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Bridgend County Borough Council



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Cyfarwyddiaeth y Prif Weithredwr / Chief Executive's Directorate

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Gofynnwch am / Ask for: Michael Pitman

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Tuesday, 10 September 2019

Dear Councillor,

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 2

A meeting of the Subject Overview and Scrutiny Committee 2 will be held in the Council Chamber, Civic Offices Angel Street Bridgend CF31 4WB on **Monday, 16 September 2019 at 09:30.**

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 (including whipping declarations)
3. Approval of Minutes 3 - 12
To receive for approval the minutes of a meeting of the Subject Overview and Scrutiny Committee 2 of the 05/06/2019 and 03/07/2019
4. Youth Offending Service 13 - 48
Invitees:
Mark Shephard, Chief Executive;
Lindsay Harvey, Corporate Director - Education and Family Support;
Cllr Charles Smith, Cabinet Member for Education and Regeneration;
Susan Cooper, Corporate Director - Social Services and Wellbeing
Nicola Echanis, Head of Education and Early Help;
Mark Lewis, Group Manager Integrated Working and Family Support;
Cllr Dhanisha Patel, Cabinet Member for Future Generations and Wellbeing
5. Overview And Scrutiny - Feedback From Meetings 49 - 70
6. Forward Work Programme Update 71 - 78
7. Urgent Items
To consider any item(s) of business in respect of which notice has been given in accordance with Part 4 (paragraph 4) of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be

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transacted at the meeting as a matter of urgency.

Yours faithfully

K Watson

Head of Legal and Regulatory Services

Councillors:

S Aspey
MC Clarke
PA Davies
SK Dendy
J Gebbie
CA Green

Councillors

A Hussain
M Jones
MJ Kearns
JE Lewis
AA Pucella
KL Rowlands

Councillors

SG Smith
G Thomas
T Thomas
DBF White

to in the findings. Inclusion Service led on a piece of work funded by the ALN Innovation Fund to develop a 'map and gap' analysis, which is expected to become a set of Protocols. Much work is being driven at a regional level and local authority officers continue to engage with Bridgend College in order to develop and support provision for post compulsory school-aged learners.

Current progression routes are predominately in three settings. Heronsbridge learners progress through the school until they are 19, a cohort that attend Ysgol Bryn Castell (YBC) with the greatest number of learners attending Bridgend College. The Specialist Officer Post 16 Education and Training highlighted the need to focus on the relationship with Bridgend College and the provisions for learners with ALN. In terms of pressures from Welsh Government (WG) and the types of qualifications that the Further Education Sector (FE's) need to concentrate on, this is being monitored. Provision at YBC is well regarded with some learners on day release to College as a provision. Provision at Heronsbridge School is tailored to each cohort and focuses on work based learning/vocational skills. Due to greater clarity around placement criteria for entry to Heronsbridge School Key Stage 3 pupils have more complex learning needs and this will require the Post-16 provisions to be adapted to suit the needs of these cohorts.

The Specialist Officer Post 16 Education and Training highlighted the work of visiting schools to identify the features that work well in successful transitions including, links with ALNCo's, connections with Bridgend College and the work with Careers Wales advisors. They also support learners in making applications, in visits and speaking with parents and co-ordinators in college, although this is a much-stretched resource. There is a need to clearly understand the students and parents view points and the aspirations they have for transition. Getting the course right is critical going forward and getting them to upskill themselves is seen as a valuable part of transition.

The Specialist Officer Post 16 Education and Training highlighted suggestions for improvement in support for transition of ALN learners including improved early transition planning for Key Stage 4 and the importance of transition and taster sessions, especially important for learners with Autism Spectrum Disorder. In addition, more frequent visits to Bridgend College during the year, not just at the end, would be beneficial.

In order to support successful transition, a number of issues were identified. Issues around insufficient dedicated funding from WG emerged, so that there was a suitable range of choices/courses for learners with ALN at the right level. WG had encouraged FE colleges to focus their resources at Level 3, Level 4 and Apprenticeships, so Entry and Level 1 courses were not being focused on, however this is beginning to be rebalanced.

In recent years there has been a greater clarity around placement criteria for entry into Heronsbridge School. This, in turn, is having an impact on the nature of the learners gaining access to Heronsbridge Schools. There is a need to carefully and strategically plan with key partners in Bridgend College the future needs of these learners aged 16 to 18.

A review of provision for learners with ALN was initiated by the Corporate Director of Education and Family Support which will conclude by Autumn 2019.

Members note that pupils from Ysgol Bryn Castell (YBC) have very complex additional learning needs and request to receive a case study from an YBC post-16 pupil outlining the benefits encountered from the provisions offered. The Member further asked what support was available for the 19 to 25 years cohort? The Head of Education and Early Help explained that they work in close collaboration with Bridgend College. With the development of the act, specific key personnel work with those aