accessing services in the early years sector.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				the early years is able to offer both providers and parents clear information and strategies in how to develop and extend play and offer children the benefits of this aspect of their development.	However the Flying Start / Early years providers Facebook page offers parents right across the borough information on the importance of play and an active lifestyle.	

Inter-generational policy and initiatives

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	There are a range of play based approaches to inter-generational activity			Local community Coordinators work programmes/school links Family active zone data/whole household approaches Park Lives – family activity/roadshow participation Outdoor activities/event data (e.g. Bryngarw park)	Opportunities to be less structured by age groups focused in play planning Further develop multi-generational opportunities that engage 15 – 17 year old	Develop more family orientated play and activity opportunities with partners Develop opportunities with partners that engage young adults

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				ICF dementia friendly activity initiatives Physical literacy programme/ fundamentals in community settings.		
	There is a creative approach to inter-generational activity which encourages better interaction between children of different ages			Leadership pathway for activities/primary and secondary Active 4 Life programmes support 8 – 12 years/leadership links Disability play co located with mainstream schemes /8 – 17 years HE and FE students supporting Happen /Dragan challenge Primary schools – Whole school development planning/Training Get on Track – volunteering experiences – school/community School partnerships agreements Summer diversionary programmes/early help related		

Health and Safety

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	The Health and Safety policies explicitly recognise the value of children being able to experience risk and challenge			Example internal BCBC risk assessments Risk assessments produced by play trainer Play value reviewed by Corporate Health and Safety HSE Balanced approach utilised /planning support HSE guidance to partners issued e.g. schools	Formal BCBC position on risky play	Further review and develop corporate approach/policy
	The Health and Safety policies and procedures incorporate the risk-benefit approach to health and safety assessments as recommended by the Health and Safety Executive (HSE)			Examples of internal BCBC risk assessments Play service risk assessments AYPD risk assessment and work systems All about me forms and activity plans		
	The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers and community councils			Insurance facilitated for community centres Insurance provided to community councils	Insurance not provided for activity provision	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Key partners required to have insurance in place e.g. Halo and Awen		

Play within relevant policy and implementation agendas

Highlight successes of collaboration across policy areas

- The matters relating to play sufficiency contribute to the Bridgend Wellbeing Plan and the work of the children and young peoples sub board
- Partnership agreements have been established with schools including focus on play development linked to wellbeing plans
- Community use of school assets has become a feature of school modernisation investment projects (e.g. Bettws, Parc Dderwen)
- The transportation and wellbeing service areas are collaborating with schools to develop cycling skills and active travel
- The communities directorate and planning department have conducted an open spaces assessment including equipped play spaces
- Active travel and learner travel are areas of focus for the walking and cycling strategy and investment into safe routes
- There is innovative working between the early years, childcare and flying start teams with BCBC customer service to operation the Family Information Service
- Workforce development has been conducted jointly with EYCAFS team supporting play staff to attend level 3 training
- Play Sufficiency is identified in annual service development planning with Halo Leisure and Awen supporting structured recreational activity
- The pathfinder approach to the Welsh Government anti-poverty investments will see pooling of resources that could support play sufficiency
- Healthy and Sustainable pre-school scheme operating within the early years sector targeting a reduction in obesity
- The Parklives programme has supported regional working between 3 local authorities and multi-generational activity in outdoor settings

Please use this section to highlight successes of collaboration across policy areas to improve play opportunities.

Have there been challenges?

How can these be overcome?

The 2018-19 assessment has been supported by a range of services and partners and it will be imperative to maintain engagement during the delivery phase of the action plan

The assessment and action plan will need to be shared with PSB, Cabinet and scrutiny and other related partnership structures also

There are opportunities to review whether any of the matters and criteria can be listed as business objectives over the coming three years

Conclusion

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

There are areas where Bridgend is making progress and it is positive to see that this is becoming embedded (e.g. inclusive playgrounds, school play pods) However, it is a challenge to maintain such progress in some of the matters and long term sustainability , linked to the public service board, has to be an area of focus. Whilst there us a growing range of data it will be important that this is shared ad understood to partners. Bridgend will need to be pragmatic in its response and clear in its priorities as the Local Authority is not resources to deliver but can help secure sufficient play. In recent years the additional investment by Welsh Government has been positively received and supported accessibility for many young people and families. There has been

progress in relation to children with disabilities and complex needs, Welsh language opportunities via the Urdd and Menter Bro Ogorw and continuing work with looked after children and young carers. This is reflective of both local and national priorities. Bridgend has been investing in its fixed play provision and developing partnerships with communities (e.g. Town and Community Councils) but it is likely that Community Asset Transfer will form part of the future sustainability of spaces available for children to play. The Childcare team and its use of related investments for registered providers supports communities and invests into play environment. Beyond childcare and for logistical reasons Bridgend has focused on children's activities that are structured and meet exemption criteria although programmes are aligned to national standards and legislative requirements. The support that is provided for disabled children and young people may be appropriate for registration. The focus on removing cost as a barrier to participation has remained with free summer holiday programmes sustained although there will be reductions in subsequent years as budget are cut by Welsh Government. In terms of regional collaboration Bridgend will fall under the new Cwm Taf Morgannwg health board boundary and this may present some regional joint working opportunities with RCT and Merthyr Councils.

Whilst there is strong data in regard to sport and recreation and to an extent play there is less insight on culture and the arts and how this can be woven into integrated activity offers by our community and partners. Similarly there is reducing information on the needs of young people who might previously have been supported by youth work provision although Bridgend can evidence some targeted opportunities. Bridgend is well placed to take these challenges forward with our leisure and Cultural partnerships. In terms of securing the play sufficiency objectives for the longer term there will be a need to engage and support the third sector. This direction is compatible with the Building resilient communities plan that has been co-produced with BAVO. There is a cross cutting but consistent theme of partnership working that will be required over the next years Bridgend is now directly delivering schools cycling and active travel interventions to encourage young people to navigate their communities, working with Sustrans and this should be continued. The need for safer and play friendly streets has been identified in previous assessments but progress has not been made.

There is an identified need to continually raise awareness of play sufficiency and play throughout the year and this will need to be visible in the new BCBC website.

Way forward

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

The matters that relate to play sufficiency have been assessed in relation to the evidence that Bridgend has been able to identify. Overall, there is a mixed picture comprised of emerging good practice, areas where progress remains steady but can't be sealed up, areas where there has now been a decline and also some areas that have not been able to progress at all. Play Sufficiency matters are broad and there is a risk of any related action plan not being sufficiently focused to drive progress or impact. The action plan also focuses on resources that exist within local authority budgets (including across service areas) highlighting the need for pragmatism and clarity of focus. In summary the following priorities have been identified via the assessment.

- Develop increased profile of the play sufficiency assessment and action plan within the local authority and across policy areas via the cabinet member for future generations
- Communicate play sufficiency to public service board and its contribution to the Wellbeing Plan
- Progressively build on the investment made by Welsh Government and expand play opportunities in school settings
- Progressively support schools, young people and families to use active travel and safe routes infrastructure
- Continue to strategically invest into fixed play infrastructure including accessible equipment recognising shortfalls in provision
- Recognised the need to support diversity including disability, young carers, looked after children and Welsh language
- Support more organisations to be CIA registered and to include high quality play opportunities
- Continue to develop “low cost” and “no cost” opportunities during school holidays including structured sport, culture and arts activities
- Recognise the need to support 15-17 year olds to access youth friendly activities and for the community to support such developments
- Develop links with BAVO (CVC) to support capacity building to develop play across our communities including securing investments

- Develop a more structured approach to the marketing and promotion of play its impact
- Beyond childcare, develop an approach to invest into sessional and seasonal activity workforce including volunteers

Signed:

Date:



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

Proposed actions for the period of 1st April 2019 – 31st March 2020

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

Matter	Priorities	Targets	Links to other Matters & Plans	Resources, including costs	Funding source (new or existing funding streams)
Matter B: Providing for diverse needs	Play projects and providers have access to a range of resources which support inclusion	Identify community play projects and providers and assess needs linked to WG investment	Matter D	Staff time (estimated between £2-£3k due to low volume of current opportunities)	Existing
Matter C: Space available for children to play	The Local Authority undertakes and actions play value assessments in public open space	Progressive development of Play Value assessments	PSB Bridgend Wellbeing Plan	Staff time (estimated £2-£3k utilising salary costs)	Existing
Matter D: Supervised provision	The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance	Ongoing support from the EYCT to focus on providers becoming registered with CIW	Childcare Sufficiency Plan	Staff time and Welsh Government investment into childcare and early years	Existing
	Staffed provision that the Local Authority provides meets the National Minimum Standards	Childcare providers are supported wherever possible to achieve CIW	Childcare Sufficiency Plan	Staff time and Welsh Government investment linked to	Existing

		registration for after school or holiday provision		childcare and early years	
	Staffed play provision that the Local Authorities partner provide meets the National Minimum Standards	Ensure holiday activity programmes remains compliant with exemption criteria. This has been checked during 2018	Childcare sufficiency plan Getting Bridgend Moving Plan	Staff time and town and community Council investments £25,000 core and partner resources	Existing
	The Local Authority provides Council premises and space free of charge to organisations which provide free (at the point of access) play provision for children	Maintain current support levels for holiday activity programmes	Getting Bridgend moving plan	Relates to in-kind contribution of schools and Community Facilities for Active4life programmes Est £6-£8k	Existing (in kind)
	Local Authority sport, physical activity and active recreation plans are contributing to increasing free play and recreational activities	Develop and support groups linked to gender equity, disability, and disadvantage as part of a network approach	Bridgend Wellbeing Plan Getting Bridgend Moving Plan Healthy Living Partnership Plan	Staff time & Sport Wales investments circa £40k	Existing Allocation confirmed for 2019/20

		Develop an interim structure to support the development of community sport and recreation prior to any regionalisation model	Getting Bridgend Moving Plan	Staff time (core) Circa £8-£10k	Existing
	The cultural and arts agenda is contributing to the provision of sufficient recreational activities for children	Develop a more evidenced set of data regarding children and young people engaging with cultural and arts agenda	Wellbeing Plan linked to PSB Awen service development plan (libraries, theatres, community projects)	Staff time (core & Awen) Awen annual management fee provided by BCBC	Existing
	The local Authority Youth Service provides for children's opportunities for leisure and association	Identify opportunities to develop a network approach to youth and diversionary activities	Building resilient communities plan Bridgend Early help Support Services plan Youth charter partnership included in Get Bridgend Moving Plan	Staff Time	

Matter E: Charges for play provision					
Matter F: Access to space/provision	The Local Authority has an accessibility and well known way of arranging temporary road closures to support more children to play outside their homes	Review with PSB the importance of opportunities for children and young people near their homes	Local travel and transport plans Work to ensure the legal framework is in place for road closures with colleagues in transportation	Staff time plus partner workshops est £2-3k	Existing
	The Local Authority has a clearly identified section in its website which gives information about play opportunities as described in the Statutory Guidance	Identify resource to maintain and update web information	Let's go Bridgend Website Family information service using Dewis information management system Increase use of Social Media	Staff time Commissioned support £3-4k	Existing
Matter G: Securing and developing the workforce	The local Authority supports all of the workforce to achieve the qualification level required by the Welsh Governments national Minimum Standards	Review opportunities for peripatetic, seasonal play work programmes where workforce meets NMS	Childcare sufficiency Action plan Active4life annual development plan	Staff time & Welsh Government investment into childcare and early years	Existing budget access is restricted for unregistered providers

	The Local Authority has a staff development budget ring fenced for Play, including play work	Develop a training plan for sessional and seasonal staff – inclusive approach	Childcare sufficiency Action Plan Short breaks and respite plan Disability/complex needs	Staff time and Welsh Government investment Disability play budget £3-4k	Existing
	The Local Authority supports partners to deliver appropriate training to community groups, parents and volunteers	Work with CVC to capture data on community organisations with latent demand for play work training Secure and utilise additional external investment	Partnership with CVC Childcare sufficiency plan Building resilient communities plan	Welsh Government investment sources Community Chest and related Grant Schemes	Existing
Matter H: Community engagement and participation	The Local Authority promotes initiatives to engage relevant groups in enhancing play opportunities for children in the area	Develop more information to support planning for 15-17 year olds	Bridgend Wellbeing Plan	Consultation with Young People £5k	Existing
Matter I: Play within all relevant policy and implementation agendas	There is a named person on the Local Public Service Board who champions children's play and ensures that the Play Sufficiency Assessment and Action Plan	Develop periodic reporting and information sharing with PSB via work	Wellbeing Plan reporting Structure	Reporting to assets sub group Public Service Board	Existing

	contribute to and are incorporated within the Wellbeing Plan	stream/sub board			
	Schools ensure that children are provided with a rich play environment for breaks during the school day	Expand the volume of schools utilising play within partnership plans	Get Bridgend Moving Plan	Staff time £2-£3k (utilise Welsh Government investment)	Existing
	Schools encourage children to walk and cycle to school	Identify resources to expand school cycling where demand increases	School transport policy Work with Sustrans to increase active travel National standards training in schools	Welsh Government investment Est £20k	Existing
	The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed	Expand play pod training and whole school training across the county	Get Bridgend Moving plan Reach plans for outdoor project engagement School partnership agreements	Staff time Partnership agreement investment £10-£15k	Existing

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR, SOCIAL SERVICES AND WELLBEING

SECTION 33 OF THE NATIONAL HEALTH SERVICE (WALES) ACT 2006 PARTNERSHIP AGREEMENT BETWEEN THE COUNCIL AND ABERTAWE BRO MORGANNWG UNIVERSITY NHS TRUST - ASSISTED RECOVERY IN THE COMMUNITY (ARC)

1. Purpose

- 1.1 To present to Cabinet a proposal for entering into a renewed Section 33 Agreement of the National Health Service (Wales) Act 2006 with Abertawe Bro Morgannwg University NHS Trust, regarding the provision of integrated Mental Health Daytime Opportunities with effect from 31st March 2018 to 31st March 2021.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 This report assists in the achievement of the following corporate priorities:-

- **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 focussed on raising the skills, qualifications and ambitions of all people in the county.
- **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.
- **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.

- 2.2 This report also helps the council achieve the objectives of the Social Services and Well-being (Wales) Act 2014 (SSWBA), particularly in relation to:

- Easy access to information and advice;
- A preventative approach to meeting care and support needs;
- New proportionate assessment focuses on the individual;
- Local authorities and health boards come together in new statutory partnerships to drive integration, innovation and service change.

3. Background

- 3.1 On 18th October 2005 Cabinet approved the development of an integrated mental health day opportunities service between this Authority and the former Bro Morgannwg NHS Trust, by amalgamating and reconfiguring resources previously utilised separately at Ty'r Ardd and at Glanrhyd Hospital.
- 3.2 Cabinet also agreed that this new service be called Assisted Recovery in the Community (ARC), to provide integrated Health and Social Care Services for people with more complex mental health needs.
- 3.3 In July 2008 Cabinet approved a Section 33 Agreement with ABMU Health Board for the provision of integrated community day opportunities. This agreement took effect from 1st October 2008 and expired on the 31st March 2012. The parties continued to provide the service under the governance and control of the joint Partnership Management Group as if the provisions of the original Section 33 Agreement were still in force and on 5th March 2013 Cabinet approved the proposal to enter into a Memorandum of Understanding in advance of renewing a revised Section 33 Agreement, with the agreement eventually being signed on 24th July 2014.
- 3.4 The Service has progressed considerably in the last 11 years and it is now necessary to renew the Section 33 Agreement and ensure that the revised Section 33 Agreement reflects the changes that have taken place and adequately reflect the current situation including budget and staffing details. Elements of ARC have been integrated into the Local Primary Mental Health Service which was established on 1st October 2012 with the introduction of the Mental Health Measure for Wales.
- 3.5 Between March and October 2018 the Joint Partnership Management Group has therefore reviewed and redrafted the schedules concerning the Section 33 Agreement to reflect these developments and now seek authority to enter into the revised s.33 agreement.

4. Current situation / proposal

- 4.1 The revised Section 33 Agreement sets out the arrangements under which the combined service will operate and be managed:
 - Schedules 1-3 of the Agreement set out the service objectives, statutory responsibilities of each organisation and the operational practices of the service.
 - Schedule 4 covers human resource management including the secondment of Trust staff to the Local Authority.
 - Schedules 5 and 6 cover financial management and governance arrangements.
 - Schedule 7 is the protocol for information sharing.
- 4.2 As previously agreed by Cabinet, the Council shall take the lead responsibility for the delivery of the service. The Agreement will be managed by a Partnership Management Group comprised of the Head of Adult Social Care and the General Manager of the Mental Health Directorate of Abertawe Bro Morgannwg University NHS Trust. These

Officers will report formally to their respective organisations. This group will be serviced by a Pooled Fund Manager identified within the Adult Social Care Division who will report to the group on performance against objectives and financial matters.

- 4.3 Should Cabinet approve entering into the revised Section 33 Agreement it will run for a further three years, with the agreement expiring on 31st March 2021. This proposed term will require the novation of the agreement from ABMU to Cwm Taf health board following the health boundary transfer on 1st April 2019. ABMU Health Board have instructed solicitors to liaise with Cwm Taf University Health Board and the Council to make the necessary arrangement to facilitate such a novation.

5. Effect upon Policy Framework & Procedure Rules

- 5.1 There is no impact on the Policy Framework and Procedure Rules.
- 5.2 This development is consistent with the Welsh Assembly Government's 'Delivering Beyond Boundaries' agenda, and the service model is consistent with Adult Mental Health Services strategies and National Service Frameworks including **'Together for mental health - a strategy for mental health and wellbeing in Wales'** Welsh Government 2012.
- 5.3 In Bridgend County Borough, agencies providing mental health services are working in partnership to develop a whole service model for mental health based on an agreed set of values that places service users and carers at the heart of service development and delivery. The development of Day Opportunities is a key component of the whole service model.
- 5.4 A Pooled Fund Manager, identified by Bridgend County Borough Council, will be responsible for the management of the Service in accordance with both the Authority's procedure rules and the Section 33 agreement.

6. Equality Impact Assessment

- 6.1 This report is procedural. There are no negative impacts on any of the equality groups as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 Implications

- 7.1 The implementation of the duties and responsibilities under the Social Services and Wellbeing (Wales) Act 2014 (SSWBA) supports the promotion of two of the seven goals of the Well-Being of Future Generations (Wales) Act 2015 within the County Borough of Bridgend. By promoting an environment that maximises people's physical and mental well-being and by supporting children, young people, adults and their carers and families to fulfil their potential no matter what their circumstances, the wellbeing goals of a Healthier and more equal Bridgend and Wales are supported.

7.2 The Well-being of Future Generations (Wales) Act 2015 provides the basis for driving a different kind of public service in Wales, with five ways of working to guide how the Authority should work to deliver wellbeing outcomes for people. The following is a summary to show how the five ways of working to achieve the well-being goals have been considered in this report:

- Long Term – Social Services is demand led and the SSWBA focusses on sustainable prevention and wellbeing outcomes for the future. There is a requirement to meet the needs of people in the longer term and, because of rising demographics and increasing complexity, the remodelling and transformation of services continues to be a priority. The ARC service provides a long term sustainable provision of day time opportunities which offers more choice to people who use services.
- Prevention – the report is about the new approaches adopted by the Directorate in line with the SSWBA, for example, the provision of information, advice and assistance to enable people to remain independent for as long as possible. This will ensure that need is anticipated and resources can be more effectively directed to better manage demand. The ARC service enables people to live and participate in their chosen community.
- Integration – the implementation of the SSWBA requires local authorities to work with partners, particularly the NHS and the Police, to ensure care and support for people and support for carers is provided. The report evidences work with the Third Sector, enabling people to remain linked to communities, and work with young people to enable access to employment.
- Collaboration – the strategic planning and local delivery of integrated support and services are developed and agreed at a regional basis in order to provide the best possible intervention to people. The ARC service is one of the few collaborative arrangements of its kind in Wales and provides an excellent example of joint working.
- Involvement – the key stakeholders are the people who use social care. There is considerable engagement including surveys, stakeholder meetings, feedback forms and the complaints process. The provision of accessible information and advice helps to ensure that the voice of adults, children and young people is heard.

8. Financial Implications

8.1 The Section 33 Agreement will continue to set out that the Council, with lead responsibility for the delivery of the service, is host for the operation and management of the Pooled Fund. This Pooled Fund shall be used solely to achieve the aims and objectives of the service as outlined in the Agreement.

8.2 At the start of the agreement period (1 April 2018) the Pooled Fund comprised of contributions from the Council and Abertawe Bro Morgannwg University NHS Trust, and forms a single fund of £636,750 of which the Council will contribute £318,375 and the Trust will contribute £318,375 for 2018/19.

- 8.3 Both partners' contributions equate to their previous service provision. Consequently the Council's contribution will be met from existing resources.
- 8.4 As host for the Pooled Fund, the Council will be responsible for its administration. Financial management arrangements have been established between both bodies to ensure that the budget and projected outturn position are regularly reviewed.
- 8.5 It is the responsibility of the Pooled Fund Manager to ensure the service is managed within the available budget. Should expenditure be projected to exceed the total Pooled Fund in a Financial Year, the Council and Trust, through the Partnership Management Group, shall agree how to manage the situation in order to either bring the Pooled Fund back into financial balance by the year end, or to jointly agree a funding strategy. To date the service has been managed within the agreed budget.

9. Recommendation

- 9.1 It is recommended that Cabinet approve:
- the proposal to enter into a renewal of the Section 33 Agreement under the National Health Service (Wales) Act 2006, with Abertawe Bro Morgannwg University NHS Trust regarding the provision of integrated mental health daytime opportunities;
 - delegated authority to the Corporate Director for Social Services and Wellbeing, in consultation with the Section 151 Officer and Head of Legal and Regulatory Services, to enter into any necessary agreements to novate the Section 33 Agreement with ABMU to Cwm Taf Health Board following the health boundary change.

10. Contact Officer

Susan Cooper
Corporate Director - Wellbeing
Tel: 01656 642251
Email: susan.cooper@bridgend.gov.uk

11. Background documents

None.

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

WELSH GOVERNMENT CHILDCARE OFFER

1. Purpose of report

1.1 The purpose of this report is to seek Cabinet approval for Bridgend County Borough Council (BCBC) to:

- participate in and deliver the Welsh Government Childcare Offer from 29 April 2019;
- work with RCT to deliver the Childcare Offer in Bridgend County Borough; and
- delegate authority to the Corporate Director Education and Family Support in consultation with the Interim Head of Finance and Section 151 Officer and Head of Legal and Regulatory Services to negotiate and settle the final terms of the Joint Working Agreement with RCT and thereafter authorise the Head of Legal and Regulatory Services to enter into the said Joint Working Agreement and any associated documentation.

2. Connection to Corporate Improvement Objectives/other corporate priorities

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

- **Supporting a successful economy** - we will take 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.
- **Helping people to be more self-reliant** - we will take early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.
- **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 Welsh Government has indicated that it is committed to providing 30 hours of free early education and childcare for 48 weeks a year for the working parents of 3 and 4 year-olds and has therefore introduced the Childcare Offer.

- 3.2 Each local authority has a duty to ensure that the Childcare Offer is fully implemented by 2020.
- 3.3 The Childcare Offer will build on children's existing early education entitlement during term time and 9 weeks of the school holiday period. One requirement for eligibility is that parents must earn on average the weekly minimum equivalent of 16 hours at National Minimum Wage or National Living Wage.
- 3.4 Since September 2017, the Childcare Offer has been rolled out across many local authorities in Wales as part of a pilot programme. Officers from BCBC's Childcare Team have been working closely with a number of these local authorities to understand what has worked well during their implementation periods.
- 3.5 BCBC is one of the final local authorities to implement the offer in preparation for full delivery in 2020. Welsh Government decided that Bridgend would not be an early adopter due to the nature of our existing nursery provision.

4. Current situation/proposal

- 4.1 Welsh Government has invited BCBC to deliver the Childcare Offer across the whole of the County Borough from April 2019.
- 4.2 The local authority will work in partnership with Rhondda Cynon Taf County Borough Council (RCT) who will act as the delivery authority for the Childcare Offer for BCBC. This will involve, amongst other responsibilities, RCT being responsible for the management of the online information technology (IT) system. Parents will use this system to check eligibility and complete their applications. This will also include requests for childcare for children with special educational needs.
- 4.3 The IT system will also be available to childcare providers, enabling them to submit registers and payment details. BCBC's Childcare Team will work closely with colleagues in RCT to ensure a smooth delivery for both parents and childcare providers.
- 4.5 As a condition of the grant available to support the administration of the Childcare Offer, RCT and BCBC shall enter into a contract to support the arrangements around the delivery process.
- 4.6 Engagement with providers and promotion of the Childcare Offer has been ongoing for the last 6 months and subject to Cabinet approval, it is the intention that applications to parents shall be opened and, with childcare being funded from 29 April 2019, the start of summer term 2019.

5. Effect upon policy framework and procedure rules

- 5.1 This has no effect on the council's policy framework and procedure rules.

6. Equality Impact Assessment

- 6.1 There are no equalities implications arising from this report. The decision to pilot the Childcare Offer across the whole of the County Borough was made by Welsh Government to ensure equality across the local authority.

6.2 The Childcare Offer is open to all eligible parents, including those requiring childcare in the medium of Welsh and children with additional learning needs.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

7.1 A Well-being of Future Generations (Wales) Act 2015 assessment has been completed and is detailed at Appendix A. A summary of the implications from the assessment relating to the five ways of working is as follows:

Long-term	In the longer term, the Childcare Offer will support families out of poverty and offer children the opportunity to access high quality childcare.
Prevention	The Childcare Offer will assist the childcare sector, including Welsh-medium provision and support the anti-poverty agenda.
Integration	The scheme will support all eligible parents with childcare costs, including those children with additional learning needs.
Collaboration	Collaboration with partners will be key to the successful delivery of the scheme.
Involvement	A range of stakeholders including parents, childcare providers and other partners are involved in the roll out of the Childcare Offer.

8. Financial implications

8.1 The cost of the Childcare Offer will be fully funded by Welsh Government. The childcare providers will submit their childcare claims to RCT, who in turn will claim the costs from the Welsh Government via an established online system. No childcare costs will directly be funded by BCBC.

8.2 In 2018-2019, BCBC received a Childcare Offer engagement grant of £30k which enabled the Childcare Team to appoint a Childcare Offer Co-ordinator, purchase promotional materials and hold engagement events. This grant is available again in 2019-2020 (and has increased to £39,375) to maintain the post and support promotional and engagement work to ensure that all eligible parents are aware of the scheme and how to access it.

8.3 While all additional expenditure is covered by Welsh Government, there is a large amount of Childcare Team officer time spent on all aspects of the Childcare Offer. This additional work is being met within existing local authority resources.

9. Recommendation

9.1 It is recommended that Cabinet:

- approves BCBC participating in and delivering the Childcare Offer in Bridgend County Borough;

- approves BCBC working with RCT to deliver the Childcare Offer in Bridgend County Borough with BCBC acting as an 'engagement authority' and RCT acting as 'delivery authority'; and
- delegates authority to the Corporate Director Education and Family Support in consultation with the Interim Head of Finance and Section 151 Officer and Head of Legal and Regulatory Services to negotiate and settle the final terms of the Joint Working Agreement with RCT and, thereafter, authorise the Head of Legal and Regulatory Services to enter into the said Joint Working Agreement and any associated documentation.

Lindsay Harvey
Corporate Director (Education and Family Support)

Contact officer: Bethan Davies/Amy Castle (Childcare Team Manager)
Telephone: (01656) 642649
E-mail: Bethan.Davies@bridgend.gov.uk / Amy.Castle@bridgend.gov.uk
Postal address: Education and Family Support Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Background documents

None

Appendix A

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

age 173

Project Description (key aims): Welsh Government's Childcare Offer

Providing 30 hours of free early education and childcare for 48 weeks a year for the working parents of 3 and 4 year-olds

Section 1 Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term	1. How does your project / activity balance short-term need with the long-term and planning for the future?
(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	This scheme will meet the short-term need of families accessing the offer, while the long-term strategic implications intend to support families out of poverty and offer children the opportunity to access high quality childcare. In addition, childcare providers will benefit from this scheme on a long-term basis as the increased numbers will support sustainability within the sector. Sustainable childcare, along with developing new childcare places to meet the demand of the Childcare Offer, will, in the long term, help the local authority its statutory duty of providing sufficient childcare across the county borough for working parents and those parents training with the intention of returning to work.
Prevention	2. How does your project / activity put resources into preventing problems occurring or getting worse?
(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	The delivery of this scheme will support the development of childcare in the county borough and support the local authority in meeting its statutory duty of providing sufficient childcare for working parents. This scheme also supports the development of Welsh-medium places which will offer more choice to parents wishing to access Welsh-medium provision. It is the intention of the childcare team to ensure improved transition to Welsh-medium education and this scheme will go some way to increasing these numbers. Additional funding for those children with additional learning needs will also improve the accessibility of childcare for these children, particularly where funding has been an obstacle.

Integration

(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)

3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?**Economic**

The Childcare Offer provides support to working parents and focuses on encouraging parents back into work, therefore potentially reducing the numbers of children in poverty.

Social

This Childcare Offer will provide children the opportunity to access childcare provision that may have been out of reach to them and their families prior to programme delivery. This opportunity may offer these children social environments that may not have otherwise been available. Some families who could not return to work due to childcare costs may now find this far more achievable, offering parents the opportunity to thrive in employment.

Environmental

Offering childcare provision locally, or close to a workplace, will help support the environment by reducing the carbon footprint of families travelling additional miles to a childcare provision. The focus of the local authority is to try and secure such childcare for every eligible family in the county who are seeking it. However it is acknowledged that many families will need to access provision in other geographical areas.

Cultural

The Childcare Offer has placed a focus on ensuring sufficient childcare places for those who wish to access provision in the medium of Welsh. The delivery of this scheme will allow these families a more accessible route into Welsh-medium childcare.

<p>Collaboration (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>The project development and planning phase is being supported by a steering group where stakeholders, both internal and external, are advising the childcare team. The childcare team works effectively with external partners, particularly the childcare umbrella organisations, and this be built upon during the implementation of the Childcare Offer.</p>
<p>Involvement (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>The stakeholders involved in the steering group include childcare providers and organisations, including those who support families with children who have additional learning needs, and Welsh language organisations.</p> <p>Wellbeing of the target audience/users is a strong focus, where the journey of the child is of the utmost importance to childcare team. However, it is the choice of the parents as to what part of the offer they access, and when. The well-being of the parents is also a focus of this scheme, ensuring that childcare costs are not a barrier to returning to work.</p>

Section 2 Assess how well your project/activity will result in multiple benefits for our communities and contribute to the national well-being goals

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The Childcare Offer is a scheme to support parents in employment and those wishing to return to employment to meet the costs of childcare, which can often be seen as a barrier. It is hoped that offering this financial support will remove this barrier and allow parents to take advantage of the additional financial benefit and/or return to work.</p>	<p>The engagement and promotion of the Childcare Offer is vital to ensure those parents who are eligible are accessing the support, if they so wish. This is currently being undertaken by the Childcare Offer Coordinator, alongside the corporate communications and marketing team.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Children and families benefiting from the Childcare Offer will be well placed to support this wellbeing goal based on the activities delivered by childcare providers.</p>	<p>Promotion of the Childcare Offer across the County Borough will assist in maximizing the benefits of the natural environment based on the activities delivered by childcare providers.</p>

<p>A healthier Wales A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>Providing parents (working or unemployed) who are living in poverty the opportunity to receive financial support for their current childcare costs or remove the financial barriers to returning to work can, in many cases, benefit the health and well-being of the household, both mentally and physically. Children that may not have accessed childcare provision before may discover environments that they have not had experience of before, broadening their horizons and benefitting their well-being.</p>	<p>The engagement and promotion of the childcare offer is vital to ensure those parents who are eligible are accessing the support, if they so wish. This is currently being undertaken by the Childcare Offer - coordinator, alongside the corporate communications and marketing team. Evaluation of the scheme will be undertaken by the Welsh Government to measure the impact that this has had on families.</p>
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The Childcare Offer is a scheme that supports working parents. The background of families is not relevant to eligibility. It allows parents to meet their potential by removing the financial constraints of childcare whilst at work, empowering them to remain or return to the workplace.</p>	<p>Only those children who are in a household of working parent(s) will be able to access the Childcare Offer. (If the household consists of two parents, both must work. If the household consists of a single parent, they must be in work.) There are a variety of other grants managed by the local authority’s childcare team that may be able to support some children in ineligible families to access childcare, minimising any negative impact this may have on certain families and/or communities.</p>

<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>Childcare provision is often at the centre of a community, particularly if it is attached, or in close vicinity to, a school building. Communities with a range of childcare provisions are often thriving and childcare development will be a focus of the Childcare Offer.</p>	<p>Sufficient childcare is a statutory duty of the local authority. The local authority ensures this duty is met by focusing childcare development in areas of need and identified in the Childcare Sufficiency Assessment (CSA). The childcare team is well established and has staff with experience and expertise in this area, allowing the required development to be supported effectively.</p>
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>The Childcare Offer must meet the demands of those parents who wish to access provision in the medium of Welsh. It is a priority of the Childcare Team to ensure that enough places are secured to meet this demand. This includes the development of 4 Welsh-medium childcare provisions strategically placed across the county. These will ensure that parents will be able to access the childcare in the Welsh language and encourage those who have not yet made a decision.</p>	<p>Promotion and engagement is underway regarding the Welsh-medium buildings, ensuring that communities have an input into the additional services on offer in the Welsh language.</p>
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>This scheme will offer positive outcomes to the people of Bridgend and Wales. Having a thriving, successful and resourceful Bridgend and Wales will make a positive contribution to global well-being.</p>	<p>Promotion and maximising take-up of the childcare offer will improve economic social environmental and cultural well-being.</p>

Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	Potentially - due to Welsh Government eligibility criteria	Ongoing promotion and engagement
Gender reassignment:	No		
Marriage or civil partnership:	No		
Pregnancy or maternity:	No		
Race:	No		
Religion or Belief:	No		
Race:	No		
Sex:	No		
Welsh Language:	Yes		

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Cabinet	
Compiling Officers Name:	Bethan Davies
Compiling Officers Job Title:	Childcare Team Manager
Date completed:	5 March 2019

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT BY THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

THE 2018-2019 CHILDCARE SUFFICIENCY REVIEW FOR WELSH GOVERNMENT

1. Purpose of report

1.1 The purpose of this report is to seek Cabinet approval to submit the local authority's 2018-2019 Childcare Sufficiency Assessment review to Welsh Government by 30 April 2019.

2. Connection to Corporate Improvement Objectives/other corporate priorities

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

- **Supporting a successful economy** - we will take 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.
- **Helping people to be more self-reliant** - we will take early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.
- **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

1.3 A Childcare Sufficiency Assessment was completed in 2017. This fulfils the statutory duty outlined in section 26 (duty on local authorities to assess childcare provision) of the 2006 Childcare Act. The duty indicates that local authorities 'must secure, as far as reasonably practicable provision of childcare that is sufficient to meet the requirements of parents in their area to enable them to: take up, or remain, in work; or undertake education or training which could reasonably be expected to assist them to obtain work.'

3.2 Section 26 of the 2006 Childcare Act requires local authorities to prepare assessments of the sufficiency of childcare provision in their area and to keep these under review.

3.3 This year the duty requires local authorities to provide a 'review' of the Childcare Sufficiency Assessment in relation to the Childcare Sufficiency Assessment action plan (refer to Appendix A).

4. Current situation

1.4 Bridgend County Borough Council is meeting its statutory duty of providing sufficient childcare to working families, as detailed in the Childcare Sufficiency Assessment action plan.

4.2 As part of the statutory duty, an action plan was developed from the information collated in the full Childcare Sufficiency Assessment undertaken in 2017. The action plan details the work and priorities that have been undertaken and/or identified in order for the local authority's childcare team to meet its statutory duty.

4.3 A new Childcare Sufficiency Assessment will need to be completed in 2022 and until that date an annual CSA action plan must be submitted to Welsh Government.

5. Effect upon policy framework and procedure rules

5.1 The completion of a Childcare Sufficiency Assessment is stipulated in section 26 of the 2006 Childcare Act and is therefore a statutory duty on all local authorities.

6. Equality Impact Assessment

6.1 There are no equalities issues related to this report. The Childcare Sufficiency Assessment review includes all Care Inspectorate Wales-registered childcare settings across the County Borough, including Welsh-medium and the capacity within the sector for children with additional learning needs.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

7.1 A Well-being of Future Generations (Wales) Act 2015 assessment has been completed and is detailed at Appendix B.

Long-term	Sustaining childcare across the County Borough will ensure the local authority meets its statutory duty.
Prevention	This review ensures that there is sufficient childcare across the county borough.
Integration	The review ensures childcare is sufficient (as is reasonably practicable) in the medium of Welsh and for those children with additional needs.
Collaboration	The local authority works effectively with external partners, particularly the childcare umbrella organisations. The team has excellent working relationships with all childcare settings across the county borough.
Involvement	The stakeholders are the parents, children and childcare providers and external partners. The local authority's childcare

team ensure that an 'open door' policy is consistently available to all.

8. Financial implications

- 8.1 The childcare team receives core funding from the Council's budget. A proportion of this is allocated to grants in order to support new developments to meet the gaps identified within the Childcare Sufficiency Assessment and to sustain provision already established. The childcare and play grant is also used to support provisions to remain sustainable and to support new provisions developing in gap areas.

Revenue Support Grant support:	£25,720
Childcare and play grant support:	£17,700

9. Recommendation

- 9.1 Cabinet is recommended to approve Bridgend County Borough Council's childcare sufficiency review/action plan, for submission to Welsh Government by 30 April 2019.

Lindsay Harvey
Corporate Director Education and Family Support

Contact Officer: Bethan Davies/Amy Castle (Childcare Team Managers)
Telephone: (01656) 642649

E-mail: Bethan.Davies@bridgend.gov.uk / Amy.Castle@bridgend.gov.uk

Postal Address Education and Family Support Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Bridgend County Borough Council Childcare Sufficiency Assessment (CSA) review 2018-2019

Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2020
<p>Promote and improve the quality and availability of childcare provision across the county borough</p>	<p>All childcare team officers have continued with their positive development work alongside supporting settings (Care Inspectorate Wales) applications and through promoting initiatives to raise the quality and standard of the provisions. This is evidenced through:</p> <ul style="list-style-type: none"> • regular visits to all settings • the continuation of Infant Toddler Environment Rating Scales (ITERS) observations. Additional work has been undertaken on the analysis of the results and scores. Work has been planned on supporting settings to improve on specific ITERS areas for improvement in each setting. • All 23 non-maintained settings trained and delivering WellComm • An additional 20 childcare settings have also been trained in WellComm • All data on Wellcomm assessments is collected and analysed • The delivery of the Abertawe Bro Morgannwg Local Health Board Gold Healthy Snack Award across all sectors • Delivery of Healthy Sustainable Pre-School Scheme (HSPSS) across 31 settings which exceeds the minimum set by Public Health Wales of 20. 	<p>Improved quality and provision of childcare</p>	<p>Continue to promote and improve the quality of childcare across the county borough</p>

2019
2019
2019

Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2020
<p>Support the quality of childminding provision and promote childminding as a career option</p>	<p>The number of childminders has broadly been sustained this year. There were 75 registered childminders in August 2018 and 74 in March 2019. There were 5 new childminders registered in 2018-19 and other potential childminders are in the process of becoming registered.</p> <p>The childcare team fund unit 79 of the Early Years and Childcare Childminding qualification training course. This support focuses on those potential childminders who live and serve areas that have been identified as a gap ie requiring childcare development in order to meet the statutory duty of providing sufficient childcare for working parents.</p> <p>The childcare team manager continues to review the start-up funding process. This year the focus has been on recruiting childminders to support in the delivery of the Childcare Offer. This includes childminders extending their hours to suit the needs of eligible parents.</p>	<p>Increase in the number and quality of registered childminders</p>	<p>Continue to support the quality of childminding provision and promote childminding (in partnership with the Professional Association of Childcare and Early Years (PACEY) Cymru) with a particular focus on the delivery of the Childcare Offer</p>

Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2020
<p>Preparation for implementation of the Childcare Offer</p>	<p>The Childcare Offer was a primary focus in 2018-2019, in particular across the childcare development in Bridgend.</p> <p>The CSA gaps identify where the local authority needs childcare in order to meet the demand of the Childcare Offer, alongside the local knowledge and expertise of the childcare team.</p> <p>Recruitment to childcare coordinator role. The post holder subsequently completed the following engagement events since taking up the role in November 2018:</p> <ul style="list-style-type: none"> • Childcare settings visited to discuss/promote the offer - 23 • Engagement events for providers -3 • Parent engagement events -6 <p>10 presentations of which:</p> <ul style="list-style-type: none"> • Governors - 2 • Parents at settings - 7 • All Bridgend early years transition - 1 • Parent and toddler groups engaged -14 • General community engagement - 3 • Businesses/employers engaged – 4 	<p>Deliver Childcare Offer</p>	<p>Implement the Childcare Offer through promotion and engagement activities with key stakeholders.</p>

Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2020
<p>Increase the number of Care Inspectorate Wales (CIW) registered of out of school clubs</p>	<p>The childcare team has funded two transition to play work courses to support an increase in the number of clubs registered with CIW. This has increased the number of CIW registered clubs from 13 in March 2018 to 17 in March 2019.</p> <p>The out of school network has continued this year and the numbers of those school clubs attending has increased.</p>	<p>Increase number of CIW registered settings</p>	<p>Further increase the number of Care Inspectorate Wales (CIW) registered of out of school clubs</p>
Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2020
<p>Support children with additional learning needs (ALN) to access childcare provision</p>	<p>The Families First childcare programme was agreed for a further year.</p> <p>25 children with ALN under 3 years were supported as part of this programme through targeted interventions.</p> <p>The Childcare and Play Extra Hands programme support children over 3 years of age with additional learning needs (ALN) to attend their local after school club or holiday club. A total of 26 children have been supported this year.</p>	<p>Children with ALN to access childcare provision with appropriate support</p>	<p>Continue to support children with additional learning needs (ALN) to access childcare provision</p>

Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2020
<p>Develop a comprehensive training plan to support registration and quality of childcare settings</p>	<p>The childcare team training programme has trained the following number of childcare workers:</p> <ul style="list-style-type: none"> • Paediatric first aid: 141 • Health & safety: 18 • Food hygiene: 31 • Safeguarding: 134 • Bereavement : 11 • Attachment: 29 • Messy play: 11 • General Data Protection Regulation training: 37 	<p>Childcare workforce to attend mandatory training and other professional development opportunities.</p>	<p>Continue to offer a supportive and inclusive training programme for the childcare sector.</p>
Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2200
<p>Increase the number of Welsh language childcare settings</p>	<p>As part of the Cymraeg 2050 pledge, Bridgend has been awarded £2.6m capital funding to build four Welsh-medium childcare provisions across the county:</p> <ul style="list-style-type: none"> • Bettws • Bridgend Town • Porthcawl • Ogmore Valley <p>The childcare team are leading on the childcare</p>	<p>Increased number of Welsh language childcare settings</p>	<p>Work on the engagement and consultation aspect of Bridgend's Welsh-medium capital bid</p>

<p>aspect of this and has become a primary focus of the childcare team manager's role. This includes working on business plans, attending engagement events and working with the building teams to assess site suitability. This positive development will support the childcare team in meeting demand for Welsh childcare throughout the county, especially in relation to the demands of the Childcare Offer.</p> <p>The new primary school in Betws and the subsequent move of the Cylch Meithrin has now taken place and the Cylch is currently running unregistered within the school. It is the intention of the Cylch to become registered as soon as possible, with the support of Mudiad Meithrin.</p> <p>Mudiad Meithrin remain important partners of the childcare team, where joint visits are often made in order to holistically support the cylchoedd.</p> <p>A member of the childcare team continues to be a representative at the Welsh in Education Strategic Plan (WESP) and the promotion of the Welsh language continues to be a priority throughout the childcare team.</p>		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Planned actions for 2018-2019	Progress 2018-2019	Intended outcome(s)	Planned actions for 2019-2020
<p>Deliver a statutory Family Information Service (FIS)</p>	<p>Through the early help arrangements in Bridgend the family development officers provide information to families about services and events across the county borough.</p> <p>BCBC have updated their website and the childcare team manager has met with communications team to ensure the information of the webpage meets the Welsh Government guidance for FIS.</p> <p>A link for Childcare Offer has been added to the webpage.</p> <p>DEWIS is continually updated by the childcare development officers, with some settings taking ownership of their information.</p> <p>Regular meetings with customer service centre are held and new pathways have been shared with customer service staff.</p>	<p>The local authority has a statutory duty to delivery activities around FIS, and therefore must ensure that the service is promoted with regard to information about services.</p>	<p>Improve the range and availability of information to families</p>

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims):

Completion of the Childcare Sufficiency Review 2019, ensuring sufficient childcare for working parents.

Section 1

Complete the table below to assess how well you have applied the 5 ways of working.

Long-term

(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)

1. How does your project / activity balance short-term need with the long-term and planning for the future?

Sustainable childcare, along with developing new childcare places to meet the demand of working parents, will, in the long-term, ensure the local authority meet its statutory duty of providing sufficient childcare across the county for working parents and those parents training with the intention of returning to work.

Prevention

(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)

2. How does your project / activity put resources into preventing problems occurring or getting worse?

The completion of this review supports the development of childcare in the county borough, thus supporting the local authority in meeting the statutory duty of providing sufficient childcare for working parents.

Assessing this annually ensures that the needs of working parents in relation to childcare are considered and planned for.

Integration

(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)

3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?**Economic**

The Childcare Sufficiency Assessment (CSA) ensures that working parents are supported in their ability to work, with accessible childcare available wherever possible.

Social

Ensures that children are able to access local childcare that meets their and their family's needs. The availability of childcare is vital to the social outcomes for parents and children.

Environmental

Offering childcare provision locally, or close to a workplace, will help support the environment by reducing the carbon footprint of families travelling additional miles to a childcare provision. The focus of the Childcare Team is to try and secure such childcare for every eligible family in the county who are seeking it, whilst providing support and information for those parents who may need to access provision in other counties.

Cultural

The Childcare Team places a focus on ensuring sufficient childcare places for those who wish to access provision in the medium of Welsh. The delivery of this scheme will allow these families a more accessible route into Welsh-medium childcare.

<p>Collaboration (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>The Childcare Team works very effectively with external partners, particularly the childcare umbrella organisations. The team has excellent working relationships with all childcare settings across the county borough.</p>
<p>Involvement (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>The stakeholders are the parents, children and childcare providers and external partners. The Childcare Team ensure that an 'open door' policy is consistently available to all.</p> <p>Well-being of the target audience/users is a strong focus and the journey of the child is of the utmost importance to the local authority. However, it is the choice of the parents as to what childcare they opt to utilise for their child. It is the duty of the local authority to ensure that a range of childcare is accessible while supporting the quality and sustainability of the range of providers.</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>Sufficient childcare for working parents ensure parents feel confident in their ability to access local childcare, thus reducing any potential barriers to working or returning to work.</p>	<p>Ensuring that childcare is sufficient in all identified areas is key to maximise the positive benefits available to parents.</p> <p>Supporting childcare settings with their sustainability is vital to enabling parents to continue in employment, whilst recognising that there must be sufficient demand.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Childcare settings offer a diverse range of activities including a focus on the national environment and the impact of climate change.</p>	<p>Continue to promote the benefits to settings and provide up-to-date information.</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>Providing working parents the opportunity to access childcare to remain in work can, in many cases, benefit the health and well-being of the household, both mentally and</p>	<p>As the Childcare Team delivers on the statutory duty of the Family Information Service, it is hoped that parents accessing childcare will feel able to approach the</p>

	<p>physically.</p> <p>Children that may not have accessed childcare formal provision before may discover environments that they have not had experienced before, broadening their horizons and benefitting their well-being.</p>	<p>team with both positive and negative feedback regarding the provision of childcare in the county.</p>
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>This review incorporates childcare that is available for all, including those with additional learning needs, thus allowing children to access childcare irrespective of their circumstances.</p>	<p>There are a range of grants managed by the Childcare Team that may be able to support some children in non-working families to access formal childcare.</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>Childcare provision is often at the centre of a community, particularly if it is attached, or in a close vicinity to, a school building. Communities with a range of childcare provisions are often thriving and childcare development will be a focus of this scheme over the next four years.</p>	<p>Sufficient childcare is a statutory duty of the local authority. The Childcare Team ensures this duty is met by focusing childcare development in areas of need identified as 'gaps' in the Childcare Sufficiency Assessment.</p> <p>The Childcare Team is well established and has comprehensive experience and expertise in this area, allowing the required development to be supported effectively.</p>
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people</p>	<p>The CSA ensures that there is sufficient access to childcare provision in the medium of Welsh. It is a priority of the Childcare Team to ensure that enough</p>	<p>Promotion and engagement are in progress regarding the Welsh-medium provisions, ensuring that communities have an input into the additional services</p>

<p>to participate in the arts, and sports and recreation.</p>	<p>places are secured to meet this demand.</p> <p>This includes the development of four Welsh-medium childcare provisions strategically placed across the county.</p> <p>These will ensure that parents will be able to access the childcare in the Welsh language and encourage those who have not yet made a decision to consider a Welsh-medium education for their child.</p>	<p>on offer in the Welsh language.</p>
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>Sufficient childcare contributes to positive outcomes to the people of Bridgend, Wales and the UK. Having a thriving, successful and resourceful Bridgend, Wales and UK will make a positive contribution to global well-being.</p>	

Section 3**Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts**

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	Childcare continues to promote inclusivity throughout sector.
Gender reassignment:	Yes	No	
Marriage or civil partnership:	Yes	No	
Pregnancy or maternity:	Yes	No	
Race:	Yes	No	
Religion or Belief:	Yes	No	
Race:	Yes	No	
Sex:	Yes	No	
Welsh Language:	Yes	No	

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Cabinet

Compiling Officers Name:

Bethan Davies

Compiling Officers Job Title:

Childcare Team Manager

Date completed:

20 March 2019

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

FINDINGS OF THE INSPECTION OF YOUTH OFFENDING SERVICES IN WESTERN BAY BY HER MAJESTY'S INSPECTORATE OF PROBATION

1. Purpose of report

- 1.1 The purpose of this report is to inform Cabinet of the findings of the recent inspection of Youth Offending Services in Western Bay by Her Majesty's Inspectorate of Probation (HMIP) and to inform Cabinet of the steps now being taken to improve these services.

2. Connection to Corporate Improvement Objectives/other corporate priorities

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

- **Supporting a successful economy** - we will take 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.
- **Helping people to be more self-reliant** - we will take early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.
- **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 Youth offending services/teams are statutory multi-agency partnerships that have a legal duty to co-operate in order to secure youth justice services appropriate to their area. They are funded from a variety of sources including UK Government, Welsh Government and the statutory partners (ie the local authority, Police, the Probation Service and Health).
- 3.2 The Crime and Disorder Act 1998, section 39(1) placed a duty on each local authority, acting with its statutory partners (ie Police, Probation and Health) to establish youth offending teams in their local area to deliver youth justice services.
- 3.3 Bridgend, Neath Port Talbot and Swansea Youth Offending Teams were in a voluntary, collaborative service since 29 May 2014 when the first Western Bay

Youth Justice and Early Intervention Service (WBYJEIS) Management Board was held and all local management boards ceased to exist. The Management Board was chaired by Neath Port Talbot County Borough Council's Director of Social Services, Health and Housing and had a membership in line with the requirements of the Crime and Disorder Act including Cabinet Members from all three local authorities.

4. Current situation/proposal

- 4.1 In October 2018, HMIP announced its intention to undertake a full joint inspection of Youth Offending Services (YOS) in Western Bay. In November 2018, colleagues from HMIP were joined by colleague inspectors from Police, Health, Social Care and Education and they undertook a two-week inspection of YOS.
- 4.2 The YOS submitted evidence in advance and the Chair of the YOS Management Board delivered a presentation to the full inspection team.
- 4.3 During the main fieldwork phase of the inspection, inspectors surveyed 12 individual case managers, asking them about their experiences of training, development, management supervision and leadership.
- 4.4 There was a meeting with the YOS Management Board and its Chair, interviews with a wide range of staff and managers, partnership workers and managers. Inspectors visited two of the three office bases used by the YOS. They interviewed two of the three directors of children's social care and two of the three local authority chief executive officers.
- 4.5 Inspectors completed case assessments over a one-week period, examining case files and interviewing case managers. 60 per cent of the cases selected were those of children and young people who had received court disposals 6 to 9 months earlier, enabling them to examine work in relation to assessing, planning, implementing and reviewing. Where necessary, interviews with other people significantly involved in the case also took place.
- 4.6 Inspectors examined 31 post-court cases. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of 5), and they ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.
- 4.7 Inspectors examined 20 out-of-court disposals. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of 5), and they ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.
- 4.8 At the conclusion of the inspection, the overall rating of the Western Bay YOS was deemed inadequate. There are 12 domains within the inspection framework and 9 of the 12 were rated as inadequate, 1 was rated as needing improvement, 1 was good and joint working was rated as outstanding (see full inspection report at Appendix 1).
- 4.9 Bridgend YOS was already planning to disaggregate from Western Bay before the inspection, due to the local authority's migration to Cwm Taf Morgannwg University Health Board, and this became effective on 1 April 2019. Bridgend has therefore

produced an individual post-inspection action plan for improvement (see Appendix 2).

- 4.10 The Youth Justice Board (Wales) (YJB) has been and will continue to be involved in supporting and monitoring the improvement journey for each of the three YOS and has arranged fortnightly update meetings with officers in each of the three areas. The YJB will be liaising directly with inspectors and Welsh Government on the improvement journey.

5. Effect upon policy framework and procedure rules

- 5.1 There is no impact on the policy framework and procedure rules.
- 5.2 A YOS is a statutory multi-agency partnership with a legal duty to co-operate in order to secure youth justice services appropriate to their area.
- 5.3 The Crime and Disorder Act 1998, section 39(1) placed a duty on each local authority, acting with its statutory partners to establish a YOS in their local area to deliver youth justice services. Section 38(3) of the Act grants a power to the local authority and its statutory partners to make payment towards the expenditure incurred in providing youth justice services

6. Equality Impact Assessment

- 6.1 An initial Equality Impact Assessment (EIA) screening has identified that there would be no negative impact on those with one or more of the protected characteristics and an EIA status of low priority is considered appropriate at this stage.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

- 7.1 A Well-being of Future Generations (Wales) Act 2015 assessment for the service has been completed (see Appendix 3).

Long-term

The purpose of the Youth Justice Service is to ensure that youth justice services are available to young citizens. It incorporates how funding will be allocated to projects for the financial year and beyond. The sustainability of projects is important in this respect.

Prevention

One of youth justice's key strategies is to reduce first-time entrants into the youth justice system so that fewer children and young people enter the youth justice system overall.

Integration

Providing effective youth justice services has a positive impact on well-being objectives through direct delivery of interventions that improve a young person's

access to education training and employment giving them a better chance to be economically independent.

Collaboration

Youth Offending Services/Teams (YOTs) are statutory multi-agency partnerships who have a legal duty under the Crime and Disorder Act 1998 to co-operate in order to secure youth justice services appropriate to their area funded from a variety of sources including UK Government, Welsh Government and the statutory partners. (ie local authorities, Police, HM Prison, Probation and Health).

Involvement

Engaging young people in decision making and accepting responsibilities for their actions and future is critical to developing skills as constructive members of their community. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) establishes the right of young people to participate where decisions are being made that affect their future.

8. Financial implications

- 8.1 A full re-structure will be undertaken to review posts and job descriptions ensuring Bridgend YOS is the right size and sufficiently resourced with clear lines of accountability. It is anticipated that this can be achieved within the current budget.
- 8.2 There will be costs associated with the improvement journey. Bridgend YOS has engaged with a consultant to audit all cases and this work is ongoing.
- 8.3 Training needs also have been identified in the post-inspection action plan and will be implemented early in the 2019-2020 financial year.
- 8.4 An earmarked reserve has been submitted to cover the costs of the consultant and identified training needs as part of the closure of the 2018-2019 accounts. However, if this is not successful, the additional costs will have to be met from wider Education and Family Support Directorate budgets.

9. Recommendations

- 9.1 Cabinet is recommended to:
 - note the findings of the HMIP inspection; and
 - to note the steps being taken to improve the service (see Appendix 2).

Lindsay Harvey
Corporate Director (Education and Family Support)

Contact officer: Nicola Echanis (Head of Education and Early Help)

Telephone: (01656) 642611

E-mail: Nicola.Echanis@bridgend.gov.uk

Postal address: Education and Family Support Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Background documents

Report by the Corporate Director of Education and Family Support - Proposed Disaggregation of Youth Offending Services from the Western Bay arrangements (19 March 2019)



An inspection of youth offending services in

Western Bay

HM Inspectorate of Probation

March 2019

This inspection was led by HM Inspector Yvonne McGuckian, supported by a team of inspectors, as well as staff from our operations and research teams. The Head of Youth Offending Team Inspections, responsible for this inspection programme, is Alan MacDonald. We would like to thank all those who helped plan and took part in the inspection; without their help and cooperation, the inspection would not have been possible.

Please note that throughout the report, the names in the practice examples have been changed to protect the individual's identity.

© Crown copyright 2019

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email psi@nationalarchives.gsi.gov.uk.

Where we have identified any third-party copyright information, you will need to obtain permission from the copyright holders concerned.

This publication is available for download at:

www.justiceinspectorates.gov.uk/hmiprobation

Published by:
Her Majesty's Inspectorate of Probation
1st Floor Civil Justice Centre
1 Bridge Street West
Manchester
M3 3FX

Contents

Foreword	3
Overall findings	4
Summary of the ratings	6
Recommendations	7
Introduction	8
Key facts	10
1. Organisational delivery	11
1.1 Governance and leadership.....	11
1.2 Staff	13
1.3 Partnerships and services	14
1.4 Information and facilities.....	16
2. Court disposals	19
2.1 Assessment	19
2.2 Planning	20
2.3 Implementation and delivery	21
2.4 Reviewing.....	23
3. Out-of-court disposals	25
3.1 Assessment	25
3.2 Planning	26
3.3 Implementation and delivery	26
3.4 Joint working	27
Annex 1 – Methodology	28
Annex 2 – Inspection results	29
Annex 3 – Glossary	33

Foreword

This inspection is part of our programme of joint inspections of youth offending services. As planned, we have inspected and rated Western Bay Youth Justice and Early Intervention Service across three broad areas: the arrangements for organisational delivery, and the quality of both court disposal and out-of-court disposal work. We have rated Western Bay Youth Justice and Early Intervention Service as 'Inadequate' – our lowest rating.

Western Bay Youth Justice and Early Intervention Service was created in 2014, amalgamating the youth offending services of Swansea, Neath Port Talbot and Bridgend. This joint inspection found that this amalgamation has been implemented poorly and that none of the three local authorities has taken full responsibility for the service. This lies at the heart of many of the problems we identify in this report.

The Management Board does not have a good enough understanding of its role and responsibilities. It is not sufficiently in touch with the work. Inconsistent partnership work and inadequate day-to-day management are resulting in poor casework, with staff lacking the support they need to deliver well. We found some pockets of good practice, including the running of the out-of-court disposal scheme, the intervention centre and the building skills programme. Where good practice happens, this tends to be due to individual efforts and to be built on pre-amalgamation schemes.

The Board has failed to set a clear vision and direction for the service. In its absence, operational managers and staff have been left to firefight and respond to the symptoms of significant systemic problems. Work to help children and young people desist from offending is the strongest area of work, but safety and wellbeing needs are often underestimated. In cases where children and young people have court orders, work to identify, plan, reduce and manage risk of serious harm is poor.

Partnership work, needed to safeguard children and young people with complex needs, is inadequate. We found many examples where it was impossible to tell if children and young people were protected. When issues are identified, the service and partners do not always take necessary safeguarding actions.

We expect the Management Board to take swift action in response to our recommendations to ensure that the service works together to meet the safeguarding and offending needs of children and young people. Critically, work to meet public protection responsibilities needs to be effective.




Dame Glenys Stacey

Chief Inspector of Probation


Overall findings

Overall Western Bay is rated as: **Inadequate**. This rating has been determined by inspecting the youth justice and early intervention service in three domains of its work. The findings in those domains are described below.

	Organisational delivery
-----------------------------------------------------------------------------------	--------------------------------

Our key findings about organisational delivery are as follows:

- The governance and leadership of the service are ineffective. There is no shared vision, understanding of purpose or suitable strategy to provide a high-quality personalised responsive service to children and young people.
- None of the three local authorities involved in the service has taken appropriate responsibility for the work of the service. This has resulted in confusion in processes and procedures, and inconsistent service delivery.
- The Management Board does not understand the needs of this specific group of children and young people, the staff team or the service.
- There is no challenge or accountability. The recently appointed Chair has a developing understanding of the deficiencies of the Board.
- At a strategic level, partnership arrangements are inadequate and do not facilitate the delivery of effective practice, particularly in prevention and post-court work.
- There are some pockets of good work, but these are often due to personal relationships developed between children and young people and individual staff members, not as a result of joint working arrangements. The police provide good support to the service in delivering the out-of-court disposal scheme.

	Court disposals
-------------------------------------------------------------------------------------	------------------------

Our key findings about court disposals are as follows:

- Safety and wellbeing factors faced by children and young people are often underestimated and are not always planned for. The service and partner agencies do not always undertake actions to reduce vulnerability. Some children and young people are not safe.
- Risk of serious harm is also underestimated; planning in this area is poor and there is too little focus on the needs and wishes of victims.
- Reviewing does not always take place or lead to necessary changes.
- Staff training in the use of the AssetPlus assessment system has not equipped them to use the system well. This affects the quality of their assessments.
- Staff develop good relationships with children and young people and are committed to supporting them.

- Assessment and planning designed to help prevent further offending are the strongest areas of practice.
- Some good interventions are delivered, including substance misuse services and some vocational training.
- Children's and young people's access to health services is poor.



Out-of-court disposals

Our key findings about out-of-court disposals are as follows:

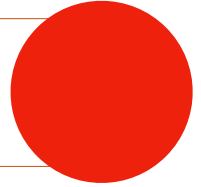
- Joint work between the service and the police is good and provides an effective out-of-court disposal scheme. Police monitoring showed that 90 per cent of children and young people who received an out-of-court disposal did not come back into the service.
- Assessment and planning for this group of children and young people are good.
- Risk of serious harm is given sufficient priority.
- Interventions to prevent further offending are delivered as planned.
- Joint work with partners to keep children and young people safe is not good enough and, despite efforts by case managers, leaves some at risk.
- We are concerned that some children as young as eight are being incorrectly referred to the service's prevention from offending scheme. These children have safeguarding needs, which should not be met in a criminal justice service.

Service: Western Bay Youth Justice and Early Intervention Service

Fieldwork started: December 2018

Overall rating

Inadequate



1. Organisational delivery

1.1 Governance and leadership Inadequate



1.2 Staff Inadequate



1.3 Partnerships and services Inadequate



1.4 Information and facilities Inadequate



2. Court disposals

2.1 Assessment Inadequate



2.2 Planning Inadequate



2.3 Implementation and delivery Inadequate



2.4 Reviewing Inadequate



3. Out-of-court disposals

3.1 Assessment Good



3.2 Planning Requires improvement



3.3 Implementation and delivery Inadequate¹



3.4 Joint working Outstanding



¹ Under 3.3 professional discretion was exercised because of cases close to the grade boundary. Overall performance for implementation and delivery was therefore scored inadequate.

Recommendations

As a result of our inspection findings we have made recommendations that we believe, if implemented, will have a positive impact on the quality of the youth justice and early intervention service in Western Bay. This will improve the lives of the children and young people in contact with the service, and better protect the public.

Western Bay Youth Justice and Early Intervention Service (WBYJEIS) Management Board should:

1. review and clarify its role and function, include all statutory partners and work in an effective way to make sure that the service operates to a sufficient standard
2. make sure that partnership agencies provide appropriate support and services
3. develop effective oversight of the service's work and effective challenge to partners
4. develop a clear plan to manage disaggregation of individual YOTs from the service to limit any detrimental effect on the remaining parts of WBYJEIS
5. provide the resources and support to the management team to manage the service effectively
6. review the role and function of the prevention service.

The WBYJEIS Manager should:

7. make sure that all staff have appropriate supervision and management oversight
8. review the management structure and lines of accountability.

The directors of children's services should:

9. monitor and review all cases where there are safety and wellbeing issues, making sure that appropriate referrals are made and joint work takes place as needed
10. improve the quality (and awareness from staff) of the referral systems so that children and young people receive the services they need.

The local authority education services should:

11. review the effectiveness of information-sharing protocols to ensure that all schools and workers involved have the information they need to provide support tailored to children and young people's individual needs.
12. develop effective strategies to encourage children and young people who speak Welsh to access services in their preferred language, and to use, develop and recognise the value of the language as an employment skill
13. develop a literacy and numeracy strategy to support children and young people to develop these skills to improve the chances of desistance.

Abertawe Bro Morgannwg University Health Board (ABMUHB) should:

14. provide relevant and timely physical, sexual, emotional and mental health services to meet the needs of children and young people to reduce further harm and promote wellbeing.

Introduction

Youth offending teams (YOTs) supervise 10–18-year-olds who have been sentenced by a court, or who have come to the attention of the police because of their offending behaviour but have not been charged, and instead are dealt with out of court. HMI Probation inspects both these aspects of YOTs.

YOTs are statutory partnerships, and are multi-disciplinary, to deal with the needs of the whole child. They are required to have staff from local authority social care and education, the police, the National Probation Service and local health services.² Most YOTs are based within local authorities, although this can vary.

YOT work is governed and shaped by a range of legislation and guidance specific to the youth justice sector (such as the National Standards for Youth Justice) or else applicable across the criminal justice sector – for example, Multi-Agency Public Protection Arrangements (MAPPA) guidance. The Youth Justice Board (YJB) for England and Wales provides some funding to YOTs. It also monitors their performance and issues guidance to them about how things are to be done.

Established in 2014, Western Bay Youth Justice and Early Intervention Service was an amalgamation of Swansea, Neath Port Talbot and Bridgend youth offending services.

The Chair of the Management Board is the Director of Neath Port Talbot's Children's Services. Bridgend is the lead local authority, and the Director of Education provides line management for the service's head of service. The service has four work strands: prevention, out of court, post court and voluntary engagement. At the time of the inspection, the service held around 220 cases.

Following concerns identified in the first fieldwork week, we issued an organisational alert. This was based on four specific cases where we were not assured that safeguarding and vulnerability had been addressed or that risk of serious harm to others was understood and managed. In addition, we found an underestimation of risks in safeguarding and risk of harm assessments. We were not confident that the service knew all of the risks. We asked that a plan be produced to show how cases could be reviewed. No plan was produced nor is one in place, and the response to the organisational alert lacks understanding and urgency.

The role of HM Inspectorate of Probation

Her Majesty's Inspectorate of Probation is the independent inspector of youth offending and probation services in England and Wales. We provide assurance on the effectiveness of work with adults and children who have offended to implement orders of the court, reduce reoffending, protect the public and safeguard the vulnerable. We inspect these services and publish inspection reports. We highlight good and poor practice, and use our data and information to encourage good-quality services. We are independent of government, and speak independently.

² The *Crime and Disorder Act 1998* set out the arrangements for local YOTs and partnership working.

HM Inspectorate of Probation standards

The standards against which we inspect are based on established models and frameworks, which are grounded in evidence, learning and experience. These standards are designed to drive improvements in the quality of work with people who have offended.³

³ HM Inspectorate of Probation's standards are available here:
<https://www.justiceinspectors.gov.uk/hmiprobation/about-our-work/our-standards-and-ratings/>

Key facts

First-time entrant rate⁴ per 100,000

120

Western Bay

273

Average for England and Wales

Reoffending rates⁵

47.9%

Western Bay

41.6%

Average for England and Wales

Caseload information⁶

Age

Western Bay

National average

10-14

12%

24%

15-17

88%

76%

Race/ethnicity

Western Bay

National average

White

96%

73%

Black and minority ethnic

2%

24%

Gender

Western Bay

National average

Male

80%

83%

Female

20%

17%



Population information^{7, 8}



	Swansea	Neath Port Talbot	Bridgend
Total population	245,480	142,090	144,288
Total youth population	8.5%	8.6%	8.9%
Total black and minority ethnic youth population	7.1%	2.7%	2.9%

⁴ Youth Justice Board. (2018). First-Time Entrants, October 2016 to September 2017.

⁵ Ministry of Justice. (2018). Proven reoffending statistics, July 2015 to June 2016.

⁶ Youth Justice Board. (2018). Youth Justice annual statistics: 2016 to 2017.

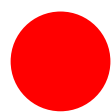
⁷ Office for National Statistics. (2018). UK Population estimates, mid-2017.

⁸ Office for National Statistics. (2012). Census 2011.

1. Organisational delivery



Organisations that are well led and well managed are more likely to achieve their aims. We inspect against four standards.

1.1 Governance and leadership	Inadequate
The governance and leadership of the YOT supports and promotes the delivery of a high-quality, personalised and responsive service for all children and young people.	

The governance and leadership of the service are ineffective. There is no shared vision, understanding of purpose or the strategy to provide a high-quality personalised responsive service to children and young people. None of the three local authorities have taken appropriate responsibility for the work of the service. We saw examples of how each local authority prioritised its own children and young people, but the local authorities had not considered the difficulties inherent in working to three different social care systems, HR systems and a variety of referral systems. The directors of social care have not analysed whether safeguarding needs are identified and responded to.

The Management Board has no mechanism to assess the quality of service delivered, nor is it sighted on the many issues that are preventing effective work, including the safety and wellbeing of children and young people, and public protection responsibilities. The Board does not understand the needs of this specific group of children and young people, the staff team or the service. There is no challenge or accountability. The recently appointed Chair has a developing understanding of the deficiencies of the Board.

The Board has been reliant on the monitoring of the three key performance indicators (first-time entrants, reoffending rates and use of custody). It has accepted reports provided by the previous head of service without sufficient scrutiny.

The Board knows that part of its role is to respond to issues that have been escalated, but when asked it was unable to give an example of an issue that needed to be resolved. Escalation processes are not effective in reaching the Board and driving systemic change. The Board was unable to say why its dissatisfaction with health provision had not been raised.

The health representative has not attended a Board meeting for 12 months, and has instead carried out YOS business in the Children’s Health Board without access to first-hand data or analysis of children’s and young people’s needs or an appreciation of gaps in service.

Attendance at the Board by other members is variable and subject to frequent change. Careers Wales, who could provide useful assistance, has not yet been invited to attend the Board.

There is no evidence that Board membership assists with service delivery by partner agencies. This is particularly apparent in health, education and social care. The role and responsibility of the YOS is not widely understood, and this has resulted in confusion about information sharing and a lack of specific pathways to help children and young people access the services they need. Roles and responsibilities are unclear, especially between the service and the three children’s social care services. This has left some children and young people in unsafe situations.

When we surveyed staff about their experiences of working for the service, only half said they knew about the activities of the Board. A high proportion of staff (85 per cent) said that they were not asked their views.

At a strategic level, partnership arrangements are inadequate and do not facilitate the delivery of effective practice, particularly in prevention and post-court work.

Some agencies do not understand the role of WBYJEIS and make inappropriate referrals to the prevention service. The prevention service aim is to prevent children and young people from offending. However, we found that three children aged eight had been referred to the service, a criminal justice agency, when they had clear safeguarding needs. One child was referred by a school because he was self-harming and threatening to kill himself. We instructed the service to make an immediate child safeguarding referral.

In another case, the child was on a Child Protection Plan due to neglect and physical abuse. Children's services made a referral to the WBYJEIS as the child, on several occasions, had taken a knife from the kitchen. This was perceived to be pre-criminal behaviour, when it was more likely to have been an attempt to keep himself safe or a repeat of behaviours he had seen in the family home. In both cases, children's social care was the appropriate agency to protect these children, not the youth justice service.

The three local authorities in the Western Bay area essentially operate as three separate entities. There is some evidence of cross-authority working but this largely depends on individual initiative, rather than being supported by appropriate management structures and consistent policies and procedures.

Some senior managers know about the impact of adverse childhood experiences, although none of the partner agencies knew how their contribution supports desistance.

The leadership team has faced major difficulties in supporting effective delivery. The operational structure is confusing, and communication to managers is limited. The two managers hold separate responsibilities (pre and post-court work) but teams have generic caseloads and so have to report to both of them. A senior practitioner role has recently been introduced to hold cases and have line management responsibility for several case managers. This has further confused lines of accountability.

There is insufficient operational manager capacity, with only two managers across three teams. The managers have been left in a very difficult position, with no clear direction or support from the Management Board.

Due to the lack of partnership arrangements and direction from the Board, service managers try to address the many barriers to effective work, but they do not have the authority or capacity to resolve the fundamental problems.

When managers raise issues, these have not been resolved at Board level; the reason for this is unclear. Managers are trying to resolve individual issues when a systemic approach is required. The two operational managers have been unsupported and did not have a suitable handover when the previous head of service left in September 2018.

The new head of service, who has not received an induction, started in October 2018, with the brief to take Bridgend out of the Western Bay service, without detriment to any of the local authorities. The proposed timescale for this major piece of work is April 2019. The Board and chief executive officers have undertaken no planning for this work.

There are no mitigations or controls to identify or manage service risks. This includes the failure to amalgamate the three YOSs into one coherent service, and the forthcoming separation of Bridgend.

1.2 Staff	Inadequate
Staff within the YOT are empowered to deliver a high-quality, personalised and responsive service for all children and young people.	

Inadequate supervision, a poor culture that does not support learning and improvement, and a demotivated workforce all need to be addressed before this organisation will start to improve. Although caseloads are at an acceptable level now, they have previously been high.

Staffing levels have been affected by both short and long-term sickness absence. The Board and management team do not know the scale of this as there is no centralised monitoring of staff sickness, which each of the three local authorities tracks separately. One manager has not been trained on these systems.

Cases are often reallocated to cover sickness but this adds to existing workloads. We found that some children and young people had several staff working with them over the period of the order or with voluntary involvement.

The service does not have an effective strategy to ensure that children and young people who speak Welsh receive a service in that language, can develop it or are encouraged to develop an awareness of its value as an employment skill. There are not enough bilingual resources for workers to encourage children and young people's use of Welsh.

The services teams include qualified social workers and support staff. Qualified social workers are supervised by an unqualified manager. In post-court cases, the specialist social worker role has not safeguarded all relevant children and young people.

Services from the drug and alcohol workers are good. The drug and alcohol workers are well motivated and had manageable caseloads of between 10 and 12 children and young people. However, these workers are also used for other duties, such as transportation of children and young people, when other staff are not available.

One speech and language therapist covers the three geographical areas that make up Western Bay. A further member of the team was on maternity leave and had not been replaced, which had significantly reduced the level of service, and both members of the team acknowledged that this was not providing the service with the support that it needed. Advice from the speech and language therapist is valued, but sometimes used in place of information that should have been provided by schools. In practice, the speech and language therapist could only provide children and young people with an assessment but no individual work.

The service is well supported by South Wales Police. Seconded officers are designated to the three borough command areas: one in Bridgend, two in Swansea and one in Neath Port Talbot. The officers are based alongside case managers with good access to IT and systems, and the co-location also promotes intelligence sharing. One officer is due to retire and their replacement is already in place to facilitate mentoring and sharing of experience. The police officers cover other geographical areas when required.

All the officers are well regarded members of the youth justice team. They provide invaluable assistance to the case managers through intelligence sharing, and where appropriate conduct joint home visits.

The police officers have limited contact with neighbourhood policing teams. More effective communication would enhance the wider police knowledge of the work of the youth offending service.

There is a good understanding of the multi-agency public protection arrangements (MAPPA) process, and positive relationships with the police officers and the MAPPA unit.

Although the police officers understand child sexual and criminal exploitation, they have been given no specific training on this and have received limited joint safeguarding training.

Staff are committed and work hard to help children and young people. However, this is often in the absence of effective partnership services. Some staff are demotivated. This seems to have been rooted in ongoing issues following the failure to implement the original amalgamation plan fully, and lack of consistent support. Overall, staff morale is fragile.

Management oversight arrangements are in place but inconsistently applied. Some staff, including managers, had not had supervision for months. The few staff who receive regular supervision appreciate it.

Staff can access training offered by the three local authorities. There has been whole-staff training on trauma-informed practice and the impact of adverse childhood experiences. Most staff feel that they could access and attend the training they require for the role.

Case managers were trained in the AssetPlus assessment system earlier in 2018. However, we found that staff did not know some key functions and their use of the system is rudimentary. There is little evidence of a culture of learning, and where improvements are made these are often due to individual efforts.

1.3 Partnerships and services	Inadequate
A comprehensive range of high-quality services is in place, enabling personalised and responsive provision for all children and young people.	

Except for the police, the partnership has failed to provide a range of services to meet the needs of children and young people.

There is no accurate, recent or comprehensive needs analysis, at either strategic or operational level. The specific needs of children and young people are not well understood. Information contained in the youth justice plan does not give specific detail of unmet needs. The plan does contain the views of staff and some children and young people, but there are no clear actions to address their points.

Decisions by the offending service managers, local authorities and Board members are made on a 'best guess' basis or taken from a single local authority perspective, rather than being evidence-based.

Most schools provide the service with information about children and young people's educational performance in a timely manner. They usually provide information about the child being on roll and, on occasion, levels of attendance. However, the range of information given is not consistent across all the schools. Few schools provide helpful information about children and young people's literacy and numeracy levels. A minority of schools do not inform case managers when children and young people are absent or when their behaviour is impeding their performance; in a few cases, this results in the school excluding children and young people without the case managers' knowledge.

Too many children and young people of school age are not receiving their full entitlement to education; in a few cases they only receive an hour a day, which means that they are unoccupied at times when they are most vulnerable and more likely to reoffend.

Arrangements in pupil referral units (PRUs) for children and young people to access offending behaviour support do not take their needs into account. In one PRU, workers are not able to contact staff if they need access to children and young people as the published telephone number does not work. Another has refused children and young people access to their case manager because they have behaved badly, when this access could be used to help rectify that behaviour.

The Abertawe Bro Morgannwg University Health Board is responsible for health provision to the service. We did not find any vision or strategy document, or long or short-term goals for children and young people's healthcare needs. There is little evidence of partnership working between the health board and the service.

A physical health screening has been developed, by a senior education manager. The screening has no practical use and does not lead to service provision. Staff have, in the main, stopped using it.

Child and Adolescent Mental Health Services (CAMHS) are provided directly to the service with a monthly half-day session, which gives case advice for staff rather than see children or young people. The CAMHS support does not meet the needs of the children and young people; this was confirmed within the case notes and by many members of staff. We found a significant level of need in cases yet, despite evidence of ongoing distressed behaviour, children do not receive services unless their condition is acute.

In one case a 14-year-old girl had a history of offences of theft of alcohol. She self-harmed and was known to be vulnerable. She had asked for help on many occasions and this was not provided as she "did not meet the threshold for services". It was only when she went into a supermarket, stole and drank vodka, and self-harmed in the store that she got the help she desperately needed.

One member of staff described the CAMHS service as *"non-existent; two strikes and you're out they will write out twice, then remove you from their list if no response"*.

The Health Board is not providing any physical or psychological healthcare to the service (apart from the very limited CAMHS); it was evident that some children and young people had mental health issues that did not meet the threshold for CAMHS to get involved. Some sexual healthcare is available for children and young people.

There is a significant level of disengagement by the Health Board in several key areas, including at the Management Board and day-to-day direct input into the work of the service.

Child sexual exploitation (CSE) services are inconsistent. Case managers do not understand the assessment documents, and planning and response to cases are unclear, not shared or non-existent. We asked for further information on two boys whose cases were closed, despite clear evidence of ongoing vulnerability. In both these cases, once the boys were removed from the imminent danger, they received no support to manage their emotional needs, and there was little planning to manage the effects and increased vulnerability when they had suffered from sexual abuse.

Access and joint work with the three children's social care services are mixed. Thresholds for services are unclear, and case managers do not understand why referrals have not been accepted. Feedback on referrals is rare.


During our discussions with staff and partnership workers, it was clear that staff were very child-focused, and spoke warmly of the children and young people with whom they interacted. They clearly had their individual interests at heart, and were striving to achieve the best outcomes. This was set against a wider service and management structure that does not always support or facilitate this.

There are no systems to review or evaluate the suitability, use or effectiveness of services, and an over-reliance on anecdotal information.

There are a few examples of how safeguarding and risk of harm issues are managed, but these are the exception. Risk of harm issues are underestimated, planning is poor and agencies, other than the police, often have separate and uncoordinated risk management measures.

The service's ability to meet desistance needs, safeguard children and young people, and protect victims is compromised by an absence of clear direction, poor strategic partnership response and highly variable partnership working at an operational level.

Offence types and patterns of sentencing are not monitored. The Board has not considered the implications of the reduction of children and young people receiving custody and having community sentences instead.

1.4 Information and facilities	Inadequate
Timely and relevant information is available and appropriate facilities are in place to support a high-quality, personalised and responsive approach for all children and young people.	

There are a range of policies in place, but these do not adequately reflect the different approaches in the three local authorities. There is little connection between policy and practice. Staff are confused by these differences, by unclear and changing thresholds, and a lack of effective challenge about the quality and availability of services provided by the partner agencies. As a result, children and young people do not always receive the help they need.

The service is delivered from a range of places, most of which are suitable. Children and young people who attend the Bridgend office have to report to an open reception desk. Staff in this office are co-located with trading standards and environmental health services. We share their concerns that confidentiality is difficult to achieve. The Board members we spoke to had not visited the delivery sites to satisfy themselves of their suitability.

The Board has not assessed the safety of staff when working remotely, although staff themselves have developed some systems.

The intervention centre is a child-centred facility based in Swansea; it is accessible to all children and young people. The centre delivers a range of services, including education and training, offending behaviour work and a space where relationships between staff and children can develop.

At the time of the amalgamation, one case management system was introduced. However, staff still have to use three separate and very different social care systems to access information. These systems cannot be used remotely so managers and staff need to drive to the office located in that area to access information, which delays information sharing.

Information-sharing protocols are in place but are not always fully understood. There is confusion across the partnership about what information can be shared; this is symptomatic of the failure to work together. The result of this is seen in our assessments of work under domains two and three. It is difficult for case managers to gain a full understanding of all risk of harm or safeguarding factors.

Managers have difficulty accessing information, including on sickness absence. Three different annual appraisal systems are used.

There is limited evidence that analysis or learning is used systematically to drive improvements at any level. Improvement work has been delegated by the Board to a task group of operational staff and the Performance and Audit Group (PAG). The work of this group has value, but it does not have authority to make the wide-scale changes needed by the service and its partners. The Board takes little responsibility for service improvement.

Summary

Strengths:

- There are committed staff and management teams, who want to provide an effective service to children and young people.
- There is effective partnership work between the police and service.

Areas for improvement:

- The safety and wellbeing of children and young people and victims should be assured through partnership work.
- The Management Board needs to understand its roles and responsibilities, and the needs of children and young people.
- The roles and responsibilities of the service should be clear to staff and partners.
- Partners need to be held to account for service provision to meet the needs of children and young people known to the service.
- Lines of accountability and management should be clear and effective.
- Management capacity is too limited to provide effective oversight of work, manage the service, and manage the disaggregation of Bridgend from WBYJEIS.
- There should be effective communication between the three local authorities and health boards about the quality of service provision, including joint work with children's social care, health provision and education services.



2. Court disposals

Work with children and young people sentenced by the courts will be more effective if it is well targeted, planned and implemented. In our inspections, we look at a sample of cases. In each of those cases, we inspect against four standards.

2.1 Assessment	Inadequate
Assessment is well-informed, analytical and personalised, actively involving the child or young person and their parents/carers.	

Overall the quality of assessments was inadequate. Assessment of desistance factors were the strongest, being sufficient in 65 per cent of cases. The views of the child or young person and their parents/carers were usually incorporated into assessments, along with identified strengths and protective factors.

Staff we interviewed often had a better understanding of the child or young person than was recorded on the AssetPlus assessment. Despite training in the use of AssetPlus eight months previously, staff had only a basic understanding of this assessment tool.

Many of the staff could not access the definitions of risk of serious harm or safety and wellbeing, which could have contributed to widespread underestimation of these factors. In 20 of the 31 cases assessed, the safety and wellbeing of children and young people were underestimated and inaccurate. The impact of all types of abuse, long-term parental emotional abuse and highly risky behaviours were not given sufficient weight. We found cases where we assessed that children and young people were still unsafe.

In one case, an inspector noted:

“The child and their family had relocated in Wales due to links to gangs and criminal exploitation. The child regularly smokes cannabis and has been reported missing from home on one occasion – he was found back in his original area over 100 miles away. He threatened dad with a knife within the family home. Despite concerns regarding lifestyle, associates, boundaries in the family home, substance misuse and feelings of safety, the case manager identifies low safety and wellbeing concerns and does not open the AssetPlus matrix to explore, analyse and justify this rating.”

Information on some assessments was inaccurate. In one case the child was recorded as having no involvement with children’s social care, although he was in fact a Looked After Child.


External controls – actions that adults can take to protect the child or young person – were included in the assessment in just a quarter of cases. Actions that could have been taken by children’s social care, schools and the child sexual exploitation service were often missing.

Assessments of risk of serious harm to others were also inadequate, with only 37 per cent judged to be accurate. Again, we found widespread underestimation of risk factors, and previous risky behaviour – including criminal behaviour – was not used to understand actual and potential risk to victims.

In two cases, children who had downloaded indecent images of child sexual abuse were assessed as low risk of serious harm; we disagreed with both assessments. In one case, the child’s ability to access the ‘dark web’ was not assessed or understood. The assessment was

too ready to accept the child’s explanation when, in reality, it is virtually impossible to come across materials of this nature accidentally.

Although assessments were often countersigned, deficits were not identified through this process and staff were unclear about management oversight arrangements.

2.2 Planning	Inadequate
Planning is well-informed, holistic and personalised, actively involving the child or young person and their parents/carers.	

Planning to reduce offending was good in three-quarters of cases. Interventions and services most likely to reduce further offending were identified, as were the child or young person’s strengths. The views of parents/carers and the child or young person were used to inform planning, which was often tailored to meet individual needs. Careful consideration was given to the sequencing of interventions, which were proportionate to the court order and offence.

Planning to protect actual and potential victims was sufficient in 18 of the 25 cases where it was needed, despite case managers having access to the victims’ needs and wishes.

Safety and wellbeing needs were planned for in 41 per cent of cases. In 26 cases there should have been joint planning with another agency but this happened in only half of the cases. We found some good examples of coordinated planning, but these were the exception and based on an individual staff member’s approach rather than as an expected aspect of planning.

Effective planning to include contingency arrangements, so that the services can respond to predictable changes, occurred in just under a third of cases where it was needed. This was due to case managers not knowing how to access the contingency section of AssetPlus.

Interventions to manage and reduce vulnerability were included in planning in 12 of the 27 cases where it was required. Staff told us that they did not always know what other agencies could provide. For example, case managers did not have the confidence that social care would work in cooperation to safeguard children, and in some cases legitimate requests for help and support for children and young people had not been accepted.

The absence of emotional and mental health services was a key barrier to effective planning; case managers had learned that, over time, the referrals would be futile.

In one case a young person was looked after and his offending was linked to the breakdown of his adoption and subsequent emotional trauma. The views of the social worker were not considered or obtained, and there was no joint planning. Access to the drug and alcohol worker was good. There was no planning focused on addressing his significant emotional health needs.


Planning to manage and reduce risk of serious harm was the weakest, being sufficient in only a quarter of cases. Referrals were routinely made to the substance misuse service, and work was undertaken as a result. As case managers underestimated risk of serious harm to others, subsequent planning lacked specific actions, including those to protect actual victims or contingency arrangements.

Joint planning was undertaken in a quarter of relevant cases. Information sharing was problematic and, in some cases, gave false reassurance to partner agencies.

In one case the child's school was notified by the police when he was arrested for downloading indecent images of children. The school rang the service five months later – three months after the referral order was made – to find out the outcome of the court case. As he had been, incorrectly, assessed as low risk to children, there was no joint planning about his use of the internet at the school or college he attended. The college had implemented a range of safeguarding measures based on its own policies, none of which was informed by the Youth Justice Service.

Victim awareness work was often planned for, but the specific wishes and concerns of victims remained, in the main, unaddressed.

Inspectors observed a risk management panel. This was well chaired and appropriate actions were identified, but we were not assured that the panel was considering the right cases, due to the underestimation of risks.

2.3 Implementation and delivery	Inadequate
High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child or young person.	

The building skills programme and the music engagement DJ course (see below) were good interventions that led to qualifications and work. These had been developed in response to a long-term deficit in access to mainstream services.

A range of relevant offending behaviour programmes were available but there were problems in delivering these, sometimes due to staffing levels. Interventions to reduce risk of serious harm were delivered in just over a third of cases.

Case managers had a strong focus on building on children and young people's existing strengths, forming appropriate and meaningful relationships and on ensuring compliance. These are areas where the staff have a high degree of control. Where children and young people needed interventions and support from partner agencies, objectives became difficult to achieve.

Partnership working with health was very patchy and limited to speech and language advice (a very limited service). Sexual health and a monthly CAMHS session for consultation and advice for staff were not enough to meet the needs we identified in the cases.

We identified 12 children and young people who needed mental health support; only three received this, and that was when their needs were acute and sectioning under the Mental Health Act was considered.

Twenty-one children and young people needed substance misuse services, and sixteen received this help. Substance misuse staff were dedicated and committed to engaging children and young people.

Eleven children and young people had education, training or employment needs; seven received services, with all but one provided by the WBYJES intervention workers.

Youth offending workers undertake helpfully targeted work (such as knife crime awareness) with children and young people to develop their resilience, self-esteem and appropriate behaviour. However, the outcomes of these activities are not analysed effectively to inform an evaluation of their impact or to promote quality improvement planning at a strategic level. What children and young people learn from these programmes is not recorded in a way that can help the service to evaluate their progress.

There are no effective systems to monitor easily the proportion of children and young people who are not receiving their entitlement to education, training and employment (NEET), or to clearly monitor the number of those who are NEET. There is insufficient analysis of the length of time individuals spend as NEET. This information is not reported to the Management Board to help identify the priorities of this group; this impedes strategic planning.

The service's intervention centre offers children and young people a broad range of accredited activities to help develop vocational and life skills. Engagement activities are effective in encouraging these children and young people to pursue accreditation, and fill an important gap where pupil referral units are failing to fully occupy children and young people.

The centre's music engagement programme has enabled four young people to work as DJs in Ibiza. Several children and young people attend the centre to pursue Duke of Edinburgh's Awards – very few schools support children and young people involved with the service to progress from the bronze awards to higher levels.

A construction skills programme is highly effective in developing partnerships with community schools, enabling children and young people to become involved in building innovative and imaginative facilities for pupils, such as castles and mud gardens. Schools appreciate the children and young people's efforts and fund these projects from their own budgets.

Several young people on the construction skills project have undertaken the Welsh awarding body Agored Cymru awards in health and safety and progressed to obtain construction skills certification scheme cards, which improve their employment prospects.

The services' staff attend team-around-the-school meetings in a few Bridgend secondary schools to provide timely support and intervention to children at risk of disengaging from education. These meetings are too new to evaluate their impact. There is no clear plan for rolling out these meetings to other schools.

Delivery and implementation of safety and wellbeing and risk of serious harm interventions were inadequate. Service delivery promoted safety and wellbeing in 10 of the 27 cases where it was needed, and joint services were delivered in only a third of relevant cases. The effect of a lack of joint work can be seen in the following example:

John was 17 and his safety and wellbeing risks were increasing. The case manager arranged a professionals' meeting to discuss escalating risks and vulnerabilities. They invited staff from his temporary accommodation and his social worker. The case manager received a telephone call from the accommodation provider, voicing concerns that the social worker had arranged a risk meeting for the same afternoon and invited the accommodation provider and a substance misuse service not linked to the youth offending service.


The accommodation provider wanted to ensure that only one meeting involving all practitioners went ahead. The social worker had commissioned a substance misuse service to undertake a drug management plan, following John's accidental overdose. This was not discussed with the case manager or their substance misuse workers, who were already working with him to address his substance misuse. Following this, a Looked After Child review meeting was arranged where the service attended but the social worker did not.

Interventions targeted at reducing risk of harm were delivered in a third of cases; these included access to specialist sexually harmful behaviour interventions.

There was not enough attention to the protection of actual and potential victims. We found several cases where referrals should have been made to social care about siblings, peers and, in one case, a vulnerable woman who had been sexually assaulted.

The needs of children and young people who speak Welsh were not considered. Some Welsh speakers think in Welsh and then translate their thoughts into English, which poses difficulties when children and young people are trying to explain complex issues, including their emotions, and describe the sequence of offences.

The service and its partners have very limited systems to identify the interventions being delivered and their effectiveness.

2.4 Reviewing	Inadequate
Reviewing of progress is well-informed, analytical and personalised, actively involving the child or young person and their parents/carers.	

Case managers were aware that children and young people’s circumstances can change rapidly, and that this can result in an increase, or sometimes decrease, in the likelihood of reoffending, risk of harm to others or risks to their safety and wellbeing. Reviews of cases resulted in the identification and subsequent response to changes in the factors linked to desistance in 92 per cent of cases, and built on the child or young person’s strengths in 91 per cent of cases.

It is particularly important to reassess if there is new information that indicates a change in offending, vulnerability or risk of harm to others. Managers can often provide challenge, to make sure that progress is being made and that risks are managed. Reviewing was not used as an opportunity to reflect on the progress of the case or to amend work. Reviewing desistance was effective in just over half of cases, and under a third provided effective review of safety and wellbeing and risk of serious harm.

Some staff reported that they were thinking about the case on a continual basis, but this rarely translated into a recorded review. Changes to plans were not routinely made in response to new information, including new offences or deteriorating behaviours.

Referral order panels were held to review some cases, and this provided a good opportunity to consider progress. One inspector noted:

“In considering general reviewing, there is a sufficient review of promoting desistance factors. Reviewing is completed via referral panel review reports; however, it is interesting to note that this is not informed by a review of AssetPlus.”

We observed an enhanced case management review – this is a new national initiative designed to manage the more complex cases. Bringing together key professionals to give insights into the best methods of intervening and giving a psychological perspective to offending behaviours. Case managers have also benefited from training in Adverse Childhood Experiences (ACEs), and how these affect thinking and behaviour in children and young people. This approach to working is most effective when the understanding is shared across agencies. These are positive initiatives which, when imbedded, should prove beneficial in understanding and working with children and young people, who find it difficult to desist from offending.

Summary

Strengths:

- There is a strong focus on desistance from offending and building on children and young people's existing strengths.
- A wide range of interventions is available to support desistance.
- The building skills programme and music workshops provide opportunities into employment.

Areas for improvement:

- The assessment, planning and delivery of services to address safety and wellbeing and risk of serious harm are inadequate.
- The needs and protection of victims are not given sufficient focus.
- There is widespread underestimation of safety and wellbeing and risk of serious harm.
- There is a lack of joint work with children and young people's social care.
- There are very limited health services to meet the physical, sexual, emotional and mental health needs of children and young people.

3. Out-of-court disposals



Work with children and young people receiving out-of-court disposals will be more effective if it is well targeted, planned and implemented. In our inspections, we look at a sample of cases. In each of these cases, we inspect against four standards.

3.1 Assessment	Good
Assessment is well-informed, analytical and personalised, actively involving the child or young person and their parents/carers.	

The out-of-court disposal scheme, known as 'the bureau', is very well established. It has been in operation for around 10 years, and aspects of it have been used to inform national guidance. It is well managed and has made a significant contribution to reducing first-time entrants into the criminal justice system.

We looked at the out-of-court disposal processes. Cases are referred to the bureau, a panel consisting of representatives from the early intervention section of the service, the police and an approved independent volunteer. The full range of outcomes are available to the panel, ranging from no further action through to charge. The panel representatives are consistent, and the process facilitates bespoke interventions and wider safeguarding, enhancing the potential to reduce first-time entrants within Western Bay.

Victim engagement is good, with victims' officers establishing individual needs and wishes. Appropriate proposals, such as restorative justice, are made to meet the needs and wishes of victims, but these are not always followed by case managers.

Assessments of desistance and risk of serious harm are very good. These are completed on either a screening tool or AssetPlus, if the child or young person has been to the bureau in the previous 12 months. This system works well to identify offending and risk factors.


Case managers work hard to include parents/carers and children and young people in the assessment. Their views are discussed and given appropriate priority alongside the professional assessments.

There is careful consideration of the child's or young person's acceptance of the offence, based on detailed discussions with them and their parents. The child's or young person's strengths and protective factors and motivation are well assessed, and form the basis of advice to the bureau panel and the panel report.

In one case an inspector made the following observation:

"The assessment identifies that the young person is bored and frustrated as he hasn't been able to join the army as he failed his maths test. He does attend an army training centre on a voluntary basis. Assessment identifies need to support him to obtain maths qualifications."

Assessment of safety and wellbeing is less well assessed, and is affected by the same issues we found in post-court cases. One in five of the assessments underestimated the child or young person's vulnerability.

3.2 Planning	Requires improvement
Planning is well-informed, holistic and personalised, actively involving the child or young person and their parents/carers.	


Planning for desistance is very good. The bureau process includes parents/carers, children and young people, victims and professionals in an inclusive and wide-ranging conversation. This process identifies and then plans for relevant interventions. Children and young people are encouraged to comply with the interventions, setting up a solid basis for their voluntary engagement. Interventions are well planned and could be completed in appropriate timescales.

Planning involves other agencies when needed, but not all plans have appropriate actions to protect victims.

Planning for safety and wellbeing requires some improvement, as it does not cover all identified factors, and almost never includes contingency planning to account for predictable changes. We found that case managers had some difficulties as they were not always supported by children’s social care, as the inspector’s comments in one case demonstrate.

“He is at ongoing risk of neglect from his mum. Children’s services have undertaken an assessment; however, as mum has chosen not to engage with services the case has been closed. No planning about the potential for child sexual exploitation.”

In this case, the service and police were left to try and deal with issues that should have been addressed by social care.

3.3 Implementation and delivery	Inadequate
High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child or young person.	


Delivery of services to support distance from offending is strong. Work focuses on building self-esteem, developing coping skills and in making better decisions.

However, work to keep children and young people safe is inadequate. Despite efforts by the service staff, poor partnership work with health and social care means that some children and young people are left without the protection and support they need. The correct support was provided in just half of the cases where it was needed.

In one case, a child alleged that he had been assaulted at school by a member of staff; he was immediately protected as he was told not to go back to the school. It took children’s social care a month to visit the school and speak to other pupils to determine if they were safe.

In another case, the case manager made three referrals to social care but the case was only picked up when she escalated it to the consultant social worker; however, most of the work was completed by the service.

Across all of the cases we assessed pre and post-court, the work of the service was hindered by a lack of effective partnership working with all agencies, except for the police.

3.4 Joint working	Outstanding
Joint working with the police supports the delivery of high-quality, personalised and coordinated services.	

There is a well-established out-of-court disposal scheme. Over time, the professional relationships between the police and the service have matured. The police and service are able to challenge views and decisions. Data provided by the scheme managers shows that the success rate of the bureau is 90 per cent.

Recommendations agreed between the police and service were appropriate and proportionate to the case in all cases we assessed.

Intelligence held on local police systems is checked daily and provided directly to the early intervention service. This includes overnight arrests, voluntary interviews, intelligence and other incidents of relevance. Regular team briefings are undertaken. Intelligence and information are also researched and provided to case managers when requested.

However, there is no effective flagging system identifying when a child or young person being managed by the service had come to the attention of the police; this is dependent on the knowledge of the seconded police officers. There is the potential for key intelligence to be missed. The result is that case managers might not always have up-to-date police information when making decisions regarding children and young people.

Summary

Strengths:

- There is a well-established scheme, leading to appropriate decision-making.
- Excellent engagement of parents and children informs decision making at the bureau.
- A wide range of interventions are available to prevent further offending.

Areas for improvement:

- Work to address safety and wellbeing issues is not as strong as desistance and risk of harm work.
- Lack of joint work and support from children’s social care and health results in the Youth Justice Service trying to cover the gaps in service delivery.

Annex 1 – Methodology

The inspection methodology is summarised below, linked to the three domains within our standards framework. Our focus was on obtaining evidence against the standards, key questions and prompts within the framework.

Domain one: organisational delivery

The youth offending service submitted evidence in advance and the Chair of the YOS Management Board delivered a presentation covering the following areas:

- How do organisational delivery arrangements in this area make sure that the work of your YOS is as effective as it can be, and that the life chances of children and young people who have offended are improved?
- What are your priorities for further improving these arrangements?

During the main fieldwork phase, we surveyed 12 individual case managers, asking them about their experiences of training, development, management supervision and leadership. The second fieldwork week is the joint element of the inspection. HMI Probation was joined by colleague inspectors from police, health, social care and education. We explored the lines of enquiry which emerged from the case inspections. Various meetings and focus groups were then held, allowing us to triangulate evidence and information. These included meeting with the YOS Management Board and its Chair, interviews with a wide range of staff and managers, partnership workers and managers. We visited two of the three office bases used by the YOS. We interviewed two of the three directors of children's social care and two of the three local authority chief executive officers.

Domain two: court disposals

We completed case assessments over a one-week period, examining case files and interviewing case managers. Sixty per cent of the cases selected were those of children and young people who had received court disposals six to nine months earlier, enabling us to examine work in relation to assessing, planning, implementing and reviewing. Where necessary, interviews with other people significantly involved in the case also took place. In some individual cases, further enquiries were made during the second fieldwork week by colleague inspectors from police, health, social care or education.

We examined 31 post-court cases. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of five), and we ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.

Domain three: out-of-court disposals

We completed case assessments over a one-week period, examining case files and interviewing case managers. Forty per cent of cases selected were those of children and young people who had received out-of-court disposals three to five months earlier. This enabled us to examine work in relation to assessing, planning, implementing and joint working. Where necessary, interviews with other people significantly involved in the case also took place. In some individual cases, further enquiries were made during the second fieldwork week by colleague inspectors from police, health, social care or education.

We examined 20 out-of-court disposals. The sample size was set to achieve a confidence level of 80 per cent (with a margin of error of five), and we ensured that the ratios in relation to gender, sentence or disposal type, risk of serious harm, and risk to safety and wellbeing classifications matched those in the eligible population.

Annex 2 – Inspection results

1. Organisational delivery

1.1. Governance and leadership

Inadequate

The governance and leadership of the YOS supports and promotes the delivery of a high-quality, personalised and responsive service for all children and young people.

- 1.1.1. Is there a clear local vision and strategy for the delivery of a high-quality, personalised and responsive service for all children and young people?
- 1.1.2. Do the partnership arrangements actively support effective service delivery?
- 1.1.3. Does the leadership of the YOS support effective service delivery?

1.2. Staff

Inadequate

Staff within the YOS are empowered to deliver a high-quality, personalised and responsive service for all children and young people.

- 1.2.1. Do staffing and workload levels support the delivery of a high-quality, personalised and responsive service for all children and young people?
- 1.2.2. Do the skills of YOS staff support the delivery of a high-quality, personalised and responsive service for all children and young people?
- 1.2.3. Does the oversight of work support high-quality delivery and professional development?
- 1.2.4. Are arrangements for learning and development comprehensive and responsive?

1.3. Partnerships and services

Inadequate

A comprehensive range of high-quality services is in place, enabling personalised and responsive provision for all children and young people.

- 1.3.1. Is there a sufficiently comprehensive and up-to-date analysis of the profile of children and young people, to ensure that the YOS can deliver well-targeted services?
- 1.3.2. Does the YOS partnership have access to the volume, range and quality of services and interventions to meet the needs of all children and young people?

- 1.3.3. Are arrangements with statutory partners, providers and other agencies established, maintained and used effectively to deliver high-quality services?

1.4. Information and facilities **Inadequate**

Timely and relevant information is available and appropriate facilities are in place to support a high-quality, personalised and responsive approach for all children and young people.

- 1.4.1. Are the necessary policies and guidance in place to enable staff to deliver a quality service, meeting the needs of all children and young people?
- 1.4.2. Does the YOS's delivery environment(s) meet the needs of all children and young people and enable staff to deliver a quality service?
- 1.4.3. Do the information and communication technology (ICT) systems enable staff to deliver a quality service, meeting the needs of all children and young people?
- 1.4.4. Is analysis, evidence and learning used effectively to drive improvement?

2. Court disposals

Standards and key questions **Rating and % yes**

2.1. Assessment **Inadequate**

Assessment is well-informed, analytical and personalised, actively involving the child or young person and their parents/carers.

- 2.1.1. Does assessment sufficiently analyse how to support the child or young person's desistance? 65%
- 2.1.2. Does assessment sufficiently analyse how to keep the child or young person safe? 42%
- 2.1.3. Does assessment sufficiently analyse how to keep other people safe? 37%

2.2. Planning **Inadequate**

Planning is well-informed, holistic and personalised, actively involving the child or young person and their parents/carers.

- 2.2.1. Does planning focus sufficiently on supporting the child or young person's desistance? 74%

2.2.2. Does planning focus sufficiently on keeping the child or young person safe?	41%
2.2.3. Does planning focus sufficiently on keeping other people safe?	25%

2.3. Implementation and delivery **Inadequate**

High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child or young person.

2.3.1. Does the implementation and delivery of services effectively support the child or young person's desistance?	55%
2.3.2. Does the implementation and delivery of services effectively support the safety of the child or young person?	41%
2.3.3. Does the implementation and delivery of services effectively support the safety of other people?	38%

2.4. Reviewing **Inadequate**

Reviewing of progress is well-informed, analytical and personalised, actively involving the child or young person and their parents/carers.

2.4.1. Does reviewing focus sufficiently on supporting the child or young person's desistance?	52%
2.4.2. Does reviewing focus sufficiently on keeping the child or young person safe?	29%
2.4.3. Does reviewing focus sufficiently on keeping other people safe?	32%

3. Out-of-court disposals

Standards and key questions	Rating and % yes
-----------------------------	------------------

3.1. Assessment **Good**

Assessment is well-informed, analytical and personalised, actively involving the child or young person and their parents/carers.

3.1.1. Does assessment sufficiently analyse how to support the child or young person's desistance?	85%
3.1.2. Does assessment sufficiently analyse how to keep the child or young person safe?	65%
3.1.3. Does assessment sufficiently analyse how to keep other people safe?	80%

3.2. Planning	Requires improvement
Planning is well-informed, holistic and personalised, actively involving the child or young person and their parents/carers.	
3.2.1. Does planning focus sufficiently on supporting the child or young person's desistance?	89%
3.2.2. Does planning focus sufficiently on keeping the child or young person safe?	64%
3.2.3. Does planning focus sufficiently on keeping other people safe?	71%
3.3. Implementation and delivery	Inadequate⁹
High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child or young person.	
3.3.1. Does the implementation and delivery of services effectively support the child or young person's desistance?	81%
3.3.2. Does the implementation and delivery of services effectively support the safety of the child or young person?	50%
3.3.3. Does the implementation and delivery of services effectively support the safety of other people?	67%
3.4. Joint working	Outstanding
Joint working with the police supports the delivery of high-quality, personalised and coordinated services.	
3.4.1. Are the YOS's recommendations sufficiently well-informed, analytical and personalised to the child or young person, supporting joint decision-making?	95%
3.4.2. Does the YOS work effectively with the police in implementing the out-of-court disposal?	80%

⁹ Under 3.3 professional discretion was exercised because of cases close to the grade boundary. Overall performance for implementation and delivery was therefore scored as inadequate.

Annex 3 – Glossary

Adverse childhood experiences	Adverse childhood experiences (ACEs) are traumatic events that affect children while growing up, such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness
AssetPlus Asset+	Assessment and planning framework tool developed by the Youth Justice Board for work with children and young people who have offended, or are at risk of offending, that reflects current research and understanding of what works with children
CAMHS	Child and Adolescent Mental Health Services
Court disposals	The sentence imposed by the court. Examples of youth court disposals are referral orders, youth rehabilitation orders and detention and training orders
Child Protection	Work to make sure that that all reasonable action has been taken to keep to a minimum the risk of a child experiencing significant harm
CSE and criminal exploitation	Child sexual exploitation, is a type of child abuse, occurring when a child or young person is encouraged, forced and manipulated to take part in sexual activity for something in return, for example presents, drugs, alcohol or emotional attention. Criminal exploitation: occurs with children and young people when they are exploited, forced or coerced into committing crimes
Desistance	The cessation of offending or other antisocial behaviour
Enforcement	Action taken by a case manager in response to a child or young person's failure to comply with the actions specified as part of a community sentence or licence. Enforcement can be punitive or motivational
ETE	Education, training and employment: work to improve learning, and to increase future employment prospects
First-time entrants	A child or young person who receives a statutory criminal justice outcome (youth caution, youth conditional caution or conviction) for the first time
HMIP	Her Majesty's Inspectorate of Probation
HMPPS	Her Majesty's Prison and Probation Service: a government department responsible for carrying

	out sentences given by the courts, in custody and the community
Local Authority	YOTs are often a team within a specific local authority
MAPPA	Multi-agency public protection arrangements: where probation, police, prison and other agencies work together locally to manage offenders who pose the highest risk of harm to others
NEET	Children or young people not in any form of full or part-time education, training or employment
Out-of-court disposal	The resolution of a normally low-level offence, where it is not in the public interest to prosecute, through a community resolution, youth caution or youth conditional caution
Personalised	A personalised approach is one in which services are tailored to meet the needs of individuals, giving people as much choice and control as possible over the support they receive. We use this term to include diversity factors
Risk of Serious Harm	Risk of Serious Harm (ROSH) is a term used in AssetPlus. All cases are classified as presenting either a low/ medium/ high/ very high risk of serious harm to others. HMI Probation uses this term when referring to the classification system, but uses the broader term risk of harm when referring to the analysis which should take place in order to determine the classification level. This helps to clarify the distinction between the probability of an event occurring and the impact/severity of the event. The term Risk of Serious Harm only incorporates 'serious' impact, whereas using 'risk of harm' enables the necessary attention to be given to those young offenders for whom lower impact/severity of harmful behaviour is probable
Referral order	A restorative court order which can be imposed when the child or young person appearing before the court pleads guilty, and whereby the threshold does not meet a youth rehabilitation order
Safeguarding	A wider term than Child Protection and involves promoting a child or young person's health and development and ensuring that their overall welfare needs are met
Safety and wellbeing	AssetPlus replaced the assessment of vulnerability with a holistic outlook of a child or young person's safety and wellbeing concerns. It is defined as: "those outcomes where the young person's safety

	and wellbeing may be compromised through their own behaviour, personal circumstances or because of the acts/omissions of others" (<i>AssetPlus Guidance</i> , 2016)
Youth caution	A caution accepted by a child or young person following admission to an offence where it is not considered to be in the public interest to prosecute the offender
YOT/YOS	Youth offending team: the term used in the <i>Crime and Disorder Act 1998</i> to describe a multi-agency team that aims to reduce youth offending. YOTs are known locally by many titles, such as youth justice service (YJS), youth offending service (YOS) and other generic titles that may illustrate their wider role in the local area in delivering services for children
YOT Management Board	The YOT Management Board holds the YOT to account to ensure it achieves the primary aim of preventing offending by children and young people
YJB	Youth Justice Board: government body responsible for monitoring and advising ministers on the effectiveness of the youth justice system. Providers of grants and guidance to the youth offending teams



HM Inspectorate of Probation
1 Bridge Street West
Civil Justice Centre
Manchester
M3 3FX

Appendix 2

**Bridgend County Borough Council
Bridgend Youth Offending Service (YOS)
Post-inspection action plan**

Shown below is the draft improvement/action plan that has been developed in response to the full joint inspection by HM Inspectorate of Probation. This further builds upon the list of priorities that were developed on receipt of the minutes from the Ratings Panel which was held on 18 December 2018.

Service Area	Bridgend Youth Offending Service (YOS) - April 2019
Head of Service and Strategic Lead for Bridgend YOS	Nicola Echanis

RAG Code	Definition
GREEN	Task completed
AMBER	Task being undertaken to address the area of concern
RED	Task/area of concern yet to be undertaken

Priority area	Action	Who	Target date	RAG code
Organisational alert	Commission an experienced consultant to undertake a review of post-court cases as required under the organisational alert	Managing Director – Silver Bullet Business Training has extensive experience and knowledge of ChildView, Youth Justice database and reporting system and AssetPlus assessment and planning interventions framework) and has worked with numerous Youth Justice Services	Agreement for this work to be undertaken and completed by 31/03/19	Green
Identify a 'partner in practice' to assist with improvement journey	As recommended by the inspection team, Hertfordshire YOS has agreed to be a partner in practice to assist in our improvement journey. Hertfordshire previously had an organisational alert and since have had an outstanding inspection outcome	The YOS Manager (Hertfordshire YOS) and key local staff YOS will meet to discuss in what way Hertfordshire can assist in our improvement journey	Meetings have been arranged with Hertfordshire and Wrexham YOS Further links have been made with Cwm Taf Morgannwg University Health Board	Green
Operational managers and senior practitioners to receive training on quality assurance of AssetPlus assessments	A two-day training event was held to focus on the quality assurance and countersigning of assessments	Managing Director – Silver Bullet Business Training delivered this training on 24/01/19 and 25/01/19	25/01/19	Green
AssetPlus training to be delivered to staff	Refresher training has been arranged for all staff who under take asset plus assessments	Managing Director – Silver Bullet Business Training will deliver this training	Training has been booked for Bridgend YOS for 14 and 15 May 2019	Green
Structure to be reviewed in light of the inspection	A full re-structure will be undertaken to review posts and job descriptions	A full formal consultation to be undertaken with all staff	By 01/06/19	Green

feedback and lack of operational management capacity	ensuring Bridgend YOS is the right size and sufficiently resourced with clear lines of accountability			
Clear lines of supervision of staff to be established	New structure to have clear lines of accountability by suitably qualified individuals	Operational managers and senior practitioners will assume responsibility for supervising all staff	By 01/06/19	Green
Follow-up actions identified by Managing Director – Silver Bullet Business Training to be completed	Managing Director – Silver Bullet Business Training will email follow up actions in the agreed feedback templates to operational managers so that the necessary actions can be completed	Operational Managers/ Senior Practitioners to oversee that the actions are completed and liaise with Managing Director, Silver Bullet Business Training for him to review the changes that have been made	By 30/04/19	Amber
In all cases where there are concerns that children are vulnerable to, or are victims of child sexual exploitation, there are plans in place to ensure the safety of these children	Cases where there are child sexual exploitation (CSE) concerns have been identified and the plans that are in place will be reviewed to ensure the safety of these children	Operational YOS Manager will ensure that these have been reviewed correctly and that they agree that any CSE risks are being adequately addressed	By 30/04/19	Amber
Review of out-of-court assessments	Review the assessment of safety and wellbeing in relation to out-of-court cases The Head of Education and Early Help will liaise with Social Services to ask them to provide information regarding their involvement in each of the identified Bridgend cases so that this can be checked against the completed screening tool or AssetPlus assessment to ensure all	Operational Management Team	By 31/05/19	Amber

	safety and wellbeing issues have been identified and adequately addressed			
New data set to be developed to report to the management board to allow for the effective oversight of the services work and provide effective challenge to partners	<p>Partner in practice to share their good practice model in how they inform their management board of the work they do via a formal report</p> <p>Data reporting to include:</p> <ul style="list-style-type: none"> • Social Services referrals and follow up • Mental and emotional health referrals. • CSE cases • Multi-Agency Public Protection Arrangements (MAPPA) cases • Absence and sickness impact on the service • Young person not in receipt of a full education entitlement • Where safety and wellbeing issues have been highlighted, evidence to is provided around the referrals to other services (section 9 of the report) • Staff sickness and its impact on operational capacity 	Oversight by YOS Management Board	By 31/05/19	Amber
Ongoing monitoring of the post-inspection action plan	YOS Strategic Lead and Operational Manager will meet with the Youth Justice Board (YJB) on a fortnightly basis to review progress	Youth Justice Board	Fortnightly and ongoing until the re-inspection unless otherwise agreed with the YJB	Amber

	against the post-inspection action plan			
New YOS Management Board to created and formed – to oversee the work of the YOS	<p>Senior managers to make the necessary arrangements to create the new YOS Management Board and review and clarify its role and function, include all statutory partners, and work in an effective way to ensure that the service operates to a sufficient standard</p> <p>Also, senior managers to ensure that the board is appropriately represented by partner agencies and that they provide appropriate support and services</p> <p>Effective governance of the refreshed provision is seen as pivotal to the success of the service and, as a result, robust procedures will be established to ensure activity and outcomes are monitored appropriately by senior officers and elected members</p>	Head of Education and Early Help	Monthly – or as agreed by the YOS Management Board	Red
YJB to provide training to the new YOS Management Board	Once the new management board has been formed the YJB will deliver training to the board on areas relating to the function of the board, induction requirements for board members and self- evaluation of the service	YJB in consultation with the chair of the management board and board members	By 31/05/19	Red

Development of a robust Quality Assurance Framework	A Quality Assurance Framework to be developed to ensure that a consistent approach is applied when quality assuring and countersigning AssetPlus assessment and screening tools	YOS Strategic Leads/Operational Management Team members supported by our 'partner in practice'	By 31/05/19	Red
Review the role and function of the prevention service	Bridgend YOS and the management board will address concerns raised by the inspectors in relation to age criteria for prevention cases	Management Board and YOS Management Team	Next YOS Management Board – needs date	Red
Improve the quality and awareness from staff of the referral systems, so that children and families receive the services they need	Develop a process and flow chart to ensure staff are aware of what the referral process is to Children's Services and how to use it Workshop to be provided from the Intake and Assessment Service	Safeguarding lead (YOS)	By 30/09/19	Red
All YOS policies and procedures to be reviewed to reflect the needs of the newly formed Bridgend YOS	All YOS policies/procedures and case management guidance to be reviewed	Head of Education and Early Help	By 31/12/19	Amber
Review effectiveness of information sharing protocols to ensure all schools and workers involved have the information they need to provide support tailored to children and young people's individual needs	Policies and procedure to be reviewed	Head of Education and Early Help	By 30/09/19	Red

Develop effective strategies to encourage children and young people who speak Welsh, to access services in their preferred language	Education and Family Support Directorate to review the current arrangements in place regarding promoting the Welsh language	Operational YOS manager	By 31/05/19	Red
Develop a literacy and numeracy strategy to support children and young people to develop these skills to improve the chances of a future free of offending	Education and Family Support Directorate to review and update their strategy in relation to literacy and numeracy	School improvement officers	By 31/05/19	Red
Provide relevant and timely physical, sexual, emotional and mental health services	Cwm Taf Morgannwg University Health Board to regularly attend YOS Management Board meetings and set out its plans to ensure these services are in place without any unnecessary delay	Cwm Taf Morgannwg University Health Board and the YOS Management Board	By 30/04/19	Red
Ensure the YOS Management Board is adequately represented by all partner agencies	YOS Management Board to keep an attendance log of every YOS Management Board meeting held	Follow-up letters to be sent after each YOS Management Board meeting to any partner agency who does to attend	01/04/19 onwards	Red
Management of staff sickness levels both short and long term	The YOS Management Board and the Management Team to monitor staff sickness on an ongoing basis to ensure it is aware of how staff sickness may be impacting on operational capabilities	The YOS Management Team in consultation with Human Resources Department to closely monitor staff sickness and to make the board aware of any detrimental impact this is having on operational capacity	01/04/19 onwards	Red

<p>Service training plan to be developed</p>	<p>Annual training plan for the service to be developed identifying key areas for training</p> <p>Training areas may include:</p> <ul style="list-style-type: none"> • Child protection referral training • CSE training • AssetPlus Training • 'County Lines' training • Pre-sentence report writing training • National Referral Mechanism (NRM) Training • Supervision of staff • Training for Management Board members 	<p>The YOS Management Team to develop and review in consultation with the YOS Management Board</p>	<p>01/04/19 onwards</p>	<p>Amber</p>
<p>Create a culture that supports learning and continuous improvement</p>	<p>In addition to the Youth Justice Youth Justice Information Learning Service (YJILS), a Learning Resource Library to be developed identifying all intervention packages that are used by staff with children and young people</p> <p>In addition, a staff learning resources library to be created containing resources from internal and external training courses and any research that may help inform practice and support staff with their continued professional development (CPD)</p>	<p>YOS Management Team</p>	<p>By 30/09/19</p>	<p>Red</p>

Appendix 3

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims): The production of a Youth Justice Plan is a statutory duty of the local authority under Part 3, section 40 of the Crime and Disorder Act 1998.

The plan sets out:

- how youth justice services are to be provided and funded; and
- how the Youth Offending Service established by the local authority is to be composed and funded;
- how it will operate; and
- what function it is to carry out.

Section 1

Complete the table below to assess how well you have applied the 5 ways of working.

<p>Long-term</p> <p>(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)</p>	<p>1. How does your project / activity balance short-term need with the long-term and planning for the future?</p> <p>The purpose of the Youth Justice Service is to ensure that youth justice services are available to young citizens. It is the main vehicle through which youth justice services are coordinated and delivered working to reduce anti-social behaviour (ASB), offending and reoffending amongst children and young people. It incorporates how funding will be allocated to projects for the financial year and beyond as sustainability of projects is important by covering a summary of achievements; structure and governance; resources and value for money; partnership arrangements; and risks to future delivery against the youth justice outcome measures.</p>
<p>Prevention</p> <p>(How acting to prevent problems occurring or getting worse may help public bodies meet their</p>	<p>2. How does your project / activity put resources into preventing problems occurring or getting worse?</p> <p>One of Youth Justice key performance indicators is to reducing first time entrants into the youth justice system. By doing this we</p> <ul style="list-style-type: none"> • Increase opportunities for young people to reach their potential • Reduce the number of victims of crime in the longer term • We achieve a safer community for all

objectives)	<ul style="list-style-type: none"> • There will be reduced pressure on higher tier services <p>The measurement of success will be:</p> <ul style="list-style-type: none"> • Fewer children and young people entering the youth justice system with increased diversion and increased prevention numbers. • Reduced levels of youth crime. • Early access to services based on early identification of need • Increased parental responsibilities • Increased restorative practises • Increased community reassurance
<p>Integration</p> <p>(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?</p> <p>Providing effective youth justice services has a positive impact on well-being objectives through direct delivery of interventions that improve a young person's access to education training and employment giving them a better chance to be economically independent, through diversion and resettlement work more able to be integrated in their local community, through restorative interventions the physical environment can be improved with young people taking ownership of the impact negative behaviour can have, make amends to victims making them feel safe and developing young people's understanding of their own and other cultures</p>
<p>Collaboration</p> <p>(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>Youth Offending Services/Teams (YOTs) are statutory multi-agency partnerships who have a legal duty under the crime and Disorder Act 1998 to co-operate in order to secure youth justice services appropriate to their area funded from a variety of sources including UK Government, Welsh Government and the statutory partners. (ie local authorities, Police, HM Prison and Probation and Health).</p>

being objectives)	<p>Bridgend, Neath Port Talbot and Swansea Youth Offending Teams have been a merged service since 29 May 2014 when the first Western Bay Youth Justice and Early Intervention Service (the Western Bay Service) Management Board was held and all local management boards ceased. The management board is chaired by the Neath Port Talbot Director of Social Services, Health and Housing and has a membership in line with the requirements of the Crime and Disorder Act 1998 including Cabinet Members from all three local authorities and the Police and Crime Commissioner.</p> <p>The service is represented on all three Community Safety Partnership Boards, the Western Bay Safeguarding Children Board and the Western Bay Area Planning Board, and Supporting People Boards. The service manager has strategic links with the South Wales Criminal Justice and Integrated Offender Management Board, Multi Agency Public Protection Arrangements (MAPPA), the Youth Justice Advisory Panel and having recently stepped down as chair of YOT Managers Cymru remains involved in areas of practice development across Wales. In each locality it has been important to ensure local relationships are retained which is achieved by linking key members of senior staff to local meetings, the strategic manager maintains links through the Family Support Continuum Steering Group in Swansea, Think Family Executive Group in Neath Port Talbot and the Senior Management Group of Education and Family Support in Bridgend. These meetings are prioritised and provide additional communication links with Public Service Boards.</p>
<p>Involvement</p> <p>(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>Engaging young people in decision making and accepting responsibilities for their actions and future is critical to developing skills as constructive members of their community; Article 12 of the UNCRC establishes the right of young people to participate where decisions are being made that affect their future.</p> <p>In January 2018 a young persons sub group of the management board was formed. It is only made up of four young people at present but between them they represent the whole area of delivery ie each local authority, pre-court, post court and exit planning. They meet two weeks before each management board and go through the intended agenda and raise any issues or observations they may have. They receive the minutes and actions taken following on from any suggestions they make for change are fed back. The group is new and still developing.</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>With appropriate support for children and young people who may be at risk of offending to ensure that they attend school regularly will improve their wellbeing and relationships within the family and increase their likelihood of being economically involved.</p>	<p>Early intervention may have a positive impact</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The Youth Justice service staff use their expertise to facilitate behaviour change in attitudes towards attending school regularly. A positive emphasis on attending school and its opportunities for children and young people when they leave the education system is paramount.</p>	<p>Data on school attendance and engagement is a key performance indicator</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>Children and young people who access the service are promoted to access a wide range of health services including general health, sexual health and mental health services.</p>	

<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>Youth Justice services all children and families irrelevant of their background or circumstances</p>	<p>Increasing engagement will have a positive inclusive effect</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>Youth justice services work to address underachievement, anti-social behaviour and offending they also work with Police and other agencies to ensure that these issues are addressed where required.</p>	<p>Prevention work should have a positive impact on the community</p>
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>Young people who access the service are actively engaged to become involved citizens in all areas including, sports, music and community activity.</p>	<p>Increasing engagement will have a positive inclusive effect</p>
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>Young people who access the service are actively engaged to become involved citizens</p>	<p>Increasing engagement will have a positive inclusive effect</p>

Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	Early intervention – engagement at an earlier stage will prevent young people from being engaged with anti-social or criminal behaviour
Gender reassignment:	Yes	No	
Marriage or civil partnership:	Yes	No	
Pregnancy or maternity:	Yes	No	
Race:	Yes	No	
Religion or Belief:	Yes	No	
Race:	Yes	No	
Sex:	Yes	No	
Welsh Language:	Yes	No	

Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Cabinet

Compiling Officers Name:

Nicola Echanis

Compiling Officers Job Title:

Head of Education and Early Help

Date completed:

5 April 2019

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT BY THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

FEEDBACK ON THE PUBLIC CONSULTATION ON POTENTIAL CONCEPTS FOR POST-16 PROVISION ACROSS BRIDGEND COUNTY BOROUGH AND RECOMMENDATIONS FOR PHASE 4 OF THE REVIEW

1. Purpose of report

- 1.1 The purpose of this report is to provide detailed feedback to Cabinet on the public consultation undertaken between 7 December 2018 and 13 March 2019 on the six concepts being considered in the review of post-16 education provision across the County Borough of Bridgend.
- 1.2 In addition, this report puts forward recommendations for Phase 4 of the review of post-16 education provision.

2. Connection to Corporate Improvement Objectives/other corporate priorities

- 2.1 The report links to the following improvement priorities in the Corporate Plan:
 - **Supporting a successful economy** - we will take 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.
 - **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 This paper is the fourth report to Cabinet in relation to the review of post-16 education provision across the County Borough. The earlier papers were submitted on 31 October 2017, 24 April 2018 and 20 November 2018.
- 3.2 Following the Cabinet meeting on 20 November 2018, a public consultation was held to ascertain the views of the public on the six concepts for post-16 provision that have been considered by the Review Boards and Cabinet. These are:

- **Concept 1** The retention of sixth forms in all schools - the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this concept)
- **Concept 2** The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)
- **Concept 3** The closure of all sixth forms and the development of a further education college governed sixth-form centre(s)
- **Concept 4** A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s)
- **Concept 5** A mix of school sixth forms with some mergers to create new FE college governed sixth-form centre(s)
- **Concept 6** A full tertiary model governed by the further education sector

3.3 The full report on the public consultation can be found at Appendix A and the main outcomes are discussed in sections 3.4 to 3.9.

3.4 The consultation activities consisted of:

- an online survey;
- workshop sessions which engaged with over 2000 learners in secondary schools across key stage 3, key stage 4 and post-16;
- public meeting community engagement sessions with parents, staff and governors in all secondary schools;
- public meeting community engagement sessions for parents of primary school-aged pupils; and
- community engagement meetings with staff, student ambassadors and the governors of Bridgend College.

3.5 The participation/response rates are described as 'robust' and detailed in section 4 of Appendix 1 - Post-16 Concepts consultation. The consultation included:

- 322 survey responses (mostly consisting of 59% parents, 26% staff, 5% governors and 4% students);
- 2030 learners engaged in workshops; and
- 239 parents, 293 staff and 56 governors attended engagement sessions with a good cross section of the county borough's social demographic.

Thus, in the sections that follow the survey results are predominantly the voice of parents and staff while the workshops provide the voice of the learners.

3.6 Statements of ambition

- 3.6.1 69% of those who responded in the survey agreed with the ambitions set out in the consultation paper.
- 3.6.2 Additional comments were contributed and made reference to access to support, careers advice, mentors and local education.
- 3.6.3 The most popular ambitions from the learners' workshops were:
- high quality teaching and learning;
 - great examination results;
 - expert teachers; and
 - wide range of subjects.
- 3.6.4 Additional comments from the workshops focused on ease of travel, quality of food and pastoral support.

3.7 The curriculum offer

- 3.7.1 From the survey, 86% supported a wide range of subjects and 84% supported the entitlement to progress key stage 4 subjects into post-16; 69% supported equity of resources regardless of size of teaching group.
- 3.7.2 In the learner workshops, 86% supported access to a wide range of subjects and 91% the entitlement to subject progression post-16; 83% supported equity of resources regardless of size of teaching group.
- 3.7.3 With regard to blended learning (structured on-line distance learning), 64% of the survey indicated positive or neutral responses (45% positive, 19% neutral) compared with 70% in the learner workshops (30% positive, 40% neutral).
- 3.7.4 The survey indicated 52% support for daytime collaboration, 38% for a mix of daytime and twilight collaboration and only 5% for twilight collaboration only; twilight was seen to interfere with learners' other responsibilities/leisure time while a mix was seen as positive in order to provide choice to suit individuals; it was noted that collaboration provided a wider subject choice.
- 3.7.5 In the learner workshops the support for daytime collaboration was 81% and 19% for twilight. Advantages of daytime collaboration were seen as more subject choice and having free time after school. The concerns against collaboration were related to travel and timetable clashes. The need for an early lunch was noted as both a positive and a negative.
- 3.7.6 From the learner workshops, twilight collaboration was positive for subject choice, more free time in the day and that it did not disrupt the school day. The fact transport was provided was positive but the need to travel was also a strong concern. Other concerns included the lack of personal time after school and tiring, long days.

3.8 Travel

- 3.8.1 This aspect of post-16 provision is a recurring theme in many responses to the consultation. The survey produced a 54% disagreement with the idea of A level learners travelling for provision which is quite at odds with the expectations for vocational learners across Bridgend. However, the responses from the learner workshops showed a more balanced approach on the lines of a normal distribution.
- 3.8.2 Respondents to the survey have indicated travel as a concern in all of the six concepts. Some have related this to time and distance, lack of public service transport and cost for either the local authority or individuals. The fact that travel may affect some learners more than others was noted. There were comments focused on the need to provide effective transport.
- 3.8.3 In the learner workshops, 'ease of travel' was referenced as an additional statement of ambition. Having transport provided was a positive in daytime collaboration but four times as many groups identified this as a concern. The same was true of comments on twilight collaboration but with the concerns being only twice the number of positives.
- 3.8.4 When considering the concepts learners ranked 'no travelling issues' as the third most popular advantage for retaining sixth forms but travel was ranked as the either the first or second most popular concern for all the other concepts.

3.9 Consideration of the concepts

- 3.9.1 The results from the online survey and learner workshops indicate a strong preference for the retention of sixth forms in all schools – Concept 1.
- 3.9.2 From the learners' workshops aspects of familiarity with staff, systems and surroundings and fewer transport issues were noted as the critical advantages. The concerns were primarily focused on the more limited subject choice and the costs of this type of provision/lack of resources.
- 3.9.3 Although Concept 1 is the most popular choice from the survey, the top three advantages and concerns are at odds with the concept itself and are more applicable to other concepts. For example, 'curriculum breadth is retained with minority subjects becoming more viable' is a feature of larger centres rather than a mix of smaller sixth forms. It is therefore difficult to interpret these rankings. However, from the additional points recorded in the survey, familiar environments and teacher/learner relationships are picked out as positives and travel issues and expense (of maintaining all sixth forms) were the main concerns.

Concept 1

Source	From the survey	From the workshops
Advantages	<p>Curriculum breadth is retained in the level 3 offer and minority subjects become more viable *</p> <p>Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance **</p> <p>Creates an opportunity to invest in tailored facilities for 16-18 education provision ***</p> <p>Known environment/ accessibility</p> <p>Teacher pupil parent relationship /support</p>	<p>Familiar teachers (good relationships) *</p> <p>Familiar surroundings **</p> <p>No travelling issues ***</p> <p>Familiar system</p> <p>Keep friendship groups</p> <p>Sixth-formers help around school and act as role models</p> <p>More personal support</p> <p>Easier transition</p>
Concerns	<p>Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups *</p> <p>Increased travel may be a more marked disadvantage for some learners **</p> <p>If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment ***</p> <p>Travel issues</p> <p>Expense</p>	<p>Less subject choice *</p> <p>Costs **</p> <p>Limited/lack of resources ***</p> <p>Doesn't promote independence</p>

* ** *** denote top three issues

3.9.4 The consultation paper indicated that a suitable size for a sixth form was upwards of 250 learners. When asked in the survey if the Council should develop sixth forms of this size, 49% disagreed compared to 33% who agreed with the idea.

3.9.5 In the survey, 64% disagreed with the Cabinet's preferred choice of Concepts 4 and 5 instead favouring the retention of sixth forms. However, of these two concepts 49% would prefer Concept 4, 18% would prefer Concept 5, with 33% indicating no

preference. In the reasons provided there was 3:1 support in favour of centres run by the local authority compared to Bridgend College.

3.9.6 Concepts 2 and 3 provide for the establishment of sixth-form centres. The key issues arising from the survey and workshops are compared below:

Concepts 2 and 3

Source	From the survey	From the workshops
Advantages	<p>Wide choice of subjects *</p> <p>Specialist post-16 staff **</p> <p>Investment in facilities ***</p> <p>Ability to combine vocational and academic provision in a further education-based centre</p>	<p>More subject choice *</p> <p>Meet new people **</p> <p>Focus on sixth form ***</p> <p>Specialist post-16 staff</p> <p>Better facilities</p> <p>Equal for all</p> <p>Promote independence</p>
Concerns	<p>Travel – costs *and some learners may be more disadvantaged than others **</p> <p>Detrimental impact on staffing in 11 to 16 schools ***</p> <p>Redundancy/loss of high-quality staff</p> <p>Locations for centres</p> <p>Loss of senior students as positive role models</p> <p>Level of pastoral support</p>	<p>Travel issues *</p> <p>Cost to set up **</p> <p>Unfamiliar teachers and surroundings ***</p> <p>Less one-to-one support</p> <p>Anxiety</p> <p>Larger classes</p> <p>Lose sixth-form community/opportunities</p>

* ** *** denote top three issues

3.9.7 Concepts 4 and 5 provide for a mixed model of sixth forms with one or more sixth-form centres. The key issues arising from the survey and workshops are compared below:

Concepts 4 and 5

Source	From the survey	From the workshops
Advantages	<p>Retaining sixth forms is important to community aspirations *</p> <p>Provides more choice for learners and parents (where the centre is further education-based) **</p> <p>Maintaining link between sixth form and rest of school (role models) ***</p> <p>Sixth forms add to overall ethos of school</p>	<p>Give people a choice *</p> <p>More subject choice **</p> <p>Meet new people ***</p> <p>Use existing resources/facilities</p> <p>More opportunities</p> <p>Less travel issues</p>
Concerns	<p>Potential impact on schools not having a sixth form (surplus places, demand for places, staffing) *</p> <p>Leakage of learners to schools with a sixth form **</p> <p>Travel - some learners may be more disadvantaged than others ***</p> <p>Loss of senior students as positive role models</p>	<p>Not equal for all schools/learners *</p> <p>Travel issues **</p> <p>Costs a lot of money ***</p> <p>It's confusing for learners</p>

* ** *** denote top three issues

3.9.8 Concept 6 provides for a full tertiary model of post-16 provision. The key issues arising from the survey and workshops are compared below:

Concept 6

Source	From the survey	From the workshops
Advantages	<p>Ability to maintain curriculum breadth *</p> <p>Equality of offer to all learners **</p> <p>Allow schools to focus more on the outcomes of key stage 4 ***</p>	<p>More subject choice *</p> <p>Meet new people **</p> <p>Better facilities ***</p> <p>Promotes independence</p> <p>Specialised teachers</p> <p>Focus on sixth form students</p>
Concerns	<p>Reduces the choice for learners and parents *</p> <p>Travel - some learners may be more</p>	<p>Travel issues *</p> <p>Overcrowding **</p> <p>Costs lots of money ***</p>

	disadvantaged than others **	Less one-to-one support
	Detrimental impact on staffing in 11-16 schools***	Larger classes

* ** *** denote top three issues

3.9.9 In the engagement sessions with **parents and carers**, a wide range of issues were raised as outlined in section 9 of the consultation report. The top three issues were related to travel provision, the funding/location of sixth-form centres and the importance of the sixth-form community as role models.

3.9.10 In the engagement sessions with **staff**, the top three issues raised were ‘who will decide which sixth forms go?’, the potential loss of staff from schools/redundancies and concern over pastoral support. The next two issues in this list mirrored issues from parents and carers namely travel provision and sixth-form students as role models.

3.9.11 In the engagement sessions with **governors**, the top three issues were funding, potential loss of staff from schools and an expressed preference to retain sixth forms. Travel issues and the question of, ‘Who will decide which sixth forms go?’ were also frequently mentioned.

3.9.12 Two activities were run with the Bridgend College student focus group. The first concerned the statements of ambition. The most popular ambitions chosen by the focus group were:

- everyone makes progress;
- high quality teaching and learning;
- strong personal support; and
- expert teachers.

3.9.13 The focus group ranked Concepts 1 (retain sixth forms) and 5 (mixed with further education-based centre) as their preferred options.

3.9.14 The focus group was invited to provide additional comments and travel issues (including cost) and lack of advice in school on routes outside the sixth form were the most frequently raised items.

3.9.15 A member of the focus group provided additional information from a travel survey that had been conducted with students. There was useful data on the proportion of students having free bus passes and the implications if free transport was withdrawn – see section 12.1.4 in the consultation report for further details.

3.9.16 The engagement session with the governors of Bridgend College generated discussion over a wide range of topics detailed in section 12.2 of the consultation report. There was a stress on developing a post-16 system that was in the interest of learners. The governors reported on the high standards achieved by Bridgend College and how the college was committed and ready to play its full part in any revised system that might be implemented. There were positive comments

regarding collaboration and partnership with schools and the local authority including the Penybont Sixth Form College development with Pencoed Comprehensive School.

3.9.17 In the engagement session with the staff of Bridgend College a number of issues were raised as detailed in section 12.3 of the consultation report. The key issues put forward mirrored those raised by the governors of the college as indicated in section 3.8.16 above.

4. Current situation/proposal

4.1 The public consultation has revealed strong support for the retention of sixth forms in secondary schools. The Council's preferred concepts, 4 and 5, were the next most popular with Concept 4, sixth form centre being run by the local authority, being preferred to a further education college-run centre, Concept 5.

4.2 However, there is a tension between the public preferred choice of concepts and some of the aspirations they have expressed through the consultation. These include the desire for breadth of subject choice in the curriculum, the entitlement for subject progression from key stage 4 to post-16 and equality of resourcing for all subjects. The ability to deliver on these is more difficult across nine sixth forms compared to the mixed model concepts consisting of good sized sixth forms alongside sixth-form centre(s). The potential for providing some economies of scale would create a more advantageous situation to deliver more effectively on the aspirations described.

4.3 The least popular concepts include the three that would result in all secondary schools changing designation from 11-18 to 11-16, namely Concepts 2, 3 and 6. Furthermore they will require a higher level of capital investment and potentially a longer timescale to implement, possibly significantly beyond 2025 into Band C of Welsh Government's 21st Century School Modernisation Programme (which has yet to be announced by Welsh Government). None of these concepts offer a sixth-form option which was the most widely supported feature in the public consultation.

4.4 On the evidence presented through the earlier Cabinet papers and from the public consultation it would seem appropriate to pursue further the concepts 1, 4 and 5. All of these contain some form of sixth-form option and include the Council's preferred options, but they would need to demonstrate long term sustainability and viability. Concepts 4 and 5 will also require capital investment and as outlined in section 4.3 this may result in a longer timescale to implement.

4.5 A recommendation will be made to reduce the number of concepts under consideration from six to three. The three concepts proposed to be taken forward are Concepts 1, 4 and 5.

4.6 Concept 1 would involve taking forward the nine sixth forms but improving the efficiency and effectiveness of provision. The same would be true for Concepts 4 and 5 but in addition the various permutations that these options could offer would need to be explored in detail.

4.7 In considering detailed options for the future arising out of Concepts 1, 4 and 5, particular regard would need to be given to the issues raised in previous reports to Cabinet and through the public consultation. Notably, these include how:

- they support the 'statements of ambition' as outlined in the public consultation paper;
- they would maintain curriculum breadth/subject choice;
- subject progression would be supported from key stage 4;
- equitable provision of resources to subjects would be achieved;
- high quality teaching and learning would be ensured;
- high standards and good examination results would be achieved;
- they would ensure the provision of expert staff;
- improved/effective collaboration could be achieved;
- the range of travel issues raised might best be resolved;
- any changes to sixth-form provision would be determined and what criteria that would be used in the process; and
- they would measure up to any of the issues raised in the School Organisation Code.

4.8 It is proposed that two workstreams are taken forward from the consultation. In both cases, a full analysis against the items listed in 4.7 and other critical issues arising from the consultation or in earlier Cabinet papers would be fully explored within the context of detailed option proposals.

4.8.1 Workstream 1 – The development of mixed provision models of sixth forms and sixth-form centre(s) which will include specific consideration of the Penybont Sixth Form College partnership development between Pencoed Comprehensive School and Bridgend College alongside other options and governance models.

4.8.2 Workstream 2 - The retention of sixth forms in all secondary schools.

4.9 The other aspect of provision that would benefit from further exploration is that of blended learning. This method of delivery has the potential to reduce the movement of learners under collaborative arrangements, expand the sphere of influence of expert teachers and provide a more cost effective solution to preserving minority subjects in the curriculum offer. Welsh Government is supporting new initiatives in this area which should be explored further. The survey and workshop responses to this approach were covered in section 3.7.3.

5. Effect upon policy framework and procedure rules

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

6. Equality Impact Assessment

6.1 An equality impact screening assessment has been undertaken and is included as Appendix B.

6.2 A full equality impact assessment will be undertaken when the workstream moves to detailed consideration of options in Phase 4.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

7.1 A Well-being of Future Generations (Wales) Act 2015 assessment has been completed and is detailed in Appendix C. A summary of the implications from the assessment relating to the five ways of working is as follows:

Long term	In the short term, Bridgend County Borough Council and its secondary schools are faced with financial pressures. With reduced funding it is becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultation addresses this issue but also sets out to protect the long-term interest of learners 16 to 18 by ensuring, among other features, curriculum breadth, high standards, value for money and enhanced facilities.
Prevention	Bridgend County Borough Council's preferred option prior to the public consultation on post-16 provision was to retain a few sixth forms and merge others into larger centres. This would allow for economies of scale, ensure no more subjects are lost and re-instate others, provide value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives – 'supporting a successful economy' and 'smarter use of resources'.
Integration	Post-16 provision engages, educates and upskills young people to create a well-qualified workforce for the future benefiting both the nation and the individual. The initial preferred concepts will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider range of cultural activities and exchanges will also be exploited.
Collaboration	As part of this change programme, Bridgend County Borough Council has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We have worked with 2030 young people in the consultation phase as well as a range of educational stakeholders and parents in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing.
Involvement	As indicated above the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn, they ran workshops with students in their own schools. Over 1500 learners aged 16 to 18 and 500 staff in schools and Bridgend College responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward to the public consultation on post-16 provision, Bridgend County Borough Council engaged with 2030 learners and a wider audience through the online survey and direct contact. Open engagement sessions were held with parents, staff and governors. The outcomes from these activities are summarized in section 3 of the Cabinet paper and in Appendix A the full report on the public consultation.

8. Financial implications

8.1 Funding for sixth-form provision in Bridgend County Borough Council is provided by Welsh Government as a single post-16 grant allocation each year. There is a core allocation based mainly on learner numbers, with additional allocations to take into account learner deprivation and Welsh-medium education. Total funding for 2018-2019 was £5,829,430, of which over 97% was distributed to secondary schools. The funding for 2019-2020 is £5,750,256 of which 98% will be distributed to secondary schools. In the last four financial years, the core grant has been reduced by £751,601 as a result of the combined effects of lower learner numbers and reductions by Welsh Government to the central post-16 grant for schools.

- 8.2 The consultation report references the financial pressures being faced by the Council, its secondary schools and Bridgend College. During the consultation the need to use limited resources efficiently was discussed along with providing good value for money. No detail on potential capital costs was provided although the challenge of obtaining capital investment in times of austerity was covered.
- 8.3 One area presented in the consultation paper was post-16 transport costs. The pressure on this discretionary expenditure by the Council will vary between the different concepts. In some concepts, the efficiencies gained can be used to offset transport costs whereas in others this may not be possible thus there is a varying degree of risk in relation to this particular budget pressure. The continuation or potential loss of this support for learners was a significant concern raised throughout the consultation. As free post-16 transport is a discretionary expenditure it will be coming under scrutiny as an area where the Council could make savings in the future as the pressure to save on costs in the overall Council budget continues. Information on this will continue to be fed into any on-going review of post-16 education provision.
- 8.4 Should Cabinet decide to move forward with the specific option appraisals on post-16 provision then detailed financial models will be incorporated into those option appraisals at the appropriate time.

9. Recommendations

Cabinet is recommended to:

- 9.1 note the contents of the report on the public consultation;
- 9.2 give approval for a detailed option analysis, as Phase 4 of the post-16 review, of Concepts 1, 4 and 5 under two workstreams:
- the development of a mixed sixth form and sixth-form centre provision; and
 - the retention and further development of sixth-form provision in all mainstream secondary schools.
- and
- 9.3 as part of the detailed option analysis, further explore how blended learning could support both workstreams.

Lindsay Harvey
Corporate Director (Education and Family Support)
Lindsay.harvey@bridgend.gov.uk

Contact officer: John Fabes (Specialist Officer: Post-16 Education and Training)

Telephone: (01656) 642663

Email: john.fabes@bridgend.gov.uk

Postal address Education and Family Support Directorate

Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Appendices

Appendix A - Consultation report

Appendix B - Equality impact screening assessment

Appendix C - Well-being of Future Generations (Wales) Act 2015 assessment

Background papers

Cabinet paper on the review of post-16, 31 October 2017

Cabinet paper on the review of post-16 education provision, 24 April 2018

Scrutiny paper on the concepts for post-16 education included in the public consultation,
16 October 2018

Cabinet paper on the review of post-16, 20 November 2018

This page is intentionally left blank

Post-16 concepts consultation

Consultation report

Date of issue: 21 March 2019

Contents

1. OVERVIEW.....	4
2. INTRODUCTION.....	5
3. PROMOTIONAL TOOLS AND ENGAGEMENT METHODS.....	5
4. RESPONSE RATE	8
5. HOW EFFECTIVE WAS THE CONSULTATION?.....	8
6. HEADLINE FIGURES	9
7. QUESTION AND ANALYSIS - CONSULTATION SURVEY	10
8 LEARNER ENGAGEMENT WORKSHOPS	34
9 PARENTS AND CARERS SESSIONS.....	47
10 STAFF SESSIONS	48
11 GOVERNORS SESSIONS	49
12 BRIDGEND COLLEGE.....	50
13 EMAILS, SOCIAL MEDIA AND LETTER COMMENTS	55

14 CONCLUSION56

15 APPENDIX ONE58

1. OVERVIEW

This consultation arises out of a process that started in 2011 with the Welsh Government Transformation agenda.

The result in Bridgend was a Strategic Outline Case that was approved by Welsh Government that set out a proposal for a Collaboration Model ('Distributed Tertiary Model') to deliver post-16 provision across the County whereby sixth forms were retained and worked in collaboration with each other and with Bridgend College.

A review of this post-16 provision was commissioned in 2013 and the report commented that overall progress was not sufficiently meeting the changing environment of post-16 education and training.

The changing environment included tougher financial circumstances, smaller cohorts of 16-18 year olds, changes to and reductions in Welsh Government grants, the loss of subjects from the collaborative offer, fewer students taking up day time collaborative courses and a slowdown in the rate of improvement in examination performance.

A Post-16 Operational Board ('the Board'), with a wide range of stakeholders, was established in June 2016 to take forward the review of post-16 provision. In October 2017 and April 2018 the Board made recommendations to Cabinet on the possible concepts for 16-18 provision that could be considered for the county with preferred concepts identified.

In April 2018, Cabinet gave approval for a public consultation on the six concepts described below:

- **Concept 1** The retention of sixth forms in all schools - the current position (i.e. a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this concept)
- **Concept 2** The closure of all sixth forms and the development of a local
- **Concept 3** The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)
- **Concept 4** A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)
- **Concept 5** A mix of school sixth forms with some mergers to create a new FE college governed sixth-form centre(s)
- **Concept 6** A full tertiary model governed by the FE sector

2. INTRODUCTION

A public consultation based on Bridgend county borough council's Post-16 concepts consultation was conducted over a 12 week period between 7 December 2018 and the 13 March 2019. The survey was available to complete online on the consultation page of the council's website and residents could also request a paper copy or another alternative format by telephone or email. The survey was available in English and Welsh as standard and accessible versions.

In total, there were 56 questions which required a reply from respondents; all questions in the survey were optional. All survey responses offered the option of anonymity. The council's standard set of equalities monitoring questions were also included with the survey, as is now recommended good practice for all public facing surveys carried out by the council.

Workshops took place in all comprehensive schools across the county borough, where learners were invited to engage in a range of activities in response to the concepts proposals.

Schools invited parents, governors and staff to engage with the authorities Specialist Post-16 Officer, where they had the opportunity to ask questions and give their views on the proposals. During the parents engagement sessions comments were received about engaging with primary school parents, therefore an additional five sessions were arranged by the authority, to which all primary school parents across the county borough were invited.

In all engagement events attendees were invited to respond formally by completing the online consultation.

The content of the consultation remains available online in closed consultations.

Comments regarding the consultation were also invited via letter, email and phone call.

3. PROMOTIONAL TOOLS AND ENGAGEMENT METHODS

This section details the specific communications and engagement methods used to reach people and encourage them to share their views during the consultation period.

3.1 Social media and online

Facebook and Twitter have widely been used to promote the consultation.

Information was posted to the council's corporate Twitter and Facebook accounts throughout the consultation period to raise awareness of the consultation and to encourage citizens to share their views on the proposals. The council currently has 11,154 followers on its corporate Twitter accounts and 11,956 on Facebook. During the period, the authority

'tweeted' 19 times and the information was seen 26,859 times. One post was made to the council's Facebook page, which reached 3,595 people.

3.2 Local press

Three press releases entitled:

- 22 November 18 - Post-16 education under review
 - 10 December 18 - Have your say on post-16 education
 - 22 February 19 - Last chance to have your say on post-16 education
- were issued in advance of the consultation and during the live period.

Articles appeared in the local press, as follows:

- 24 April 18 Oggy Bloggy Ogwr
[Six options shortlisted for Bridgend Sixth Form future](#)
- 01 May 18 Wales Online
[All sixth forms in Bridgend could be closed in education shake-up](#)
- 15 October 18 Oggy Bloggy Ogwr
[Six Post-16 Recommendations Set for Consultation](#)
- 24 October 18 Glamorgan Gem
[Consultation planned on future of sixth forms in Bridgend County Borough](#)
- 14 November 18 Wales Online
[Sixth-form students could be driven between different sites during their lunch break as part of Bridgend shake-up](#)
- 22 November 18 Glamorgan Gem
[Time to have your say](#)
- 06 12 18 Glamorgan Gazette
Council to consider future of sixth forms (no online link available)



Consultation planned on future of sixth forms in Bridgend county borough

0

Post a comment

Wednesday, 24 October 2018 - Education



by **Liz Bradfield** - GEM Local Democracy Reporter



@gem_news



editorial@glamorgan-gem.co.uk

Sixth form students in Bridgend could be driven between different sites during their lunch break under plans to shake-up post-16 education in the area.

The proposal is part of plans to cut the number of sixth forms in the county borough to allow for larger class sizes and a greater selection of subjects.

However, councillors raised concerns about the mental health and wellbeing of students if their lunch breaks were taken away.

Bridgend County Borough Council (BCBC) is consulting on a range of options for sixth forms and FE colleges.

Its preferred options involve a mix of school sixth forms with some mergers to create either new local authority maintained sixth form centre(s) or new further education college-governed sixth form centre(s).

It is expected that there will also be more online learning alongside traditional classroom teaching.

At a recent council meeting on the plans, officers said students would need to be transported between sites if sixth forms were merged.

John Fabes, BCBC specialist officer for post-16 education, said: "We will try to keep journey times to 20 minutes. The idea is that you would move youngsters at lunchtime so it doesn't disrupt the actual teaching blocks within the day."



3.4 Community engagement – learners

2030 learners from all comprehensive schools across the county borough participated in engagement workshops during the consultation period. Learners were asked to participate in five activities, the outcomes of these activities can be seen in section eight. Learners were encouraged at the end of each workshop to complete the online survey.

3.5 Community engagement – parents and carers

All comprehensive schools in the county borough invited current parents and carers to attend workshops alongside council officers (Specialist post-16 Officer). Parents and carers were given an overview of the consultation and were invited to ask questions or give their comments on the concepts. In response to comments received during these sessions a further five workshops were arranged for primary school parents. In total 239 parents attended workshops during the consultation period and the responses from parents and carers can be seen in section nine. Parents and carers were encouraged at the end of each session to complete the online survey.

3.6 Community engagement – staff

Staff in all comprehensive schools were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Staff were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. 293 staff attended the

sessions and the responses from staff can be seen in section 10. All staff were encouraged at the end of each session to complete the online survey.

3.7 Community engagement – governors

School governors in all comprehensive schools were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Governors were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. In total 56 school governors attended workshops during the consultation period and the responses from parents and carers can be seen in section 11. School governors were encouraged at the end of each session to complete the online survey.

3.8 Community engagement - Bridgend College

Learners, staff and governors from Bridgend College were given the opportunity to attend workshops and questions and answers sessions with the authority's Specialist Post-16 officer. These sessions are outlined in section 12.

4. RESPONSE RATE

In total, there were 2950 interactions, representing 2 per cent of the Bridgend County Borough population. The response rate has been divided into several areas including: consultation survey responses, learner engagement workshops, parents, staff and governor engagement sessions, emails, letters and social media interactions:

- We received 322 survey responses in total (321 online submissions and one paper versions);
- 2030 learners attended engagement workshops in comprehensive schools;
- 239 parents and carers attended engagement sessions in schools;
- 293 staff attended questions and answers sessions;
- 56 school governors attended questions and answers sessions;
- During the consultation period, there were four comments on our social media channels;
- Five comments were received by email;
- One letter was received (appendix one).

5. HOW EFFECTIVE WAS THE CONSULTATION?

The Post-16 concepts consultation was conducted over a twelve week period during which a range of marketing and engagement methods were used to create awareness of the consultation and encourage members of the public to engage with the council.

The social demographic data reflects a good cross section of the county borough's population.

The data collection methods, which include the online survey, a paper survey and an accessible survey, were all developed using plain English to maximise understanding. These response methods were designed to give a consistency to the survey across multiple platforms.

6. HEADLINE FIGURES

- 322 respondents completed the online survey. 59.3% of respondents were parents, 26.6% were staff and 5.6% were school governors;
- 69% of survey respondents agreed with the statements of ambitions identified by the board (36% strongly agree and 33% agree);
- 45% of survey respondents agreed that blended learning could be a useful part of teaching programmes (12% strongly agree and 33% agree);
- 52% of survey respondents preferred daytime collaboration (as opposed to twilight sessions or a mixture of both);
- 54% of survey respondents disagreed that A level students should be expected to travel to sixth form centres (32% strongly disagree and 22% disagree);
- 64% of survey respondents did not agree with the council's preferred concepts (concepts four and five);
- Respondents were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred concept of survey respondents;
- 2030 learners took part in learner engagement workshops in all comprehensive school across the county borough;
- 40% of learners gave a neutral response to the statement that online learning should be developed;
- 81% of learners said they preferred daytime to twilight collaboration;
- 35% of learners agreed that A level students should travel to sixth form, 35% of learners disagreed that A level students should travel to sixth form;
- Learners were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred option of learners (65%);
- The most common themes from parents and carers engagement sessions were: issues around travel provision, funding and location of potential new centre(s);
- The most common themes from staff engagement sessions were: who will decide which sixth forms will go, loss of staff from comprehensive schools and potential redundancies and concern for pastoral support and wellbeing;
- The most common themes from school governors sessions were: funding, loss of staff from comprehensive schools and the preference to keep all sixth forms;
- Focus groups were held with Bridgend college students, 24 students attended the sessions;
- Students were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) and Concept five (a mix of school sixth forms

with some mergers to create new FE college governed sixth form centre(s) were jointly the most preferred option of learners (42%);

- The most common themes from the Bridgend college governors session were: post 16 provision needs to change, 11-16 provision is currently subsidising post 16 provision and they have demonstrated success in the post 16 sector.

7. QUESTION AND ANALYSIS - CONSULTATION SURVEY

Section seven of the report looks at the questions asked in the consultation survey – with 322 respondents in total.

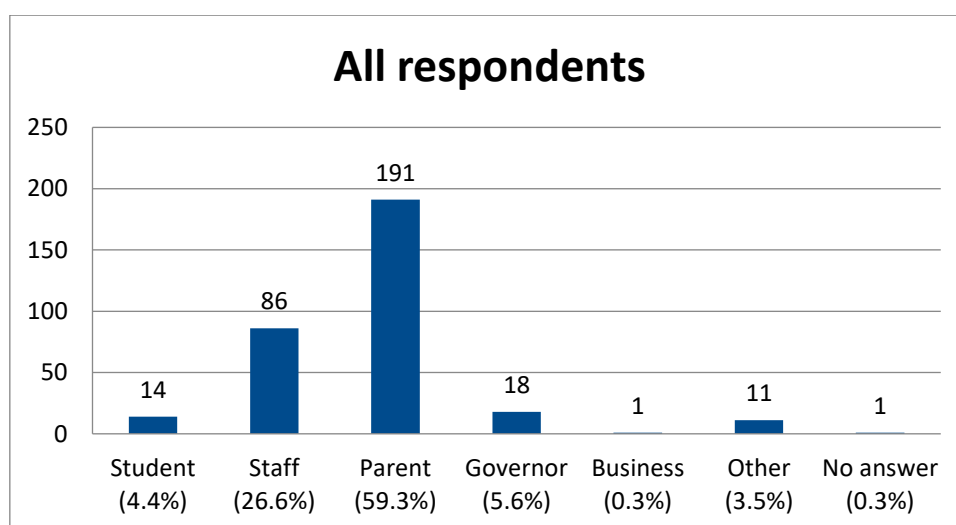
7.1 Please select a language to begin the survey.

Respondents to the consultation survey were initially asked in which language they would like to complete the survey. All respondents selected English.

Language	#	%
English	322	100
Welsh	0	0
Total	322	100.0

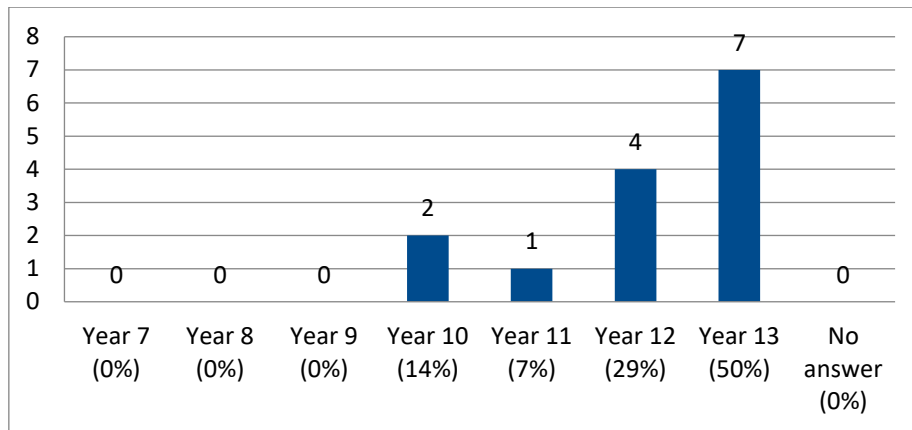
7.2 About you.

7.2.1 Are you?



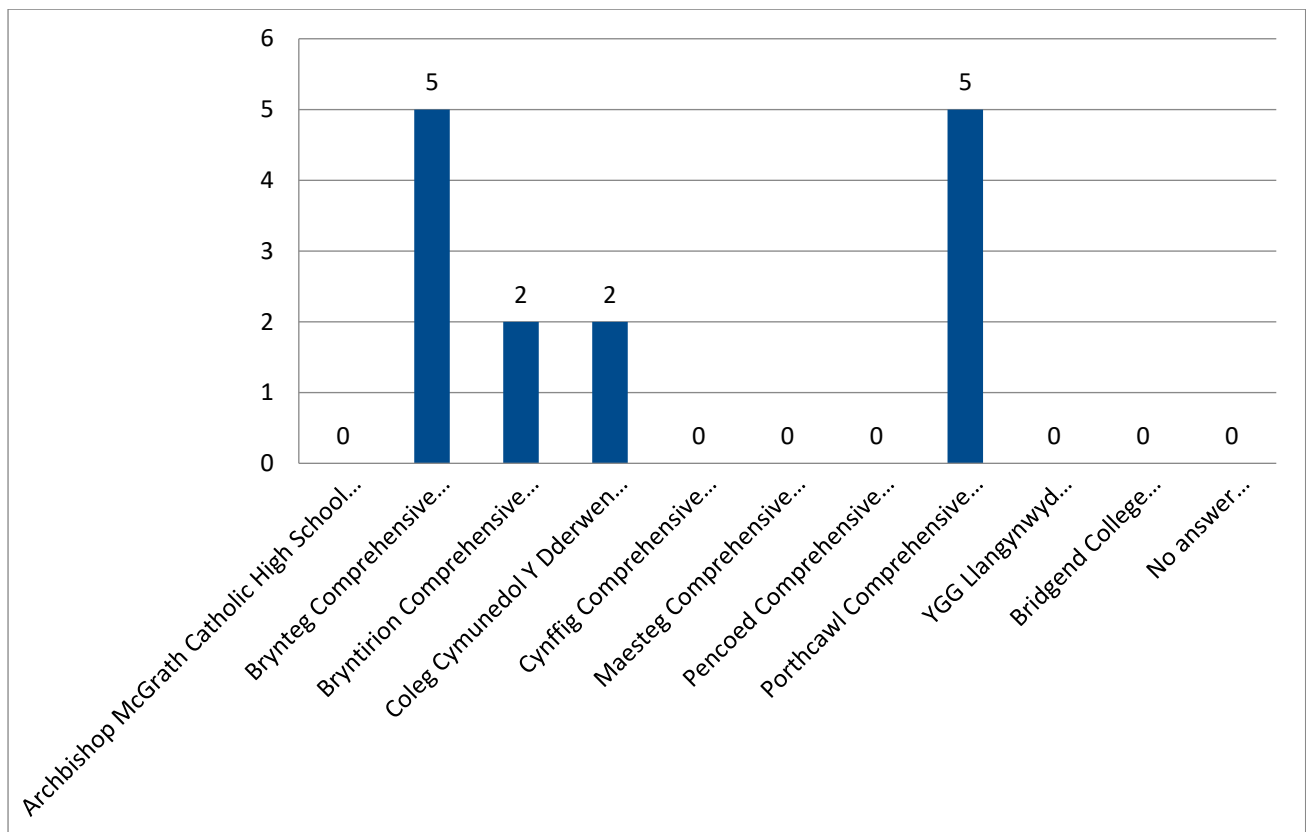
59.3% of responses came from parents, followed by 26.6% from staff and then 5.6% from school governors.

7.2.2 Year group



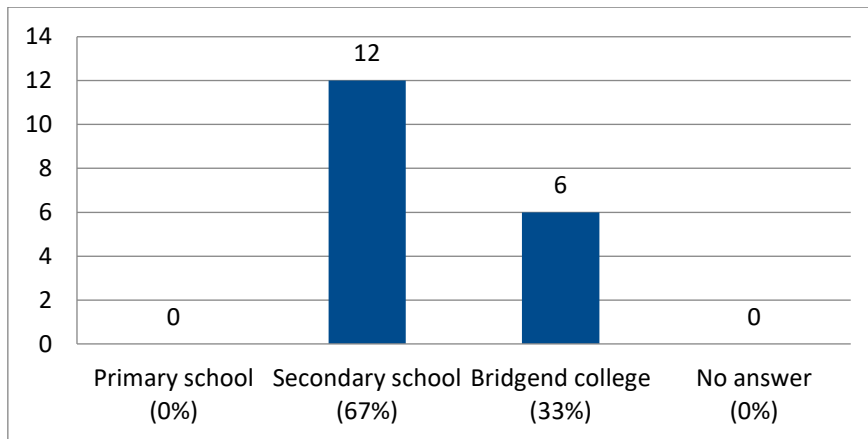
Students (14) were given a supplementary question to provide their year group. 50% of student responses came from pupils in year 13 followed by year 12 (29%) and then year 10 (14%).

7.2.3 School (name)



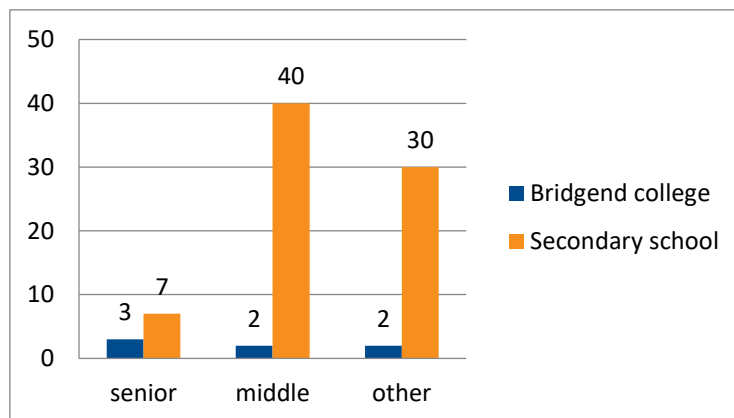
Students (14) were given a supplementary question to provide their school. 36% attended Brynteg Comprehensive, a further 36% attended Porthcawl Comprehensive. 14% Bryntirion Comprehensive and 14% attended Coleg Cymunedol Y Dderwen.

7.2.4 School or college (primary, secondary, college)



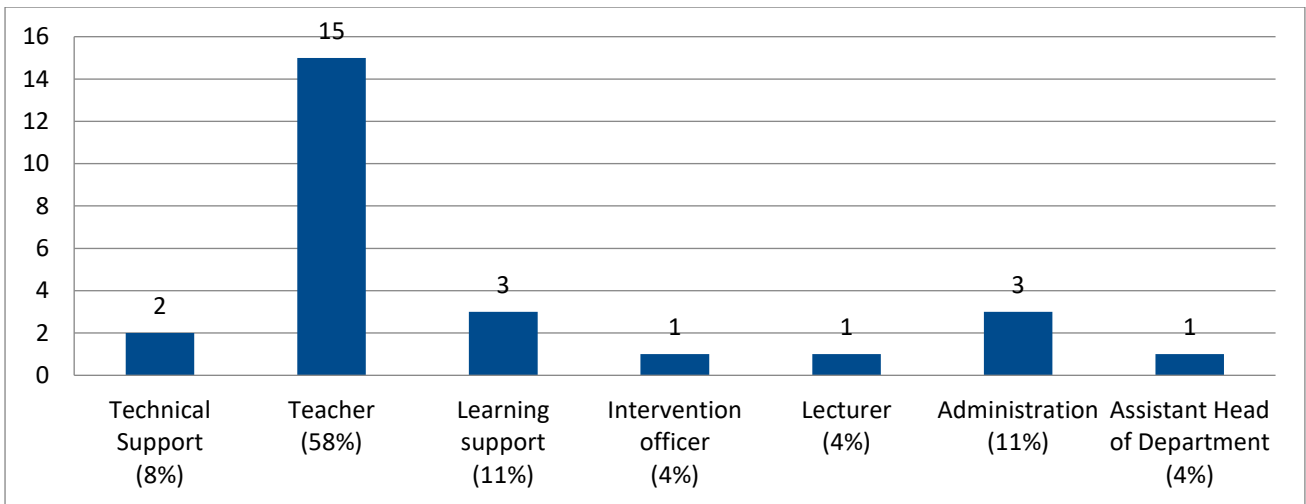
School governors (18) were given a supplementary question asking for their school category. 67% were governors of secondary schools and 33% were governors of Bridgend College.

7.2.5 Rank



Staff (86) were asked a supplementary question asking for their rank. 84 staff responded to this question. 43% of staff within Bridgend College selected their rank as senior, followed by 29% that selected other and 28% selected middle. 52% of staff within secondary schools selected their rank as middle, followed by 39% that selected other and 9% selected senior.

Where staff selected other they were able to specify their role. The chart below shows the range of responses:



58% of other responses were from teachers, followed by equal numbers of learning support staff (11%) and administration staff (11%).

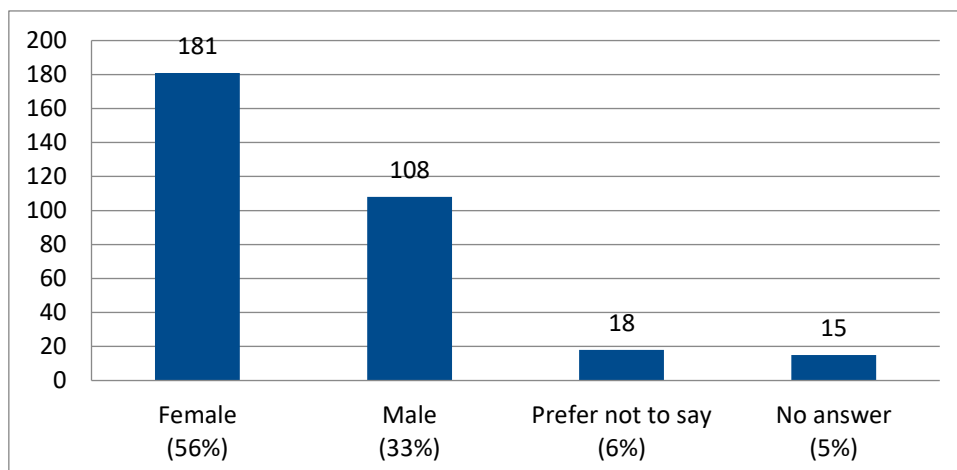
7.2.6 Representative organisation/business name

One Business respondent said they were from 'Careers Wales' and are a 'medium' size business

7.2.7 Size of business

One Business respondent said they were from 'Careers Wales' and are a 'medium' size business

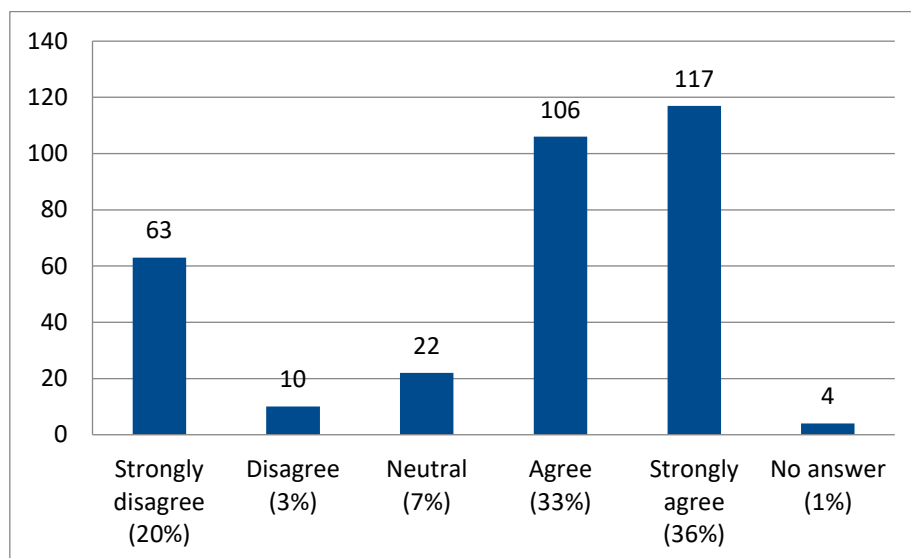
7.2.8 Gender



56% of all respondents came from females and 33% from males. 15 respondents did not answer this question and 6% selected prefer not to say.

7.2.9 Post-16 concepts survey

7.2.10 Do you agree with the statements of ambitions that were agreed by the board?



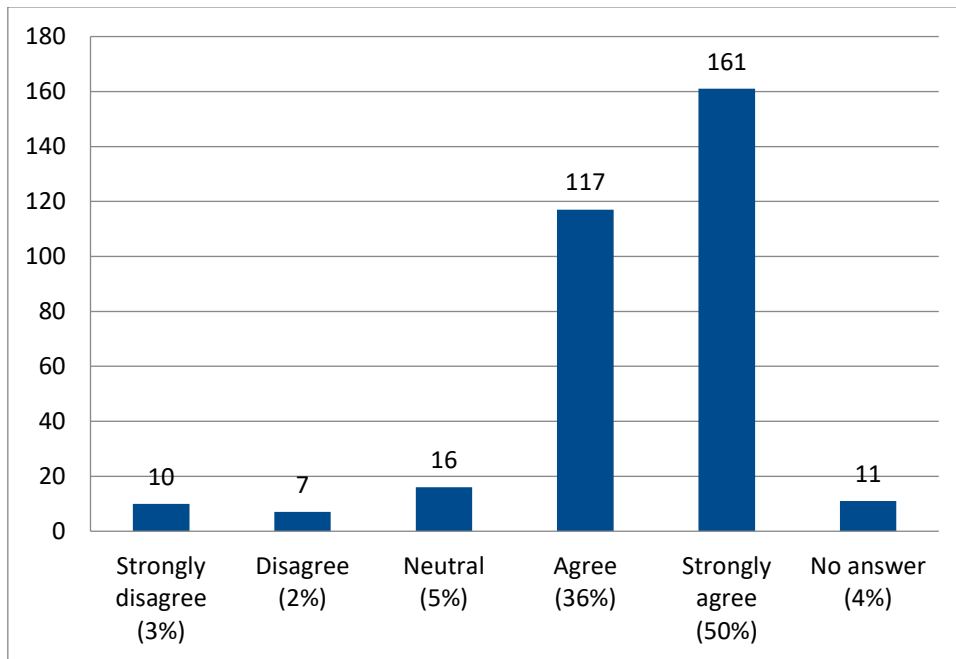
Overall 69% of respondents agreed with the statement of ambitions that had been agreed by the board (36% strongly agree and 33% agree).

7.2.11 Is there anything else you would like to add to the list?

Theme	Number of comments
Access to support, careers advice, mentors	23
Accessible and local education	11
Keep sixth forms	11
High standard education / keep good teachers	6
Broaden curriculum	3
Importance of work experience	3
Teach practical life lessons	2
Cost	1
Ethos would reflect the world of work	1
Opportunity for welsh education within a familiar setting	1
Strongly agree with all statements	1

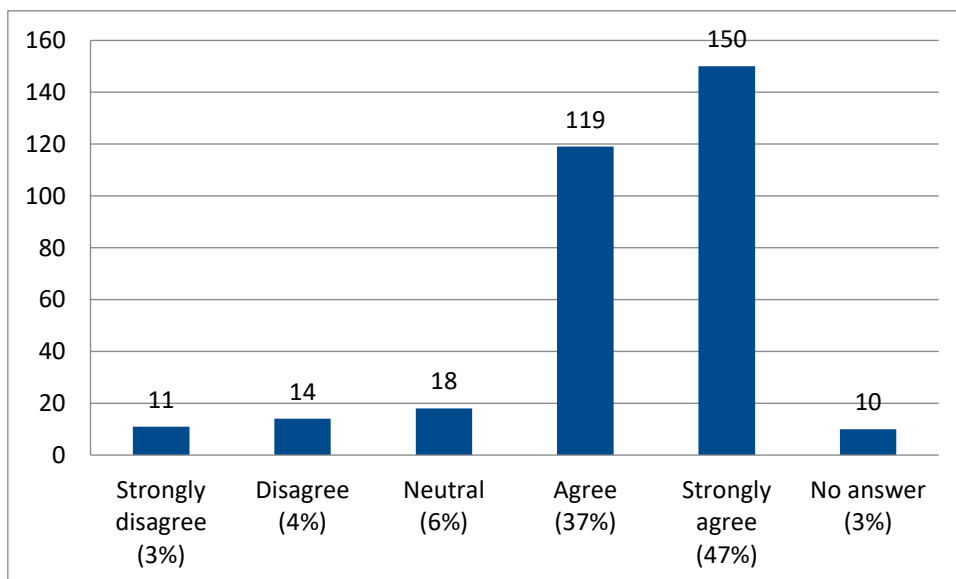
The most common themes were around access to support, careers advice and mentors, followed by accessibility to local education and respondents wanting to keep sixth forms.

7.2.12 Should all learners have access to a wide range of subjects wherever they are studying?



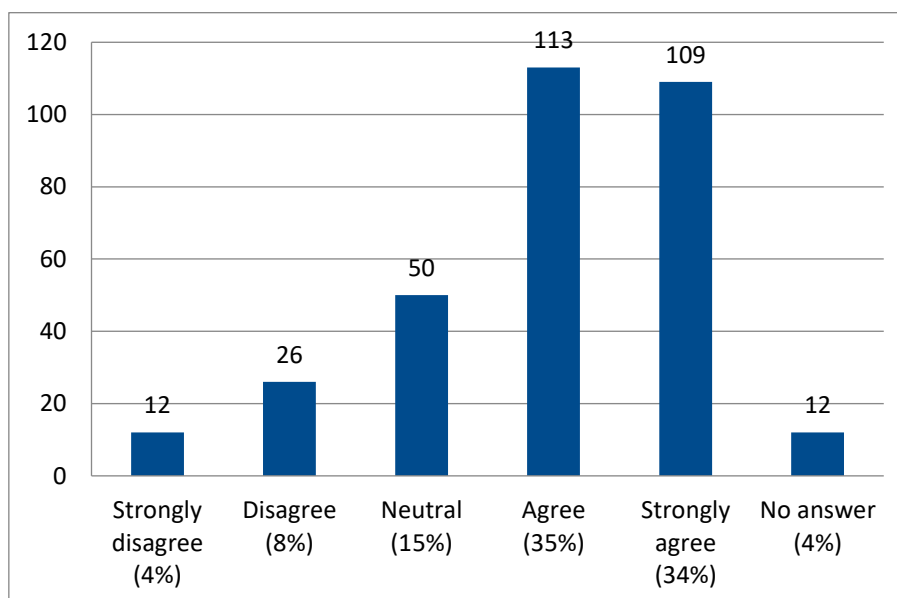
When asked should all learners have access to a wide range of subjects wherever they are studying, 86% of respondents agreed with this statement (50% strongly agree and 36% agree).

7.2.13 If learners have studied a subject to the end of key stage 4 should they be able to study that subject in sixth form?



84% of respondents agree that if learners have studied a subject to the end of key stage 4 they should be able to study that subject in sixth form (47% strongly agree and 37% agree)

7.2.14 Every subject should have an equal amount of teacher delivery time for both smaller and larger teaching groups



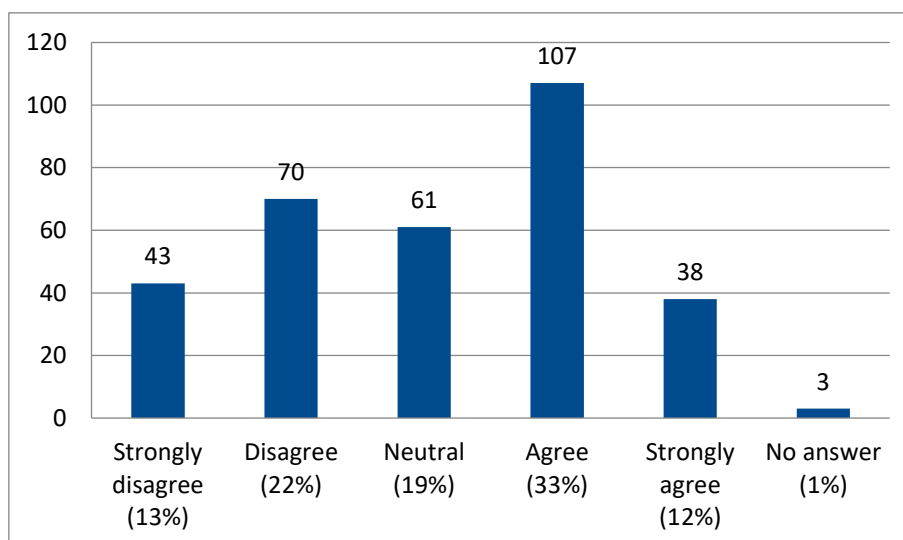
69% of respondents agree that every subject should have an equal amount of teacher delivery time for larger and smaller teaching groups (34% strongly agree and 35% agree).

7.2.15 Do you have any further comments?

Theme	Number of comments
Protect sixth forms in schools	12
Collaborative working	11
Delivery time to suit the course	9
Larger groups need more time	9
Reduce courses/subjects	6
More subject choices	5
High standard teachers	4
Equal teaching time	3
Specialist centres	1

The most common themes were protect sixth forms in schools, followed by collaborative working and then delivery time should suit the content of the course.

7.2.16 Do you agree that blended learning could be a useful part of teaching programmes?



Respondents were provided with a description of blended learning.

45% of respondents agreed that blended learning could be a useful part of teaching programmes (12% strongly agree and 33% agree).

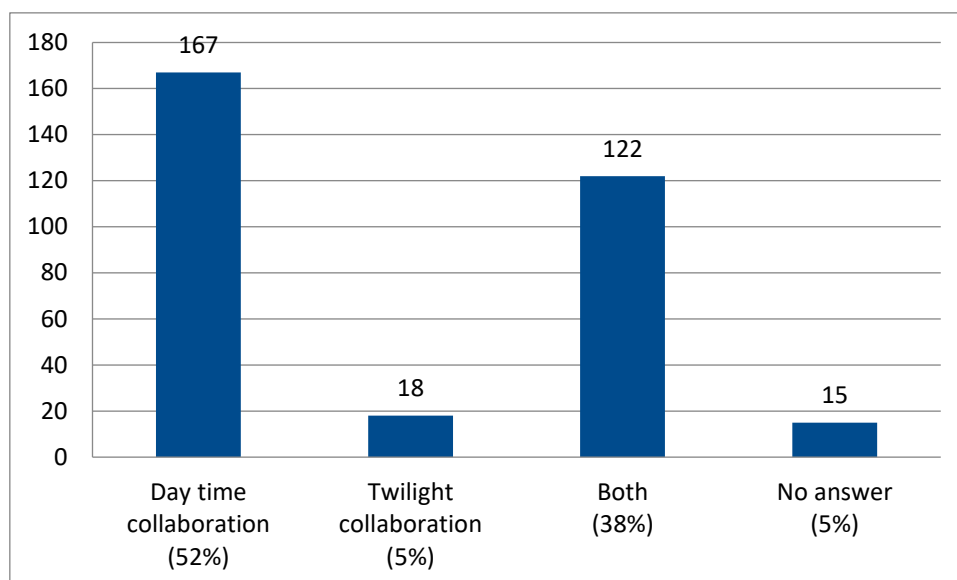
35% of respondents disagreed that blended learning could be a useful part of teaching programmes (13% strongly disagree and 22% disagree).

7.2.17 Do you have any further comments?

Theme	Number of comments
Should be mixed model	29
Disagree with proposal	26
Doesn't work for all learning styles/doesn't suit all learners	25
Could work within a classroom with teacher supervision	10
Technology not available/ costs families	9
Prepares learners for university	6
Agree with proposal	4
Further improvements could be added	4

The most common themes were should be a mixed model followed by respondents stating that they disagree with the proposal and then this model doesn't suit all learning styles/all learners.

7.2.18 Please indicate your preferred model for collaboration and indicate the reasons for your choice.



Respondents were given a description of collaboration (day time and twilight).

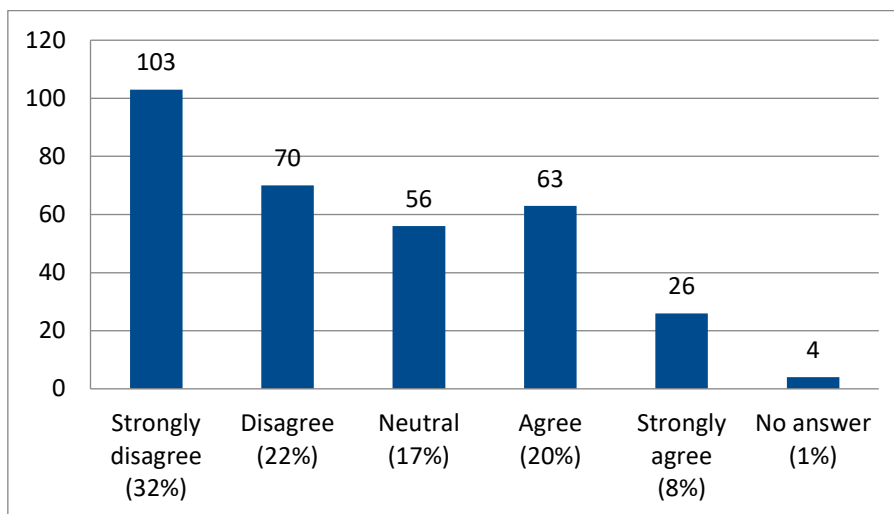
Respondents were asked for their preferred method of collaboration, and were able to select day time, twilight or both. 52% of respondents preferred day time collaboration. 38% selected both and 5% selected twilight. 5% did not provide an answer to this question.

7.2.19 Reasons for your choice:

Theme	Number of comments
Keep daytime collaboration as twilight interferes with other responsibilities/leisure time	75
Keep collaboration to suit individuals/ both day and twilight	46
Collaboration provides wider subject choice	24
Wasted travel time/ restricted travel	8
Keep sixth form how they are	7
Produces better results	1

The most common themes were keep daytime collaboration as twilight interferes with other responsibilities/leisure time, followed by keep to suit individuals, so both twilight and day time, and then collaboration provides a wider subject choice.

7.2.20 If the council were to develop sixth form centres as part of the Cabinets preferred option would it be reasonable to expect A level students to travel to specialist centres for their education?



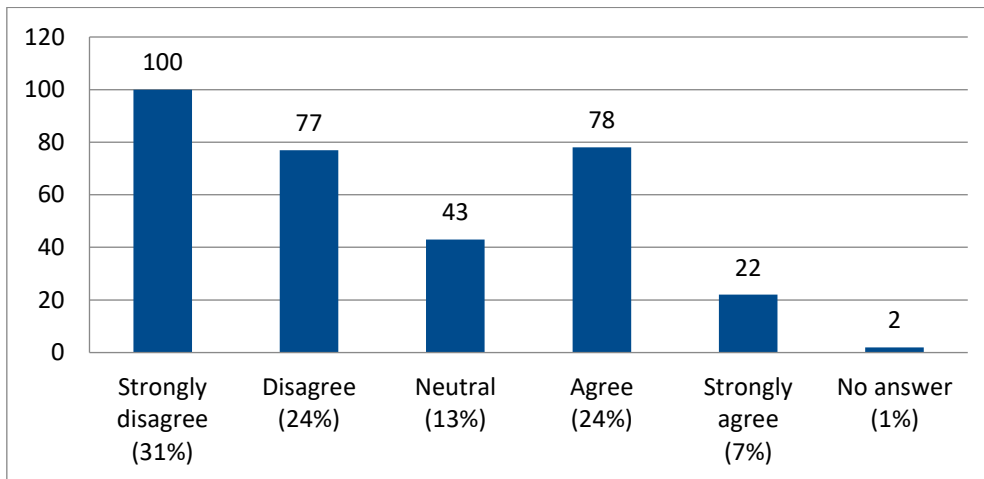
Respondents were asked if they agreed that A level learners should be expected to travel to specialist centres for their education. 54% of respondents disagreed with this proposal (32% strongly disagree and 22% disagree). 28% of respondents agreed that A level learners should be expected to travel (8% strongly agree and 20% agree).

7.2.21 If you chose strongly disagree or disagree please tell us why?

Theme	Number of comments
Sixth forms should stay in school	45
Barrier for learning/causes extra stress	22
School buses should be provided	21
Wasted time travelling/unreliable public transport	15
Expensive	12
Student choice where to study	11
Centre should be local and accessible	10
Public transport cuts	7
Agree with proposal	7
All lessons should be based in one centre	4
Collaboration with other schools	3

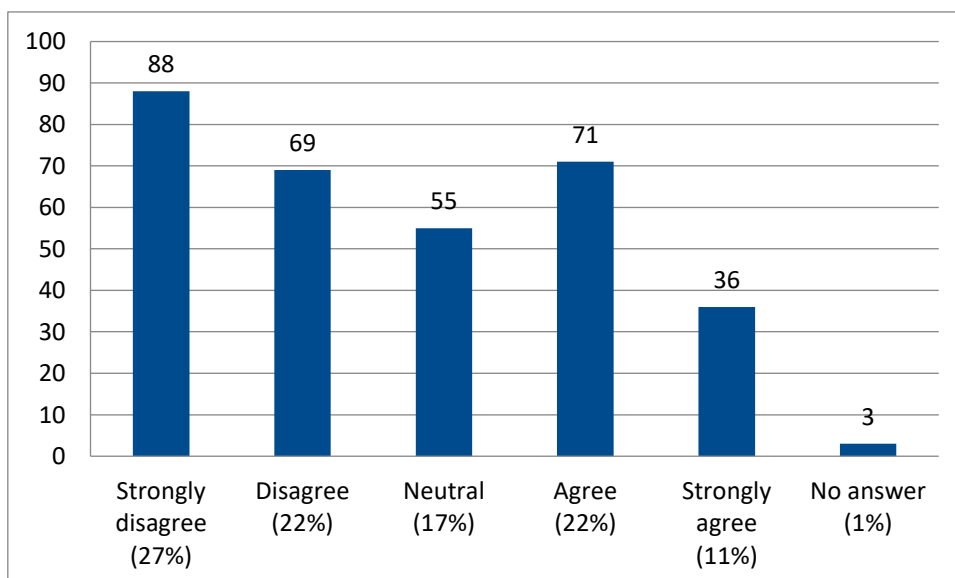
The most common themes were sixth forms should stay in schools, followed by this is a barrier for learning/could cause extra stress and then school buses should be provided.

7.2.22 Where sixth forms/ sixth form centres/ Bridgend College collaborate around a common timetable there may be an expectation that learners would travel for some of their courses during their lunch break. Would you consider this travel arrangement acceptable within the context of learner well-being?



55% of respondents felt that it was unacceptable for learners to travel during their lunchbreak (31% strongly disagreed and 24% disagreed). 31% of respondents stated that it was acceptable for learners to travel during their lunchbreak (7% strongly agree and 24% agree).

7.2.23 Should the council be looking to develop sixth forms or sixth form centres that have at least 250 students on roll?



49% of respondents disagreed that the council should be looking to develop sixth forms or sixth form centres that have at least 250 pupils on the roll (27% strongly disagree and 22% disagree).

33% agree that the council should be looking to develop sixth forms or sixth form centres that have at least 250 pupils on the roll (11% strongly agree and 22% agree).

7.2.24 If you chose strongly disagree or disagree please tell us why?

Theme	Number of comments
Keep sixth forms as they are	31
Smaller classes means better performance	26
Less teacher/facilities/resources/support/supervision	23
Misleading to compare to Bridgend to other areas	15
Already producing high standard	15
Keep bigger remove smaller sixth forms	9
Allows wider subject	2
Student choice	2
Impact on Welsh education	2
Where does the 250 figure come from?	2
Less subjects	1
Impact on catholic post 16 education	1

The most common themes were keep sixth forms as they are, followed by smaller classes mean better performance and then less teacher/facilities/resources support and supervision.

7.2.25 Concept one: the retention of sixth forms in all schools – the current position.

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept one: top three advantages:

Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concept one: top three concerns:

Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
Increased travel may be a more marked disadvantage for some learners
If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment

7.2.26 Are there any advantages you would like to add?

Theme	Number of comments
Known environment/ accessibility	32
Teacher pupil parent relationship/support	31
Sixth formers set good example	7
Staff and local pupil retention	6
High results continue to rise	5
Extra activities in schools	2
Increases teacher learning and development	2
Invest in underperforming areas	2

The most common themes were known environment/accessibility, followed by teacher pupil and parent relationship and support and then sixth formers set a good example.

7.2.27 Are there any concerns you would like to add?

Theme	Number of comments
Keep sixth form as they are	17
Travel issues	12
Expense	10
High standards may drop	9
Less subject choice	9
Need more resources/investment	4
Adapting to new environment and teachers	4
Student support and wellbeing	3
Smaller sixth forms may struggle	3

The most common themes were keep sixth forms as they are, followed by travel issues and then expense.

7.2.28 Overall what do you think of concept one?

Theme	Number of comments
Sixth forms in current schools should be kept the same / best concept for student wellbeing	115
some schools may struggle/ possible mergers for small schools/ should be individually looked at	10
disagree	7
expense to maintain	7
sixth form centres will allow learners adapt to higher study/ more opportunities/ subject choices	6
Collaboration may cause extra stress	3
Travel issues	2
collaboration with training providers and employers	1

The most common themes were sixth forms in current schools should be kept the same/ this is the best concept for student wellbeing, followed by some schools may struggle/possible mergers for small schools should be considered and then disagree with this proposal.

7.2.29 Concept two: The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept two: top three advantages:

Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concept two: top three concerns:

Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
Increased travel may be a more marked disadvantage for some learners

If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment

7.2.30 Are there any advantages you would like to add?

Theme	Number of comments
More subjects available	7
Improved facilities	4
Saves money	3
Mature environment for learners	1

The most common themes were more subjects available, followed by improved facilities and then a mature environment for learners.

7.2.31 Are there any concerns you would like to add?

Theme	Number of comments
Could lead to redundancies/ loss of high quality staff	16
Lack of pastoral care and support	12
Travelling issues/ costs	11
Keep sixth forms as they are	9
Fall in standards	8
Loss of students/ attendance	5
Loss of role models/ ethos	5
More information	3
Loss of welsh language provision	2
Impact on community	2
Costs more	2

The most common themes were could lead to redundancies/high loss of quality staff, followed by lack of pastoral care and support, and then travelling costs/issues.

7.2.32 Overall what do you think of this concept?

Theme	Number of comments
Keep sixth forms as they are	30
Disagree with proposal	27
Removes support/ ethos/ high standards from schools	21
Centre would not be accessible by all/ travelling issues	10
Centre provides opportunities/ agree	6
Cost more	5
Provides no choice	4

Invest money in current schools	4
Loss of students/attendance	4
More information needed	4
Bias consultation	2

The most common themes were keep sixth forms as they are followed by disagree with proposal and then removes support/ethos/high standards from schools.

7.2.33 Concept three: The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept three: top three advantages:

Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
Creates an opportunity to invest in tailored facilities for 16-18 education provision

Concept three: top three concerns:

Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
The loss of senior students from school settings and their ability to be aspirational role models

7.2.34 Are there any advantages you would like to add?

Theme	Number of comments
No advantages	16
More subjects on offer	3
Progression opportunities	3
Saves money	2

Similar to sixth forms	1
------------------------	---

The most common themes were there are no advantages, followed by more subjects on offer and then there are more progression opportunities.

7.2.35 Are there any concerns you would like to add?

Theme	Number of comments
Concerns around schools losing sixth form	17
Loss of quality of teaching	5
Concerns for care of students	4
Costs associated to concept	3
Travel	3
Loss of council supervision	1

The most common themes were concerns about schools losing sixth forms, followed by loss of quality teaching and then concerns for care of students.

7.2.36 Overall what do you think of this concept?

Theme	Number of comments
Keep sixth forms as they are	57
Agree with concept	10
Learners already have Bridgend College as an option	4
Prefer other concepts	5
Travel	4
Recruitment of teachers will be a problem	3
Costs associated with concept	2

The most common themes were keep all sixth forms as they are, followed by agree with concepts and then we already have Bridgend College as an option.

7.2.37 Concept four: A mix of school sixth forms with some mergers to create a new local authority maintained sixth form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept four: top three advantages:

The retention of sixth forms is seen as essential in some areas in response to community aspirations
Maintaining the link between sixth-form learners and the rest of the school, especially as aspirational role models and supporting younger pupils

Sixth forms add to the overall ethos of the school

Concept four: top three concerns:

Potential impact on schools that may not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff

Leakage of “more able” pupils to school with a sixth-form centre

Increased travel may be a more marked disadvantage for some learners

7.2.38 Are there any advantages you would like to add?

Theme	Number of comments
Agree with concept	7
No advantages	4
Keep sixth forms as they are	3
Would be able to offer more subjects	3
Similar to current provision	2
Central location would increase footfall in Bridgend	1
Issues with cost	1

The most common themes were agree with concept followed by there are no advantages and then keep all sixth forms as they are.

7.2.39 Are there any concerns you would like to add?

Theme	Number of comments
Disagree with concept	9
Travel issues	5
Concerns about the impact on schools without sixth forms	3
Costs associated to concepts	2
Keep sixth forms as they are	2
Requires complex planning of timetables	1

The most common themes are disagree with concept followed by travel issues and then concerns about the impact on schools without sixth forms.

7.2.40 Overall what do you think of this concept?

Theme	Number of comments
Disagree with concept	24
Agree with concept	17
Keep sixth forms as they are	16
Travel	8
Further information needed	4
Concerns about the impact on schools without a sixth form	3
Less able children may get left behind	3
In favour of collaboration	2
Loss of quality of teaching	2

The most common themes were disagree with concept, followed by agree with concept and then keep sixth forms as they are.

7.2.41 Concept 5: A mix of school sixth forms with some mergers to create a new FE college sixth form centre(s)

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept five: top three advantages:

Provides more choice for learners and parents between school-based sixth forms, FE sixth-form centres and traditional FE setting
Maintaining the link between sixth-form learners and the rest of the school, especially as aspirational role models and supporting younger pupils
Sixth forms add to the overall ethos of the schools that retain them

Concept five: top three concerns:

Potential impact on schools that do not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff
Increased travel may be a more marked disadvantage for some learners

The loss of senior students from school settings and their ability to be aspirational role models

7.2.42 Are there any other advantages you would like to add?

Theme	Number of comments
Keep sixth forms as they are	5
Agree with concept	2
What are the costs associated to concepts	2
No advantages	2
There is already an FE college	1

The most common themes were keep all sixth forms as they are, followed by agree with concept and then what are the costs associated to concepts and no advantages.

7.2.43 Are there any other concerns you would like to add?

Theme	Number of comments
Disagree with concept	5
What are the costs associated with concepts	3
Travel issues	3
Concerns about the impact on schools without a sixth form	3
Governance issues	2
Keep sixth forms as they are	2

The most common themes were disagree with the concept, followed by what are the costs associated to concepts and then travel issues and concerns about impacts on schools without a sixth form.

7.2.44 Overall what do you think of this concept?

Theme	Number of comments
Disagree with proposal	23
Keep sixth forms as they are	13
Agree with proposal	6
Concerns about the impact on schools without sixth forms	4
Governance issues	4
Travel issues	3
Similar to concept four	2
Requires substantial funding	1
What is the impact – similar to tertiary model	1

The most common themes were disagree with proposal, followed by keep sixth forms as they are and then agree with proposal.

7.2.45 Concept six: A full tertiary model governed by the FE sector

Respondents were asked to select from a list the top three advantages and the three most important concerns:

Concept six: top three advantages:

Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools
Equality of offer to all learners
Allows schools to focus more comprehensively on the outcomes at the end of key stage 4

Concept six: top three concerns:

Reduces the choice of providers for learners and parents
Increased travel may be a more marked disadvantage for some learners
Given the current difficulties schools are experiencing in recruiting more qualified/experienced staff the change of status to an 11-16 school could potentially heighten this issue

7.2.46 Are there any other advantages you would like to add?

Theme	Number of comments
No advantages	9
Funding issues	4
Agree with concept	2
More choice for learners	2
Mirrors other areas in Wales	1

The most common themes were there are no advantages followed by funding issues and then agree with concept and more choice for learners.

7.2.47 Are there any other concerns you would like to add?

Theme	Number of comments
Disagree with proposal	15

What are the costs associated to concepts	3
Loss of quality teaching	3
Lack of positive staff/pupil relationships	2
Travel	2
Schools in the area would be reluctant	1

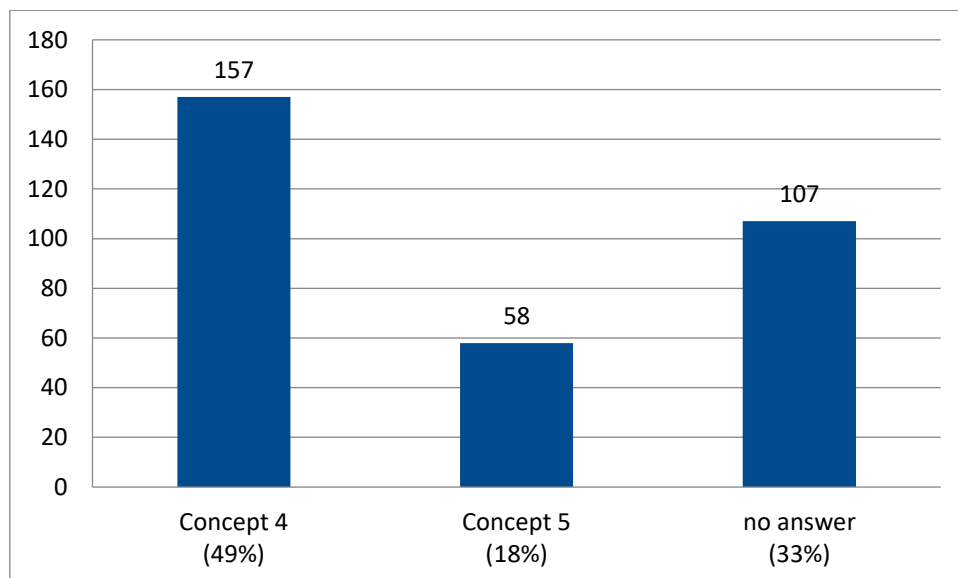
The most common themes were disagree with proposal, followed by what are the costs associated to the concepts, and then lack of quality teaching.

7.2.48 Overall what do you think of this concept?

Theme	Number of comments
Disagree with proposal	41
Keep sixth forms as they are	13
Agree with proposal	6
Costs associated with concepts	6
Takes away choice for pupils	6
Governance issues	3
Don't understand the concept	2
Travel issues	2
Either keep all sixth forms or remove them all	1

The most common themes were disagree with proposal, followed by keep sixth forms as they are and then agree with proposal.

7.2.49 The council's preferred concepts are concept four and five. If either of these were to be adopted by the council which would you prefer?



Respondents were informed that the councils preferred options were concepts four and five. Respondents were asked to select their preferred option from these two concepts.

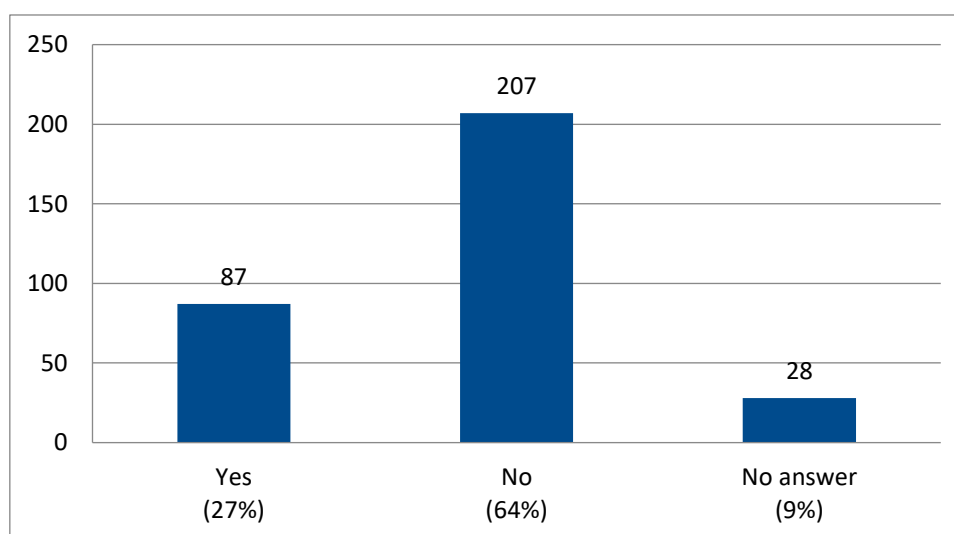
49% selected concept four as their preferred option (a mix of school sixth forms with some mergers to create a new local authority maintained sixth form centre(s). 18% selected concept five as their preference (a mix of school sixth forms with some mergers to create a new FE college-maintained sixth form centre(s). 33% did not provide an answer to this question.

7.2.50 Reason for your choice:

Theme	Number of comments:
Unhappy with either option	46
Support for centres governed by Local Authority	35
Keep sixth forms as they are	21
Support for centres governed by FE sector	11
Seems the best option	6
Less disruption	4
School budgets	4
Wider range of subjects on offer	4
Compromise of both options	3
Further details needed	3
Pen Y Bont college performing well	1
Council have already made up their mind	1
Consider additional learning needs	1

Most common themes for the support of their preferred option between concepts four and five are unhappy with either option, followed by support for centres governed by local authority and then keep sixth forms as they are.

7.2.51 Do you agree with the councils choice of preferred concepts?



64% of respondents did not agree with the council's choice of preferred concepts. 27% did agree with the councils preferred choice of concepts and 9% of respondents did not provide an answer to this question.

7.2.52 If no please provide your reasons why not

Theme	Number of comments:
Keep sixth forms as they are	101
Further information needed	11
Prefer concept six	9
Impacts on staff/students	9
Costs associated with concepts	7
Pupils should have a choice	5
Travel issues	5
Equality of opportunities	4
Dislike FE option	3
Prefer concept four	3
Impacts on community	2

The most common themes for not agreeing with the councils preferred choice of concepts were keep sixth forms as they are, followed by further information needed and then prefer concept six.

7.2.53 Please rank each concept in order of preference where one is your most preferred and six is your least preferred:

For all respondents – the overall list of preferred concepts are:

Rank	Concept	Number of groups who ranked each concept in position	% of groups who ranked each concept in position
1	Concept 1: The retention of sixth forms in all schools	185	67%
2	Concept 4: A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)	102	45%
3	Concept 5: A mix of school sixth forms with some mergers to create a new FE college governed sixth-form centre(s)	126	56%
4	Concept 2: The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)	126	51%
5	Concept 3: The closure of all sixth forms and the development of a further	118	49%

	education (FE) college governed sixth-form centre(s)		
6	Concept 6: A full tertiary model governed by the FE sector	130	57%

Overall, respondents chose the status quo, retention of sixth forms in all schools as their first choice.

7.2.54 Do you have any other suggestions for post-16 education provision across Bridgend county borough?

Theme	Number of comments
Keep sixth forms as they are	19
Funding issues	8
Need more information to make a decision.	8
Keep strong sixth forms	5
Council need to make a decision	5
ALN Provision	4
Collaborative working	4
Focus on standards	4
Free bus travel	4
Further consultation (based on decision made)	4
Stop compulsory Welsh Bac	2
Adopt tertiary model	2
Promote Bridgend College	1

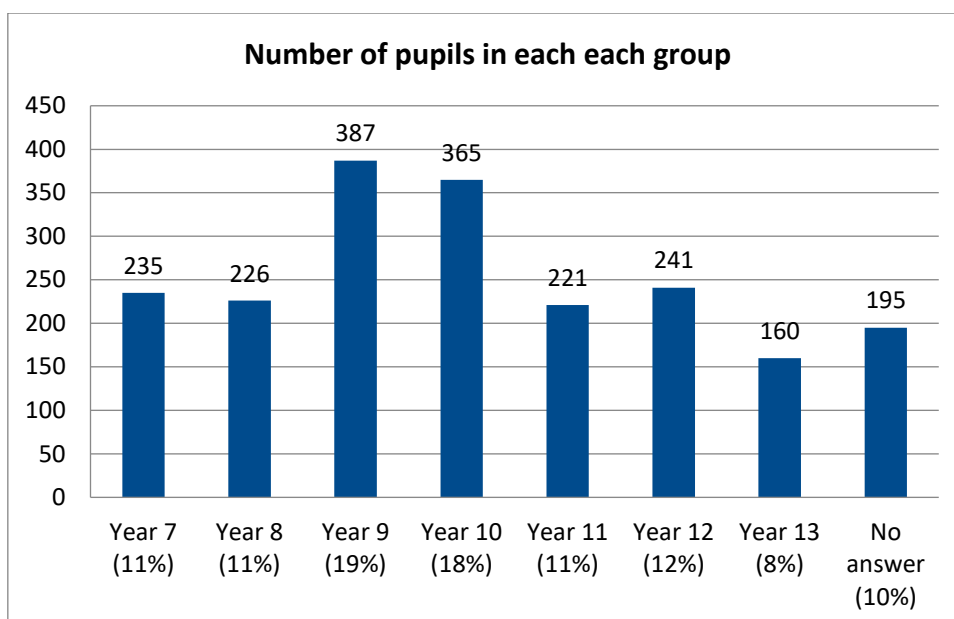
The most common themes were keep sixth forms as they are, followed by funding issues and then need more information to make a decision.

8 LEARNER ENGAGEMENT WORKSHOPS

Learner engagement workshops took place in all comprehensive schools across the county borough.

8.1 Participants:

- 457 groups took part in total
- 2030 learners took part in total
- Average group size was 4 pupils
- 1878 learners told us their year group



Years 9 and 10 were most represented, with 37% of participants coming from these year groups.

Learners currently in sixth form represented 20% of the learners who engaged in the workshops.

8.2 Activity one:

Groups were given 12 statements from taken for the key aims of the Post-16 consultation report. Groups were asked to rank the 12 statements in order of importance; where one was most important and 12 was least important. 430 groups completed this activity.

The statements were ranked most frequently in the following order:

Rank:	Statement
1.	High quality teaching and learning
2.	Great exam results
3.	Expert teachers
4.	Wide range of subjects
5.	Opportunities for work experience
6.	Strong personal support
7.	Everyone makes progress
8.	Excellent impartial advice and guidance
9.	Positive relationships with staff
10.	Wide range of extra-curricular activities
11.	First class facilities
12.	Inspirational teachers

Groups were also given the option of adding additional statements that they thought were important.

146 comments were made and the table below highlights what additional statements were made.

Theme	Number of comments
Easy to travel to	21
Good quality food	14
High quality teaching and learning	13
Pastoral support	13
Positive environment	9
Careers advice	7
Teaching life skills (finance, first aid etc.)	7
Equality	6
Affordable	5
Good facilities	5
Good exam results	5
Good facilities	5
Freedom (during breaks)	4
No compulsory A Levels	4
Sports facilities	4
HE Progression	3
Pupil voice	3
Facilities just for sixth forms	3
Sixth form focus	3
Extracurricular activities	2
Improved/better facilities	2
Shorter lunchtime	2
Smaller classes	2
Work experience opportunities	2
Connections between schools	1
Parent support	1
Uniform	1

Learners felt that the things that were important to include as other areas of importance were easy to travel, followed by good quality food and then high quality teaching and learning and pastoral support.

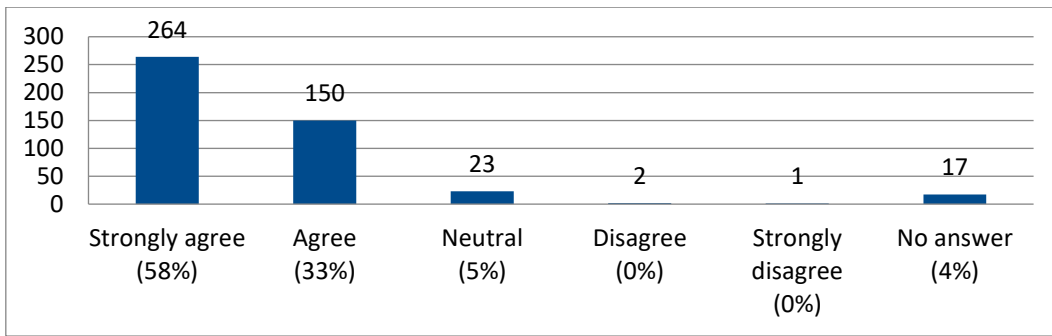
8.3 Activity two

Groups were told about the subject options currently available, collaborative and twilight versions and the disparity between subject options at each school in Bridgend.

Based on this information groups were asked to answer four questions, and rate their responses from strongly agree through to strongly disagree.

8.3.1 Students can continue to study a subject from GCSE to sixth form:

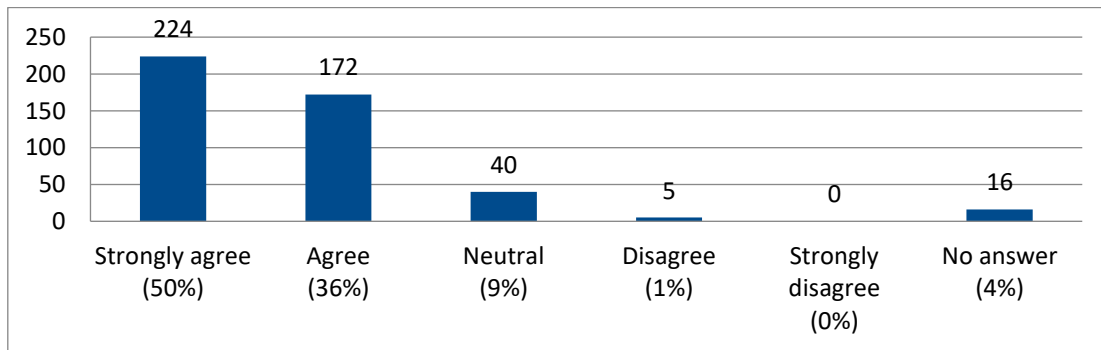
440 groups answered this question



91% of respondents agreed (58% strongly agree and 33% agree) that should be able to continue to study a subject from GCSE to sixth form.

8.3.2 Students have access to the full range of subjects, including new subjects:

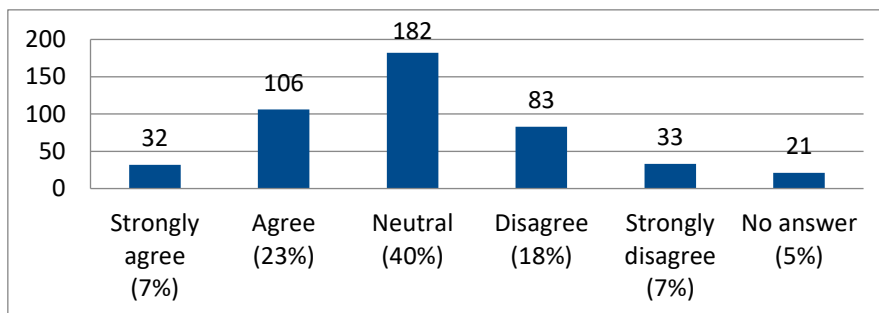
441 groups answered this question



86% of respondents agreed (50% strongly agree and 36% agree) that students should have the full range of subjects, including new subjects.

8.3.3 On-line learning is developed

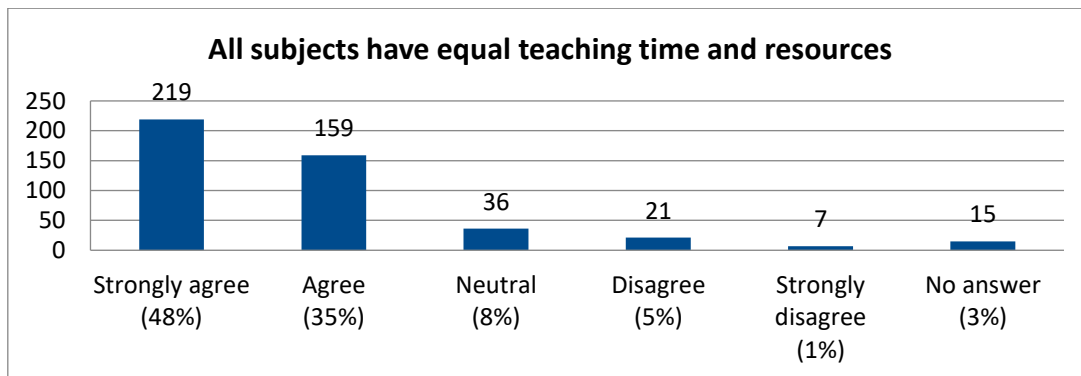
436 groups answered this question



30% of respondents agreed (7% strongly agree and 23% agree) that online learning should be developed. 40% of respondents provided a neutral response to this question and 25% disagreed that online learning should be developed.

8.3.4 All subjects have equal teaching time and resources

442 groups answered this question

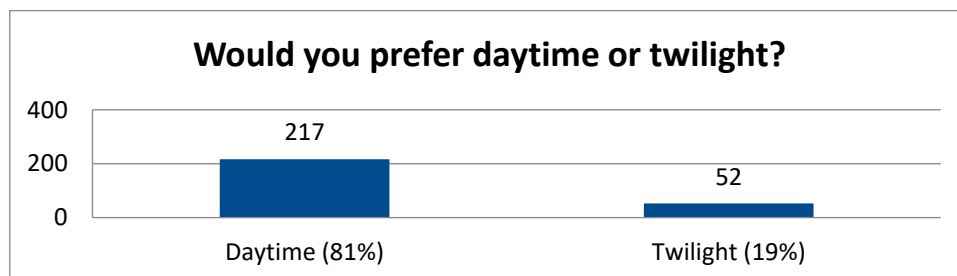


83% of respondents agreed (48% strongly agree and 35% agree) that all subjects should have equal teaching time and resources.

8.4 Activity three

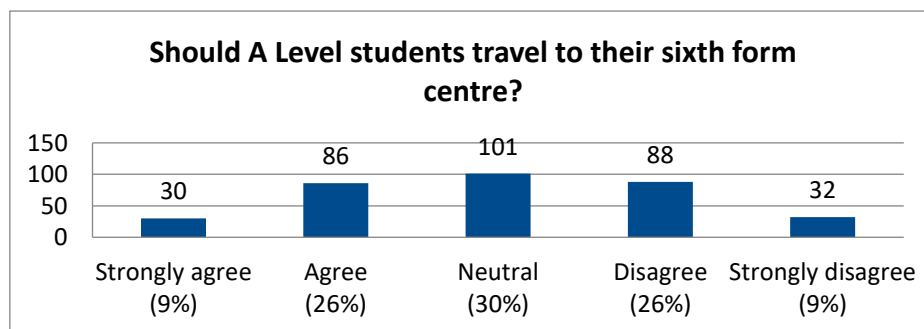
Activity three aimed to gather learners' ideas regarding twilight and collaborative options. The activity asked groups to decide if they would prefer daylight or twilight sessions and the extent to which they agreed or disagreed with a statement relating to learner travel. There were also open questions which asked the advantages and disadvantages of collaborative and twilight sessions.

269 groups answered this question



81% of respondents stated that they preferred day time collaboration to twilight.

337 groups answered this question on student travel



38

35% of respondents agreed that A level students should travel to a sixth form or sixth form centre, however a further 35% disagreed with this proposal. 30% gave a neutral response.

8.4.1 Daytime collaboration

Daytime collaboration advantages

794 comments were made:

Theme:	Number of comments
More choice of subjects	162
Have your own free time after school	153
More awake/ Motivated to learn	78
It's within the school day	78
Meet new people	77
Get to have an early lunch	64
Transport provided	56
Convenient/ Familiar routine	31
Different environment	30
Only two afternoons per week	16
Better teachers/facilities in other schools	13
Teachers are available	13
Free afternoons/lessons	7
Less stressful	4
Can learn in Welsh	3
Promotes independence	3
Saves costs (on extra buildings)	2
Sense of community	2
Free school meals for those who require them	1

The most common themes for day time collaboration advantages were more choice of subjects, followed by have your own free time after school followed by more awake and motivated to learn and it's within the school day.

Daytime collaboration disadvantages

623 comments were made

Theme:	Number of comments
Travelling issues	203
Miss other lessons/Timetable clashes	116
Early lunch/No break	90
Unfamiliar surroundings/teachers/peers	73
Stressful/Tiring/Busy	55

Inconvenient	22
Only two afternoons per week	16
teachers not always available	12
pupils may be unable/uncomfortable to socialise	11
Expensive to run	9
Limited subject choice	8
Difficult if you work	4
Longer lessons	2
Difficult for caring responsibilities	1

The most common themes for day time collaboration disadvantages were travelling issues, followed by miss other lessons/timetables clashes and issues of early lunch/no break.

8.4.2 Twilight sessions

Twilight session advantages

564 comments were made

Theme:	Number of comments
More choice of subjects	196
More free time in the day	90
transport provided	76
Doesn't disrupt school day	60
Meet new people	36
More awake/energised/focussed	28
Promotes independence	27
Less people	12
Better teachers	10
Can see different learning facilities	8
Only two afternoons per week	8
Longer lessons	6
Convenient	3
Easier in English	1
Establish a Welsh Sector	1
Larger classes	1

The most common themes for twilight collaboration advantages were more choice of subjects, followed by more free time in the day and then transport provided.

Twilight session disadvantages

804 comments were made

Theme:	Number of comments
No free time after school (personal/social time)	295
Travelling	125
Tiring	108
Long days	93
Get home late	44
Unfamiliar surroundings/teachers	25
Not everyone would be able to attend (other commitments)	21
Stressful	18
Only available in English	16
Pupils may not be confident to go	12
Teachers not available outside of teaching time	11
More likely to miss lessons	9
Inconvenient	9
Limited subject choice	6
No breaks	6
Costs a lot of money	3
If you were ill you would have to contact two schools	1
No time for caring responsibilities	1

The most common themes for twilight collaboration disadvantages were no free time after school (personal/social time), followed by travelling and then tiring.

8.5 Activity four

This activity aimed to understand learners' ideas regarding each of the concepts. Groups were asked open questions and identify what they thought were the advantages and disadvantages of each concept. Concepts with nuances regarding management of options (i.e. if management was undertaken by the local authority or Bridgend College) were merged for ease of understanding and to increase engagement. The concepts provided to groups were:

- Keeping sixth forms
- Having sixth form centres
- Having a mix of sixth forms and centres
- Having one large college

8.5.1 Keeping sixth forms

Advantages

817 comments were made

Theme:	Number of comments
Familiar teachers (good relationships)	195

Familiar surroundings	161
No travelling issues	129
Familiar system	69
Can keep friendship groups	53
Sixth formers help around school/are role models	40
More personal support	35
Easy transition	32
Smaller classes	25
Better learning/Options	19
Saves money on a new building	15
Leadership/extra-curricular opportunities	13
Good support for university	10
Less stressful	8
Sixth form has sense of community	8
Have siblings in school	3
Can keep/use Welsh language	2

Learners felt that the advantages of keeping sixth forms were familiar teachers (good relationships) followed by familiar surroundings and then no travelling issues.

Disadvantages

371 comments were made

Theme:	Number of comments
Less subject choice	181
Costs	49
Limited/lack of resources	30
Doesn't promote independence	20
Have got younger pupils round you	19
Don't meet new people	17
Travelling issues	15
Overcrowding (more people on bus etc.)	14
Teachers not specifically for 6th form	11
Not experiencing anything new	10
Have to wear uniform	3
Not everyone can get the qualifications for 6th form	1
The council doesn't want them	1

Learners felt that the disadvantages of keeping sixth forms were less subject choice, followed by costs and then limited lack of resources.

8.5.2 Having sixth form centres

Advantages

494 comments were made

Theme:	Number of comments
More subject choice	162
Meet new people	119
Focus on sixth form pupils	50
Better facilities	39
Specialised teachers (A Levels)	39
equal for all	21
Promote independence	20
Saves money	14
More opportunities	11
New environment/ Experience	7
May have less travel issues	7
In school time (no twilight)	2
Don't have to wear uniform	2

Learners felt that the advantages of having sixth form centres were more subject choice, followed by meet new people and then focus on sixth form students.

Disadvantages

602 comments were made

Theme:	Number of comments
Travelling issues	184
Costs a lot of money	71
Unfamiliar teachers	55
Unfamiliar surroundings	52
Less 1-1 support	40
Overcrowding	40
Cause anxiety/ Feel uncomfortable	33
Bigger classes	31
Lose sixth form community/opportunities	20
Won't know anyone	18
May increase conflicts/bullying	14
Less structured than school	11
Not enough teachers/redundancy	11
Split from friendship group	8
May not have all subjects	4
No Welsh language	3

People prefer school	3
Uniform and clothing costs	3

Learners felt that the disadvantages of having sixth form centres were travelling issues, followed by costs a lot of money and then unfamiliar teachers.

8.5.3 Having a mix of sixth forms and centres

Advantages

282 comments were made

Theme:	Number of comments
Gives people a choice	103
More subject choice	50
Meet new people	43
Uses existing resources/facilities	21
More opportunities	20
Less travelling issues	16
Costs a lot of money	8
Smaller classes	7
Focuses on sixth form	4
Opportunity to speak Welsh	4
Convenient	3
New experience	2
Most people will be happy	1

Learners felt that the advantages of having a mix of sixth forms and sixth form centres were gives people a choice, followed by more subject choice and then meet new people.

Disadvantages

302 comments were made

Theme:	Number of comments
Not equal for all schools/pupils	76
Travelling issues	72
Costs a lot of money	35
It's confusing for pupils	20
Overcrowding	15
Stressful/Uncomfortable	12
Unfamiliar surroundings	12
Not as structured as school	11
May limit subject choices	10
May be split from friends	9

May cause conflicts	7
Unfamiliar teachers	7
Need more teachers	6
Less 1-1 support	5
Teachers may lose jobs	2
Uniform/clothing costs	2

Learners felt that the disadvantages of having a mix of sixth forms and sixth form centres were not equal for all schools/pupils, followed by travelling issues and then costs a lot of money.

8.5.4 Having one large college

Advantages

350 comments were made

Theme:	Number of comments
More subject choice	100
Meet new people	53
Better facilities	35
Everyone will be in one place	33
Promotes independence	28
Specialised teachers (A Levels)	22
Focuses on sixth form students	21
No travelling around	19
Fair for all (as no sixth forms in any school)	12
More space	11
Will save money	9
Larger classes	4
Will have a community feel	2
No uniform	1

Learners felt that the advantages of having one large college were more subject choice, followed by meet new people and then better facilities.

Disadvantages

378 comments were made

Theme:	Number of comments
Travelling issues	95
Overcrowding	71
Costs a lot of money	67
Less 1-1 support	29

Larger classes	21
No choice for pupils	13
Unfamiliar surroundings	13
Unfamiliar teachers	12
Need more teachers	10
Stressful/uncomfortable for pupils	10
It will be too big	9
Will take a long time to build	8
May cause conflicts	7
No Welsh language	4
Difficult for people with disabilities	1

Learners felt that the disadvantages of having one large college were travelling issues followed by overcrowding and then costs a lot of money.

8.6 Activity five: Ranked concepts

The final part of this activity asked groups to rank all six concepts in order of preference, where one was most preferred and six was least preferred. The table below highlights the most frequently chosen ranking order.

426 groups answered this question.

Rank	Concept	Number of groups who ranked each concept in position	% of groups who ranked each concept in position
1	One: Sixth forms in all secondary schools but with improved collaboration	275	65%
2	Four: Keep some sixth forms but merge others into larger centres run by schools and Bridgend Council	145	34%
3	Five: Keep some sixth forms but merge others into larger centres run by Bridgend College	123	29%
4	Two: 11-16 schools with sixth-form centres run by schools and Bridgend Council	136	32%
5	Three: 11-16 schools with sixth-form centres in Bridgend College	128	30%
6	Six: Full tertiary system with large new college campus to provide all post-16 provision	197	46%

The table shows that:

65% (275) of groups ranked 'Sixth forms in all secondary schools but with improved collaboration' as their first choice;

34% (145) of groups ranked 'Keep some sixth forms but merge others into larger centres run by schools and Bridgend Council' as their second choice;

29% (123) of groups ranked 'Keep some sixth forms but merge others into larger centres run by Bridgend College' as their third choice;

32% (136) of groups ranked '11-16 schools with sixth-form centres run by schools and Bridgend Council' as their fourth choice;

30% (128) of groups ranked '11-16 schools with sixth-form centres in Bridgend College' as their fifth choice;

46% (197) of groups ranked 'Full tertiary system with large new college campus to provide all post-16 provision' as their last choice.

9 PARENTS AND CARERS SESSIONS

All comprehensive schools in the county borough invited current parents and carers to attend workshops alongside council officers (Specialist post-16 Officer and Consultation and Engagement Team). Parents and carers were given an overview of the consultation and were invited to ask questions or give their comments on the concepts. In response to comments during these sessions a further five workshops were arranged for primary school parents. In total 239 parents attended workshops during the consultation period. All comments have been themed and can be seen in the table below:

Theme:	Number of comments
Travel provision	31
Funding/location of centre(s)	20
Sixth form community and as role models	17
Collaborative ways of working	15
Need to involve pupils/parents	14
Standards/funding of current sixth forms	14
Lose staff from comprehensive schools	12
Progression after 6th form	12
Timescale of implementation	11
Transition from primary through to 6th form	11
What impact will there be?	11
Should keep strong sixth forms	10
Decision making process	9

Need more information/data	9
Want to retain our sixth form	9
Will students have options? (to include vocational and A Levels)	9
Clarification of faith based provision	9
Welsh language provision	9
Pastoral support provided	8
Clarification of concepts	7
Pressure on students	7
Standards of centres	7
How will the concepts affect class sizes?	6
Criteria/ application to new centre(s)	6
Will provision be equal for all?	6
How will you decide which 6th forms to keep	6
Staffing issues in centre(s)	6
What potential impacts on pre 16	4
Is Welsh bac staying? Do pupils have to do it?	4
Impact on wider community	3
Overcrowding at schools/centre(s)	3
Effect on ALN Students	1

The most common themes from parents and carers were issues around travel provision, followed by funding and location of new centres and then the sixth form community and the sixth form as role models.

10 STAFF SESSIONS

Staff in all comprehensive schools were given the opportunity to attend a question and answer sessions with the authority's Specialist Post-16 officer. Staff were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. 293 staff attended the sessions, all comments have been themed and can be seen in the table below:

Theme:	Number of comments
Who will decide which sixth forms go?	19
Lose staff from comprehensives and potential redundancies	18
Concern for pastoral support/ wellbeing	13
Travel provision	12
Sixth formers as role models	10
Collaborative ways of working	9
Standards in centres	9
Sixth form is a community	8

Clarification of concepts	7
Relationships between schools and students	7
Progression after school	5
Standards in current sixth forms	5
Student retention	5
Timescale of implementation	5
Funding	4
Keep strong sixth forms	4
Need more information/data	3
Schools could offer vocational courses	3
Welsh language provision	3
Criteria/ application to new centre(s)	2
Support for blended learning	1

The most common themes from staff were who will decide which sixth forms will go, followed by loss of staff from comprehensive schools and potential redundancies and then concern for pastoral support and wellbeing.

11 GOVERNORS SESSIONS

School governors in all comprehensive schools were given the opportunity to attend a question and answer sessions with the authority's Specialist Post-16 officer. Governors were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to their own school. 56 governors attended the sessions, all comments have been themed and can be seen in the table below:

Theme:	Number of comments
Funding	12
Loss of staff from comprehensive schools	11
Prefer to keep sixth forms	10
Clarification of concepts	9
Travel provision	9
Who will decide which sixth forms close	9
Pastoral support/wellbeing	8
Standards at centre(s)	8
Collaborative working	7
Sixth form community	7
Faith based provision	6
Location of centre(s)	6
Equality (for pupils and schools)	5
Parents will move children to school with sixth form	5

Further consultation (when decisions made)	4
Need more information	4
Timescales	4
Aspirations (pupils in deprived areas)	3
Impact of new curriculum	1
Support for blended learning	1

The most common themes from school governors' session were issues around funding, followed by loss of staff from comprehensive schools and then they would prefer to keep all sixth forms.

12 BRIDGEND COLLEGE

Workshops for learners, staff and governors took place in Bridgend College. As a standalone college within the FE sector it was felt that the perspective of the college may be different to the perspective of staff, governors and learners within schools.

This section therefore focusses on the views of the college in order to ensure its perspective is available within this consultation.

12.1 Bridgend college student focus groups

7 groups took part in the consultation workshops with 24 respondents in total (these groups included mature students).

12.1.1 Activity one

Groups were given 12 statements from taken for the key aims of the Post-16 consultation report. Groups were asked to rank the 12 statements in order of importance; where one was most important and 12 was least important. 430 groups completed this activity.

The statements were ranked most frequently in the following order:

Statement letter	Statement
1	Everyone makes progress
2	High quality teaching and learning
3	Strong personal support
4	Opportunities for work experience
5	Expert teachers
6	Positive relationships with staff
7	Great exam results
8	Opportunities for work experience
9 & 10	Wide range of subjects & Inspirational teachers
11	Wide range of extra-curricular activities
12	First class facilities

12.1.2 Activity two

Learners were asked to rank the preferred concepts:

Rank	Concept	Number of groups who ranked each concept in position	% of groups who ranked each concept in position
1	One: Sixth forms in all secondary schools but with improved collaboration	3	42%
1	Five : A mix of school sixth forms with some mergers to create a new FE college governed sixth-form centre(s)	3	42%
3	Three: The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)	2	28%
4	Four: A mix of school sixth forms with some mergers to create a new local authority maintained sixth-form centre(s)	2	28%
5	Two: The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)	3	42%
6	Six: Full tertiary system with large new college campus to provide all post-16 provision	4	57%

Learners in Bridgend College chose keep all sixth forms but with improved collaboration and a mix of school sixth forms with some mergers to create new FE college governed sixth-form centres as their joint first choices.

12.1.3 Learner comments

Learners were given the opportunity to write general comments during the workshop.

Comments made during the focus groups were themed and are detailed in the table below:

Theme	Number of comments
Travel issues (including costs)	19

No advice outside of sixth form given in school	9
College should promote at school	5
College should promote themselves more	5
Costs of additional centre(s)	1
Improve careers advice	1
More parking at college	1

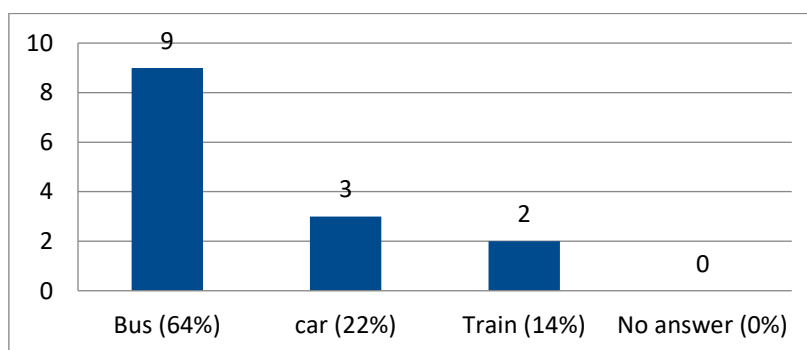
The most common themes from learners were travel issues (including costs), no advice outside of sixth form given in school and then college should promote at school and college should promote themselves more.

12.1.4 Additional questionnaires

One of the students gave the Specialist Post 16 Officer some completed questionnaires they had collected for a project which included questions on travelling for students.

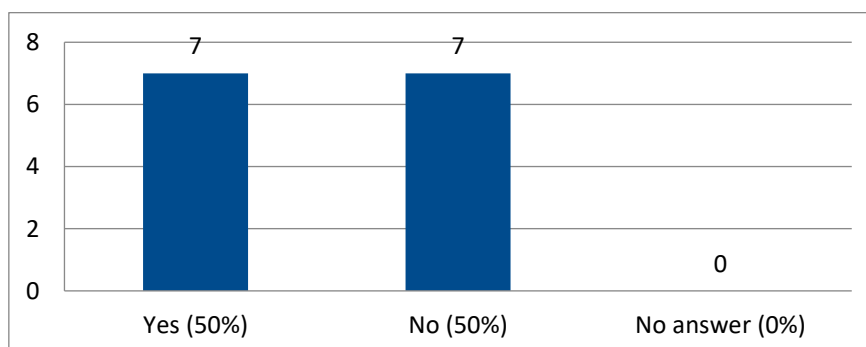
14 questionnaires had been completed by current students at the college. They gave the questionnaires to help inform the consultation and the graphs below highlight the questions relating to travel:

12.1.4.1 Which form of transport do you use to get to college?



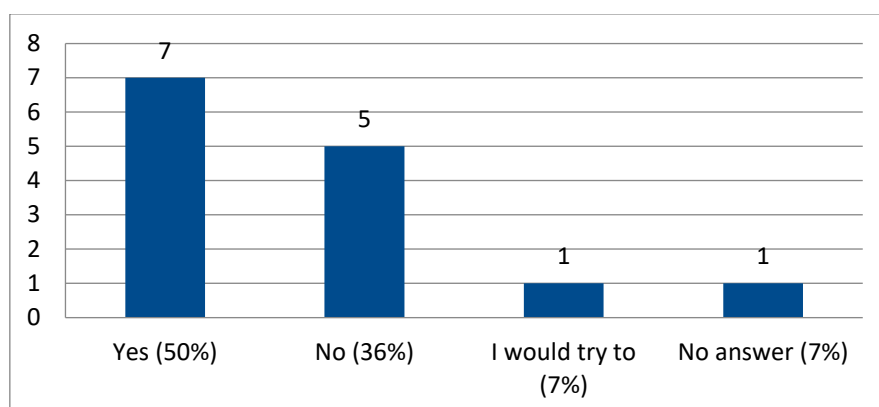
65% of students said they used the bus to get to college, 22% said they came by car and 14% by train.

12.1.4.2 Do you have a free bus pass to get to and from college?



50% of students said they had a free bus pass and 50% of students said they did not have a free bus pass.

12.1.4.3. Would you attend college if the free bus pass were removed?



50% of students said they would still attend college if their free bus pass was removed, 36% of students said they would not attend college if their free bus pass was removed, 7% said they would try to attend and 7% did not answer the question.

12.1.4.4 Comments

The last question was an open question asking learners what is their opinion if free transport for college students on buses were to be cut?

Theme	Number of comments
Some students can't afford it	6
Not a good idea	3
People would drop out	3
No answer	1
Don't know	1

The main themes were some students can't afford to pay for travel, it is not a good idea and then people would drop out.

12.2 Governors workshop

Bridgend College governors were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Governors were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to the college. 13 governors attended the session. The following comments were made by Bridgend College governors:

- Clarification around careers advice given in schools regarding college options?
- Clarification of and timescales of the different Concepts?
- It should be learner centred and not institutionally focussed

- 11-16 year olds are being disadvantaged as their money is being used on sixth forms
- There are some good examples of 11-16 schools
- There is no reference to higher education in the report, the college has good progression to HE
- You need to look at tertiary models in other authorities
- College needs to work in partnership with schools, not against them
- The perception of a tertiary model is that it's taking something away but it gives you more
- What criteria would be used against every permutation of options regarding closure of school sixth forms?
- How people see the quality here and sixth forms in school – we need to show the same quality
- No two examples are the same, it is difficult to compare a sixth form to a college
- Trying to get post 16 right in Bridgend, what about standards and quality of teaching. And are you considering other things such as wellbeing, sport, mental health etc size of sixth forms may affect good practice in this area
- The problem with consultations is that people are used to what they know
- Myths around FE that we are too big to care but we have excellent score from Estyn for care
- Since 2015 the number of sixth form students in Bridgend schools has dropped by around 280 but the college has stayed the same, what are the surplus figures?
- Some authorities have looked at 3-16 provision to counteract this deficit in secondary schools. Could that be part of the rationalisation?
- There is a perception about the college, but we are capable of running a sixth form, we feel confident we could run any programme you come up with but there is a negative perception of the college as a 'tech'
- There are nine schools and one college – we have 2500 students plus apprenticeships plus part time students
- I don't know what more we can do to prove our worth - excellent Estyn reports and voted the best college in Wales (by 'What Uni' magazine)
- We have created Penybont sixth form, we are 13% up on our A levels in the first year.
- Cabinet should celebrate the college they have rather than build another one; we have a learner centred governing body.
- We want to impress on cabinet that they've got something very good here and the future and sustainability of that is worth protecting.
- Applications here have gone up but if after Brexit partners leave (such as TATA Steel) we will lose £1 million in apprenticeship support. Our sustainability should be on cabinet's radar

- You should aim to help students by giving them options and resources early on, it's too much stress for young people if changes are not supported from year 9 onwards
- We need broader changes, if we need a new build it shouldn't put us off moving forward to give people a vocational and a level mix. Why can't students do both?
- It's about creating something for the future (which will be in line with Donaldson's new curriculum)
- Curriculum drives everything and I'm scared Bridgend won't be bold enough and we will end up with the best worst option
- I don't think we should segregate a sixth form and the college; if the college is a partner then there will be better options for individuals.
- The key driver has to be outcomes for young people

12.3 Staff workshop

Bridgend College staff were given the opportunity to attend questions and answers sessions with the authority's Specialist Post-16 officer. Staff were given an overview of the consultation and were invited to ask questions or give their comments on the concepts, and ask questions relevant to the college. 16 staff attended the session. The following comments were made by Bridgend College staff:

- Keen to demonstrate the high standards that the FE sector can deliver
- Willing and want the college to play its full part in any future arrangements
- Noted that there were good examples of tertiary delivering well
- Schools not for everyone and there should be choice
- Concern over sixth form centres and whether this would leave the college perceived as a second class offer
- College is very strong on wellbeing and personal support
- Where might centres be placed?
- Will Penybont 6th Form College be considered as one of the options for the future?
- Strong extra-curricular dimension at the college and especially on the sporting front in ways which the schools don't offer
- Estyn double excellent shows that we can deliver
- Where next – timescales, process, how will judgements be made?
- Still need better access to students to inform them of the pathways available outside school
- Concerned that schools still have institutional/subject bias/interest that is not always in the best interest of learners
- The number of learners switching track during or at end of Year 12 as evidence of this

13 EMAILS, SOCIAL MEDIA AND LETTER COMMENTS

Additional comments were invited by letter, phone call or email as well as via our corporate social media channels during the consultation period.

13.1 Email and letter comments

Additional responses received by letter (one) and email (five) during the live period have been themed. The letters contained multiple themes and is therefore include as appendix one. The details of the email comments are themed in the table below:

Theme:	Number of comments
Comments from secondary school governors *	3
Query about the consultation	2

* comments from governors have been themed in section 11.

13.2 Social media comments

We received four comments over social media during the live period, these have been themed and are detailed in the table below:

Theme:	Number of comments
Reconsider A levels in Bridgend College	2
System needs an overhaul	1
Choose the best option for all students	1

14 CONCLUSION

A sample of 322 survey completions is robust and is subject to a maximum standard error of +1.96% at the 95% confidence level. Therefore, we can be 95% confident that responses are representative of those that would be given by the total adult population, to within $\pm 5.46\%$ of the percentages reported.

This means that if the total adult population of Bridgend had taken part in the survey and a statistic of 50% was observed, we can be 95% confident that the actual figure lies between 44.54% and 55.46%.

14.1 Equality Impact Assessment

The EIA screening informed the development of the consultation questionnaire. This consultation should assist the completion of the Full Equality Impact Assessment and the breakdown of equalities data from those respondents who provided it has been supplied to the service area.

14.2 Post-16 concepts consultation

The post 16 concepts consultation received 2950 interactions from learners, staff, parents and carers and governors across the county borough. This included 322 survey responses.

69% of survey respondents agreed with the statements of ambitions identified by the board (36% strongly agree and 33% agree).

64% of questionnaire respondents did not agree with the council's preferred concepts (concepts four and five).

Respondents were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred concept of survey respondents.

2030 learners took part in learner engagement workshops in all school across the county borough. Learners were asked to rank concepts in order of preference, Concept one (the retention of sixth forms in all schools) was the preferred option of learners (65%).

15 APPENDIX ONE



To: **Bridgend County Borough Council via email:**
EDSU@bridgend.gov.uk
consultation@bridgend.gov.uk

Dear Sir/Madam

We are writing on behalf of Bridgend College to respond formally to the consultation on *The potential re-organisation of post-16 provision across Bridgend County Borough Council - consideration of concepts*. I hope that this will be helpful to establish our position as a Governing Body whilst I am sure you will receive responses from individuals connected with the College.

Firstly, we recognise the difficult decisions facing BCBC. These are challenging times. Bridgend College values its partnership with BCBC and we are determined to play our part in supporting the vision outlined in the consultation document. We all want an outstanding experience for our learners, in terms of quality of outcomes, breadth of curriculum choice and preparation for sustained employment and/or progression on to a higher level of study.

We believe that creating some economies of scale is vital in securing a post 16 system that prepares learners for the future and enables the vision to be achieved. The case for change is overwhelming.

In addition to the questions posed in the consultation, we would like to make the following points.

1. We believe that both a Welsh medium and a Faith based setting at post 16 should be maintained. Bridgend College would be happy to support these two settings through collaboration to enable the choice of these settings to continue.
2. Whilst the review of post 16 settings for learners with Additional Learning Needs will be looked at separately, Bridgend College would be happy to work in collaboration with the two schools in the Borough to support this provision.
3. We believe that Concept 1 - the status quo - is not a realistic option. Numbers in mainstream sixth forms are in decline, dropping by 280 since 2015. There are too many small classes which is both unsustainable and not a dynamic learning experience. We have already seen minority subjects disappear and there has been some reduction in contact time or indeed, the amalgamation of year 12/13 classes to try to make the provision more viable. Greater choice has been provided through daytime collaboration but the take up is minimal with considerable expense and restrictions to timetabling which has an impact on curriculum. It is an illusion of choice.

Coleg Penybont Heol y Bont-faen, Pen-y-bont ar Ogwr CF31 3DF	Bridgend College Cowbridge Road, Bridgend CF31 3DF	 01656 302 302 enquiries@bridgend.ac.uk
------------------------------------------------------------------------------	--------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------

Yn uncl gydag ymrwymiad Coleg Penybont i'r Safonau Iarth, carem wybod pe bai'n well gennych dderbyn gohebiaeth yn Gymraeg, yn Saesneg neu'n ddwyieithog gennym. Rydym yn croesawu gohebiaeth yn Gymraeg. Ni fydd gohebu yn Gymraeg yn arwain at aedi.

In line with Bridgend College's commitment to the Welsh Language Standards, we would be grateful if you could let us know if you would prefer to receive correspondence in Welsh, in English or bilingually. We welcome correspondence in Welsh. Corresponding in Welsh will not lead to delay.

Of greatest concern is that resources that should be used to improve the opportunities for 11 to 16 year olds might end up “propping up” unviable sixth form provision. Educationalists are rightly concerned about levels of funding but we also have a moral and social duty to use scarce resources and public money in the best possible way. Our current system in Bridgend simply doesn't do this and it is unfair.

Only one sixth form has over 250 learners and those numbers are in decline (95 fewer learners since 2015)

4. We believe that concept 6 - tertiary - has some considerable merits. However, we understand that there may not be political support for this model. This may be a similar case for concept 3 - the closure of all sixth forms and the development of a further education (FE) college governed sixth form centre.

However, we would like to articulate the evidence as to why Bridgend College would be well placed to govern post 16 education in BCBC, given that it has a demonstrable track record in excellence in the delivery of post 16 education. Evidence includes:

- The 2016/17 Welsh Government Learner Outcome Report (LOR) shows that Bridgend College has the best outcomes in the sector in the country for *All Qualifications*
- The most recent ESTYN inspection graded Bridgend College as a rare “Double Excellent” institution. The College has been used as a case study in the Estyn best practice publication.
- Leadership and Governance at the College recognised as Excellent in the most recent ESTYN inspection. In addition, Bridgend College won the UK Association of Colleges Beacon Award for Leadership and Governance (November 2017).
- Our excellent HE provision is aspirational for younger learners. We won the UK What Uni HE in FE award (2018). We have significant strategic partnerships with local HEIs.
- The College has been shortlisted as the Times Educational Supplement FE College of the Year 2019 (results pending).

Coleg Penybont
Heol y Bont-faen,
Pen-y-bont ar Ogwr
CF31 3DF

Bridgend College
Cowbridge Road,
Bridgend
CF31 3DF



01656 302 302
enquiries@bridgend.ac.uk

Yn unol gydag ymrwymiad Coleg Penybont i'r Safonau Iaith, caem wybod pe bai'n well gennych dderbyn gohebiaeth yn Gymraeg, yn Saesneg neu'n ddwyieithog gennym. Rydym yn croesawu gohebiaeth yn Gymraeg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

In line with Bridgend College's commitment to the Welsh Language Standards, we would be grateful if you could let us know if you would prefer to receive correspondence in Welsh, in English or bilingually. We welcome correspondence in Welsh. Corresponding in Welsh will not lead to delay.

- Bridgend College already has the infrastructure to govern a diverse curriculum including 2,500 Full Time learners, 800 HE learners, Apprenticeships and Part time learners across multiple campuses and we do it well.
- Bridgend College is the Apprenticeship Provider of the Year for Wales, Scotland and Northern Ireland (May 2018). Apprenticeship outcomes are outstanding and the contract has grown by over 700% in 5 years.
- Partnership Working is Excellent as judged by ESTYN. We have excellent working relationships with many local employers including our award winning Apprenticeship programme with TATA Steel.
- We have demonstrated our commitment to working in collaboration to improve standards through our partnership with Pencoed Comprehensive to create Penybont Sixth Form. In its first year, A level A-C results improved by 13%
- Penybont Sixth Form has enabled truly impartial Advice and Guidance to learners at Pencoed Comprehensive
- The College has significant assets which has helped to create the opportunity to build our £30 million STEAM Academy on our Pencoed campus. These assets would help us contribute to any capital projects required to improve post 16 facilities. Both Learning Environment and Resource Management has been judged as Excellent by ESTYN
- Care Support and Guidance and also Well Being have all been judged as Excellent by ESTYN. Comments include:

"Learners' behaviour and attendance at College is exceptional, and their positive attitudes contribute significantly to the progress that they make"

"The College has very clear expectations of learners' attendance and behaviour"

"The College knows its learners exceptionally well"

- Bridgend College is a truly inclusive organisation. ESTYN comment that:

"The College has established an exemplary ethos and culture, which is highly inclusive to all learners"

"The College provides a very welcoming and highly inclusive environment where learners from all backgrounds feel safe and well supported".

Coleg Penybont
Heol y Bont-faen,
Pen-y-bont ar Ogwr
CF31 3DF

Bridgend College
Cowbridge Road,
Bridgend
CF31 3DF



01656 302 302
enquiries@bridgend.ac.uk

Yn unol gydag ymrwymiad Coleg Penybont i'r Salonau Iaith, caem wybod pe bai'n well gennych dderbyn gohebiaeth yn Gymraeg, yn Saesneg neu'n ddwyieithog gennym. Rydym yn croesawu gohebiaeth yn Gymraeg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

In line with Bridgend College's commitment to the Welsh Language Standards, we would be grateful if you could let us know if you would prefer to receive correspondence in Welsh, in English or bilingually. We welcome correspondence in Welsh. Corresponding in Welsh will not lead to delay.

- We believe that rationalisation of Post 16 provision would be a learner centred decision that would also help to raise standards for 11-16 year olds as we have seen in neighbouring authorities where schools have focused on raising standards at Key Stage 4.

In conclusion, we understand that a full tertiary model may be politically difficult for the Borough. A mixed model of some schools with 6th forms and College post 16 provision may be more acceptable. Bridgend College has developed its track record and reputation as one of the top post 16 providers in the country and we are ready to play a full part in the next phase of educational improvement across the Borough.

We do not see the need to develop another post 16 setting in the Borough under the governance of the Local Authority. As indicated in the consultation document, we believe this would create a "two tier" system and be detrimental to the overall position in the Borough.

Bridgend College would also be open to a discussion regarding membership of its Governing Body if the College was asked to play a greater role in the delivery of post 16 provision in the Borough.

Kind Regards

Yours sincerely



Simon Pirote
Principal/Chief Executive /
Prif Weithredwr/Pennaeth



Paul Croke
Chair of Governors /
Cadeirydd y Llywodraethwyr

Coleg Penybont	Bridgend College	   
Heol y Bont-faen,	Cowbridge Road,	
Pen-y-bont ar Ogwr	Bridgend	01656 302 302
CF31 3DF	CF31 3DF	enquiries@bridgend.ac.uk

Yn unol gydag ymrwymiad Coleg Penybont i'r Safonau Iaith, caem wybod pe bai'n well gennych dderbyn gohebiaeth yn Gymraeg, yn Saesneg neu'n ddwyieithog gennym. Rydym yn croesawu gohebiaeth yn Gymraeg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

In line with Bridgend College's commitment to the Welsh Language Standards, we would be grateful if you could let us know if you would prefer to receive correspondence in Welsh, in English or bilingually. We welcome correspondence in Welsh. Corresponding in Welsh will not lead to delay.

This page is intentionally left blank

Equality impact assessment (EIA) screening form

Department	Completed by (lead)	Date of initial assessment	Revision date(s)
Education and Family Support	John Fabes	1 March 2018	1 April 2019
Name of policy being screened:	Post 16 Education		
Who is responsible for delivery of the policy?	Lindsay Harvey		
Is this an existing or new function/ policy, practice, procedure or decision?	The post-16 education project is looking to change the existing post-16 education model.		
Brief description and aim of policy:	<p>The Post-16 Education phase four project aims to develop proposals for the strategy for Post-16 Education which is signed off by all stakeholders and which will inform future planning.</p> <p>The strategy for post-16 education in Bridgend will be underpinned by robust models, which will deliver the right education in the right place and with the best outcomes for learners.</p>		
Does this policy relate to any other policies (please state)	<p>The following legislation, principles, and policies which will assist in the development of the policy and to be considered are:</p> <ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child • The Well-being of Future Generations (Wales) Act 2015 • 2050, A Million Welsh Speakers • Action Plan, Cymraeg 2050 • One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy • Child Poverty Strategy for Wales (issued February 2011 information document number 95/2011) or any successor strategy • Faith in Education • Local plans for economic or housing development • Welsh in Education Strategic Plans (made under Part 4 of the School Standards and Organisation (Wales) Act 2013 • Children and young Peoples Plans (or successor plans) • 21st Century Schools – Capital Investment Programme and the relevant wave of investment • Learner Travel Statutory Provision and Operational Guidance 2014 • Measuring the capacity of schools in Wales, Circular No: 021/2011 		

Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Staff, Schools, Pupils, Parents/Carers/Guardians
What evidence has been used to inform the assessment and policy? (please list only)	Informal consultation completed Options appraisal on concepts completed Formal Consultation and engagement held between 6 December 2018 and 13 March 2019
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	Update of EIA from 1 March 2018
If an EIA exists, what new data has been collected on equality groups since its completion?	N/A

	Yes	No	Unknown
Is this policy an important or large scale function	✓		
Is it likely the policy will impact upon a large number of staff, residents and/or contractors?	✓		

Is it possible that any aspect of the policy will impact on people from different groups in different ways?					
Characteristic	High (H)	Med (M)	Low (L)	None	Explanation of impact
Age	✓				This policy directly impacts on post-16 education learners.
Disability	✓				The policy will be considering post-16 education for learners with additional learning needs
Gender Reassignment				X	
Race				X	
Religion/ Belief	✓				The policy will be considering post-16 education for faith-based learners.
Pregnancy and maternity				X	
Sexual Orientation				X	
Sex				X	
Civil Partnerships and Marriage				X	

Welsh Language	✓				The policy will be considering post-16 education for Welsh-medium learners.
What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (see guidance notes for list of protected characteristics?)					
The risk is minimal because the policy is aiming to provide all learners with an access to the right post-16 education.					
What action has been taken to mitigate this risk?					
As part of the post-16 education review a children's rights impact assessment and a Welsh impact assessment will be completed. Full consultation is scheduled. The school organisation code is being consulted. The appropriate religious bodies and the Archdioceses will be consulted before the consultation document is published.					

Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers nine protected characteristics.			
Duty	Yes	No	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act	✓		
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it	✓		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	✓		
Please set out fully your reasoning for the answers given above including an awareness of how your decisions are justified.			
The project is aiming to provide all post-16 learners with access to the right education. The proposals will ensure equality of opportunity for learners regardless of geographical location.			

Could any aspect of this "policy" assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011			
	Yes	No	Unknown
The policy would impact on people's opportunity to a) use the Welsh language in a positive or negative way and b) treat both languages equally	✓		
The policy could be changed to have a positive effect or increase the positive effect on a) people's opportunity to use the Welsh language and b) treating both languages equally	✓		

The policy could be changed to minimise or remove any adverse effects on a) people's opportunity to use the Welsh language and b) treating both languages equally	✓		
-------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	--	--

Is this policy likely to impact on community cohesion?
This policy may impact positively on the education community as greater links would be made between institutions.
However, this policy may negatively impact on the residential community as sixth forms may be removed from local comprehensive schools or located outside of the local community.

	Yes	No	Unknown
Procurement: Are there any procurement implications to the activity, proposal or service. (Please take the findings of this assessment to your procurement plan).		✓	
Human Resource: Are there any HR resource implications to the activity, proposal or service	✓		

What level of EIA priority would you give to this policy?			
High full EIA within 6 months, or before approval of policy	Medium Full EIA within one year of screening	Low Full EIA within three years of screening	Screen out No further EIA required at this time
✓			

Please consider if timescale for EIA will be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

Please explain fully the reasons for this judgement, where "screened out" here you must include information how your decisions are justifiable and evidence based.
This policy is an important and large scale function. It will be impacting on a wide range of people and will impact on protected characteristic groups. The policy will enhance equality of opportunity for learners and could positively impact on the ability to use the Welsh Language.
A full consultation and engagement exercise took place between 6 December 2018 and 13 March 2019. Following consultation a full equalities impact assessment will be completed if the review moves to a consideration of detailed option appraisals as part of phase 4 of the review.

Who will carry out the full EIA?	Specialist Officer: Post 16 Education and Training
Full EIA to be completed by (Date):	September/ October 2018
Date EIA screening completed:	
Approved by (Head of Service):	

When complete, this form must be retained by the service area. The EIA screening should be recorded as complete on share point (your business manager has access to share point). The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publically on the website.

If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or equalities@bridgend.gov.uk

This page is intentionally left blank

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims):

Section 1

Complete the table below to assess how well you have applied the 5 ways of working.

Long-term
(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)

1. How does your project / activity balance short-term need with the long-term and planning for the future?

In the short term BCBC and its secondary schools are faced with financial pressures. With reduced funding it is becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultation addresses this issue but also sets out to protect the long term interest of learners 16-18 by ensuring curriculum breadth, high standards, value for money and enhanced facilities.

Prevention
(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)

2. How does your project / activity put resources into preventing problems occurring or getting worse?

The Council's initial preferred option on post-16 provision is to retain a few sixth forms and merge others into larger centres. This will allow for economies of scale, ensure no more subjects are lost and re-instate others, provide value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives - Supporting a successful economy; smarter use of resources.

Integration
(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)

3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?

It engages, educates and upskills young people to create a well qualified workforce for the future benefiting both the nation and the individual. The preferred concepts will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider range of cultural activities and exchanges will also be explored.

<p>Collaboration</p> <p>(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>As part of this change programme BCBC has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We have worked with a further 2030 young people in the consultation phase as well as a range of educational stakeholders and parents in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing.</p>
<p>Involvement</p> <p>(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>As indicated above the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn the school councils ran workshops with learners in their own schools. Over 1500 learners 16-18 and 500 staff in school and college responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward to the public consultation on post-16 provision the Council engaged with 2030 learners in workshops and a wider audience through the online survey and direct contact. Engagement sessions with parents, staff and governors were held across the County. All the input from these activities is being fed into the future deliberations on how post-16 provision will be delivered in the years ahead.</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The project is at the heart of developing a skilled and well-educated workforce by providing outstanding 16-18 education. These young people will provide the skilled adults employers are seeking and will underpin the growth of employment opportunities, the economy and wealth in the local economy. The preferred changes are predicated on the efficient use of resources by creating economies of scale in the educational provision.</p>	<p>The Council's preferred options set out to maximise the benefits to the young people in our communities by increasing choice of subjects to study and raising standards of achievement. Facilities will be enhanced and extra-curricular opportunities will be expanded.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The project will rationalise the transport infrastructure that supports post-16 education in the County thereby making efficient use of resources and reducing the carbon footprint and thereby contributing to a healthier natural environment.</p>	<p>The preferred concepts in the project would seek to maximise access to a wide range of high quality education with rationalised transport and good value for money.</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The preferred concepts will create larger 16-18 settings with viable teaching groups. Research has shown that the dynamic and interactions that occur in the larger units have a positive effect on the learning experience resulting in higher standards and better wellbeing. There is the potential for increasing the amount of participation in</p>	<p>Creating larger settings for post-16 will enable those learning communities to provide more physical and cultural activities in the working week to balance the academic demands and therefore improve student wellbeing.</p>

	physical activities which in turn will have positive effects on wellbeing.	
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	This is a critical factor in the review – producing a result where all young people 16-18, regardless of background, circumstance or geography can enjoy access to the same wide range of high quality educational opportunities.	The project is seeking to maximise the opportunity for young people from some of our more disadvantaged backgrounds to access the full range of progression routes post-16 thus providing every learner with a possible and realisable route into their future.
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	The current post-16 community is fragmented and the project aims to bring together learners from a range of settings into well-designed learning provision alongside peers from across the County thus expanding their social interactions and increasing the connectedness of young people from different communities across the County.	The project aims to maximise opportunities for high quality learning in settings which are financially viable, safe, with excellent facilities and strong relationships between staff and students.
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	The extra-curricular dimension and expanded engagement of learners 16-18 in the arts and sport will be built into any developmental plans. The lack of sport in the current post-16 curriculum was identified as a weakness by learners and will be addressed through the preferred concepts.	The project will proactively support a thriving Welsh-medium post-16 provision in partnership with schools in RCT with long term plans to expand the numbers in this sector.
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	The Skills Challenge Certificate element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will continue with the development of the preferred concepts. As a consequence all students will take part in the Global Challenge, one of four challenges built into the qualification.	Maximise impact by universal adoption of the Welsh Baccalaureate.

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE HEAD OF LEGAL & REGULATORY SERVICES

CABINET, CABINET COMMITTEE CORPORATE PARENTING AND CABINET COMMITTEE EQUALITIES

1. Purpose of Report .

1.1 The purpose of this report is to:

- a. seek approval for the schedule of meetings of Cabinet, Cabinet Committee Corporate Parenting and the Cabinet Committee Equalities for the period May 2019 – April 2020.
- b. propose Children’s and Equalities Champions who will chair the Cabinet Committee Corporate Parenting and the Cabinet Committee Equalities.
- c. confirm the process for nomination of Champions from each of the Overview and Scrutiny Committees to the Cabinet Committee Corporate Parenting.
- d. seek approval of the invitees to attend meetings of the Cabinet Committee Equalities as nominated by each of the political groups represented on Council.

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

2.1 The meetings of Cabinet and the Cabinet Committees Corporate Parenting and Equalities provide a forum of participation and debate to progress the Corporate Plan and 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 proposed dates for Cabinet, Cabinet Committee Corporate Parenting and Cabinet Committee Equalities and Joint Committee meetings will be reported for noting in the proposed schedule of meetings to be reported to the Annual Meeting of Council on 15 May 2019. This prevents meetings dates of Cabinet, Council or their Committees conflicting with each other.

4. Current situation / proposal.

4.1 Cabinet

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

4.1.2 The proposed schedule of Cabinet meetings for the period May 2019 – April 2020 is as follows:

2019	2020
21 May	21 January
18 June	11 February
18 September	18 February
23 July	10 March
17 September	7 April
22 October	
19 November	
17 December	

4.2 Cabinet Committee Corporate Parenting

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

Cabinet Committee Corporate Parenting
29 May 2019
4 September 2019
11 December 2019
4 March 2020

4.2.2 It is proposed that the Cabinet Member for Social Services and Early Help be appointed as the Lead Member for Children and Young People and Children and Young People Champion. It is therefore appropriate that the portfolio holder be appointed as the Chairperson for the Cabinet Committee Corporate Parenting.

4.2.3 Cabinet at its meeting on 5 September 2017 established the principle of appointing one invitee from each of the Overview and Scrutiny Committees as Corporate Parenting Champions together with the Chairperson of the Subject Overview and Scrutiny Committee 2, which takes the lead on social services items as invitees to attend meetings of the Cabinet Committee Corporate Parenting. Reports will be presented to the first meetings of each of the Overview and Scrutiny Committees seeking the appointment of invitees to attend meetings of the Cabinet Committee Corporate Parenting. Cabinet at its meeting on 5 September 2017 also approved the appointment of the Group Leaders of the Independent Alliance, Conservative, Plaid Cymru and Llynfi Independents Groups or their nominated substitute to represent their political groups at meetings of the Cabinet Committee Corporate Parenting. A report will then be presented to a future meeting of Cabinet to advise of the Corporate Parenting Champions appointed by each of the Overview and Scrutiny Committees.

4.3 Cabinet Committee Equalities

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

Cabinet Committee Equalities
4 July 2019 28 November 2019 19 March 2020

4.3.2 The Cabinet Member Wellbeing and Future Generations (the portfolio then known as the Cabinet Member Childrens Social Services and Equalities) was appointed by Cabinet at the meeting on 10 May 2016 as Lead Member for Equalities. It is appropriate that the portfolio holder continues to be the Equalities Champion and be appointed as the Chairperson for the Cabinet Committee Equalities.

4.3.3 Following discussion with the Group Leaders, the following nominations have been received to sit as invitees on the Cabinet Committee Equalities on the basis of 4 Labour Group Members, 2 Conservative Group Members, 2 Independent Alliance Group Members and 1 each from the Llynfi Independents and Plaid Cymru Groups:

Cabinet Committee Equalities - 10 Invited Members

	<u>Political Group</u>	<u>Councillors</u>
1	Labour	Councillor SE Baldwin
2	Labour	Councillor JE Lewis
3	Labour	Councillor J Gebbie
4	Labour	Councillor G Howells
5	Conservative	Councillor K Rowlands
6	Conservative	Councillor S Vidal
7	Independent Alliance	Councillor S Dendy
8	Independent Alliance	Councillor E Venables

9	Llynfi Independents	Councillor T Beedle
10	Plaid Cymru	Councillor JC Radcliffe

5. Effect upon Policy Framework & Procedure Rules.

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

6. Equality Impact Assessment

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

7. Wellbeing of Future Generations (Wales) Act 2015

- 7.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

8. Financial Implications.

- 8.1 There are no financial implications regarding this report.

9. Recommendations.

- 9.1 That Cabinet approves the schedule of meeting dates for Cabinet, Cabinet Committee Corporate Parenting and the Cabinet Committee Equalities meetings for the period May 2019 – April 2020 as outlined in Paragraphs 4.1.2, 4.2.1 and 4.3.1 of the report.
- 9.2 That the Cabinet Member for Social Services and Early Help be appointed as Lead Member for Children and Young People, Children and Young People Champion and Chairperson of the Cabinet Committee Corporate Parenting.
- 9.3 That the process for determining the invitees for the Cabinet Committee Corporate Parenting as outlined in paragraph 4.2.3 be approved.
- 9.4 That the Cabinet Member Wellbeing and Future Generations be appointed as the Equalities Champion and as Chairperson of the Cabinet Committee Equalities.
- 9.5 That Cabinet approve nominations of the invitees to the Cabinet Committee Equalities on the basis of 4 Labour Group Members, 2 Conservative Group Members, 2 Independent Alliance Group Members and 1 each from the Llynfi Independents and Plaid Cymru Groups.

K Watson
Head of Legal & Regulatory Services
5 April 2019

Contact Officer: **Andrew Rees**
Democratic Services Manager

Telephone: (01656) 643147

Email: cabinet_committee@bridgend.gov.uk

Postal address: Democratic Services - Committees
Legal & Regulatory Services
Level 4 Civic Offices
Angel Street
Bridgend
CF31 4WB

Background documents: None

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

16 APRIL 2019

REPORT OF THE INTERIM HEAD OF FINANCE AND SECTION 151 OFFICER

NON DOMESTIC RATES: DISCRETIONARY RELIEF: HIGH STREET AND RETAIL RATES RELIEF SCHEME 2019-20

1. Purpose of Report

- 1.1 The purpose of the report is for Cabinet to adopt the Welsh Government's High Street and Retail Rates Relief Scheme for 2019-20.

2. Connection to Corporate Improvement Plan/Other Corporate Priority

- 2.1 The outcome of this Scheme is aligned to:-

- Supporting a successful economy – helping businesses to reduce their rates charges for the period 01/04/19 – 31/03/20 in order to support continued occupation of the High Street and Retail premises.

3. Background

- 3.1 The Welsh Government has announced that a High Street and Retail Rates Relief Scheme will be available for 2019-20 to support businesses within the retail sector in Wales. This relief will be in conjunction with Small Business Rates Relief and Transitional Relief. The Scheme sets out the various categories of retail premises that will benefit from relief. These are detailed in **Appendix A** of the report, but broadly the premises included are those that have a rateable value of £50,000 or less; are occupied; and are wholly or mainly used as shops, restaurants, cafes and drinking establishments. (These categories are intended to cover premises that are being used for the sale of goods and/or services, or food and/or drink, to visiting members of the public). Unlike previous years, the 2019-20 scheme is not limited to high street premises but will include all properties within the County borough who meet the wider criteria.

- 3.2 The Scheme will be administered by the Council as a 'reimbursing local authority' that uses discretionary relief powers (under section 47 of the Local Government Finance Act 1988). It will be for individual local billing authorities to decide to grant relief under section 47 but Welsh Government will reimburse local authorities for the relief that is provided.

- 3.3 The Welsh Government will provide relief of up to £2,500 for qualifying occupied retail properties with a rateable value of up to £50,000 in the financial year 2019-20, subject to State Aid limits of up to €200,000 in a three year period.
- 3.4 The High Street and Retail Rates Relief Scheme for 2019-20 will run alongside the Small Business Rates Relief Scheme and the Transitional Relief Scheme, which was introduced by Welsh Government to alleviate the impact of the 2017 revaluation for those businesses adversely affected.
- 3.5 It is estimated that in the region of 1500 ratepayers across the Borough could potentially benefit from reduced rates bills under this Scheme.

4. Current situation / Proposal

- 4.1 The Council can elect to adopt the Scheme but does not have discretion over any elements of the Scheme. It is proposed that the Council adopts the Scheme for 2019-20 by making the appropriate determination and decision, as required by Sections 47(1)(a) and 47(3) respectively of the Local Government Finance Act 1988.
- 4.2 Full details of the High Street and Retail Rates Relief Scheme for 2019-20 and the guidance on the application of the Scheme have been received from Welsh Government. If the Scheme is adopted, application forms will be issued to all qualifying business properties. It is proposed that upon receipt of a valid application form, the decision to award relief be made by the Revenues Manager provided all terms of the Scheme are met.
- 4.3 It is recommended that the following function is allocated to the Chief Executive within the Council's Scheme of Delegation of Functions at Scheme B2 to facilitate effective decision making:

2.19	To award relief to all qualifying businesses in accordance with the Non-domestic Rates Relief Scheme that may be eligible following receipt of a valid application form.
------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5 Effect upon Policy Framework & Procedures Rules

5.1 None.

6. Equality Impact Assessment

6.1 There are no equality implications arising from this report.

6.2 Once adopted, the Council is obliged to comply with the Welsh Government's rules in applying the Scheme. These are detailed in Appendix A.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

7.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

8. Financial Implications

8.1 There are no direct financial implications to the Council in adopting the scheme. The full value of discretionary awards is reimbursed by the Welsh Government along with an allowance for the cost of administration.

9. Recommendations

It is recommended that Cabinet:

9.1 Adopt the Non Domestic Rates High Street and Retail Rates Relief Scheme for 2019-20 as detailed within Appendix A;

9.2 Approve the amendment to the Scheme of Delegation of Functions as set out at paragraph 4.3 of the report.

Gill Lewis
Interim Head of Finance & Section 151 Officer
26 Mar 2019

Contact Officer: Helen Rodgers
Revenues Manager

Telephone: 01656 643194

Email: Helen.Rodgers@bridgend.gov.uk

Postal Address: Ravens Court
Brewery Lane
Bridgend
CF31 4AP

Background documents:

Non-domestic Rates High Street and Retail Rates Relief in Wales - 2019-20
Guidance

APPENDIX A

Resolution

(a) The Council determines that, unless hereditaments are excepted under (b) below, Section 47(1)(a) (discretionary relief) of the Local Government Finance Act 1988 will apply as regards the hereditaments described in 'The Scheme' in accordance with the rules described in relation to those hereditaments.

It is reasonable for the Council to make this decision having regard to the interests of persons liable to pay council tax set by the Council.

(b) Relief is not available under this resolution in respect of any hereditament which is occupied by -

- the Welsh Ministers, a Minister of the Crown or government department,
- any public authority (including any local authority),
- the holder of any public office, or
- the Crown

(c) The Council decides, under Section 47(3) of the Local Government Finance Act 1988, that during the billing year 2019-20 'The Scheme' shall apply to the hereditaments described..

The Scheme to be Adopted

Introduction

The relief is intended to be a temporary measure for 2019-20 only, aimed at high street businesses and retailers in Wales, for example shops, pubs, restaurants and cafes

The Welsh Government will provide £2500 discount to eligible high street retailers occupying premises with a rateable value of £50,000 or less in the financial year 2019-20, subject to State Aid limits.

Properties that will benefit from this relief will be occupied high street businesses and retail properties such as shops, restaurants, cafes and drinking establishments, with a rateable value of £50,000 or less on 1 April 2019.

It is intended that, for the purposes of this scheme, retail properties such as, "shops, restaurants, cafes and drinking establishments" will mean the following (subject to the other criteria in this guidance).

Premises that are being used for the sale of goods to visiting members of the public

- Shops (such as florists, bakers, butchers, grocers, greengrocers, jewellers, stationers, off-licences, newsagents, hardware stores, supermarkets, etc)
- Opticians
- Pharmacies

- Post offices
 - Furnishing shops or display rooms (such as carpet shops, double glazing, garage doors)
 - Car or caravan showrooms
 - Second hand car lots
 - Markets
 - Petrol stations
 - Garden centres
 - Art galleries (where art is for sale or hire)
- i. Premises that are being used for the provision of the following services to visiting members of the public
- Hair and beauty services
 - Shoe repairs or key cutting
 - Travel agents
 - Ticket offices, eg. for theatre
 - Dry cleaners
 - Launderettes
 - PC, TV or domestic appliance repair
 - Funeral directors
 - Photo processing
 - DVD or video rentals
 - Tool hire
 - Car hire
 - Cinemas
 - Estate and letting agents
- ii. Premises that are being used for the sale of food and / or drink to visiting members of the public
- Restaurants
 - Drive-through or drive-in restaurants
 - Takeaways
 - Sandwich shops
 - Cafés
 - Coffee shops
 - Pubs
 - Wine Bars

To qualify for the relief a hereditament listed in (i) to (iii) should be wholly or mainly used as a shop, restaurant, café or drinking establishment. This is a test on use rather than occupation. Therefore, hereditaments which are occupied but not wholly or mainly used for the qualifying purpose will not qualify for the relief.

The list set out above is not intended to be exhaustive as it would be impossible to list all the many and varied high street retail uses that exist. There will also be mixed uses. However, it is intended to be a guide as to the types of uses that the Welsh Government considers should qualify for the High Street Rate Relief Scheme. Determinations will be required as to whether particular properties not listed are broadly similar in nature to those above and, if so,

to consider them eligible for the relief. Conversely, properties that are not broadly similar in nature to those listed above should not be eligible for the relief.

As the grant of the relief is discretionary, local authorities may choose not to grant the relief if they consider that to be appropriate, however it is highly unlikely that the Council would not wish an eligible business to benefit from the reduction in rates that the scheme affords.

There are certain business types that Welsh Government has specifically excluded from the scheme namely:

i. Premises that are being used for the provision of the following services:

- Financial services (eg. banks, building societies, cash points, ATMs, bureaux de change, payday lenders, betting shops, pawn brokers)
- Medical services (eg. vets, dentists, doctors, osteopaths, chiropractors)
- Professional services (eg. solicitors, accountants, insurance agents, financial advisers, tutors)
- Post office sorting office
- Tourism accommodation, eg. B&Bs, hotel accommodation and caravan parks
- Sports clubs
- Children's play centres
- Day nurseries
- Outdoor activity centres
- Gyms
- Kennels and catteries
- Show homes and marketing suites
- Employment agencies

There are a number of further types of hereditaments which the Welsh Government believes should not be eligible for the high street relief scheme:

ii. Premises with a rateable value of more than £50,000

It is recognised there are some retail businesses with rateable value above the £50,000 relief who will not be eligible for this relief. Local authorities have the option to use their discretionary powers to offer discounts outside this scheme to such businesses if it is in the interest of the local community to do so.

iii. Premises that are not reasonably accessible to visiting members of the public

If a business is not reasonably accessible to visiting members of the public, it will be ineligible for relief under the scheme.

iv. Premises that are not occupied

Properties that are not occupied on 1 April 2019 should be excluded from this relief. There are other statutory rate reliefs that provide reductions under certain circumstances for empty properties.

v. Premises owned, rented or managed by a local authority

Premises that are owned, rented or managed by a local authority such as Visitor Centres, Tourist Information shops and council run coffee shops/gift shops attached to historic buildings are exempt from this scheme.

vi. Premises that are in receipt of mandatory charitable rates relief

The properties, such as charity shops are excluded from receiving additional relief under the High Street Relief Scheme as they already receive mandatory charitable relief which gives an 80% reduction in liability.

Other Considerations

Ratepayers that occupy more than one property will be entitled to High Street Rates Relief for each of their eligible properties, subject to State Aid de minimis limits.

Eligibility for the relief will be calculated based on the circumstances of the property and ratepayer as at 1 April 2019. Changes to properties which occur after this date will have no impact on eligibility for this relief.

Empty properties becoming occupied after 1 April 2019 will not qualify for this relief.

If there is a change in occupier part way through the financial year, after relief has already been provided to the hereditament, the new occupier will qualify for the relief on a pro-rata basis based on the remaining days of occupation.

This treatment is intended to simplify the administration of the scheme but also reflects that the relief is to help support those affected by the revaluation. It is assumed that the rateable values for properties being occupied after 1 April 2018 will have been known in advance.

State Aid

Awards made under the High Street Rate Relief Scheme will in most instances count as state aid and the European Union regulates state funded support to businesses.

The De Minimis Regulation allows an undertaking to receive up to €200,000 of De Minimis aid in a three-year period (consisting of the current financial year and the two previous financial years).

To administer the scheme and comply with the De Minimis regulations it is necessary for the council to establish that the award of aid will not result in the undertaking having received more than €200,000 of De Minimis aid. The threshold only relates to aid provided under the De Minimis Regulations (aid under other exemptions or outside the scope of State Aid is not relevant to the De Minimis calculation).

To comply with the state aid rules all ratepayers will be required to declare if they consider that they have exceeded the de minimis limits and will be sent a form for this purpose.

Further information on the state aid and de Minimis rules can be found at:

<http://gov.wales/funding/state-aid/de-minimis-aid/?lang=en>

http://ec.europa.eu/competition/state_aid/legislation/de_minimis_regulation_en.pdf

This page is intentionally left blank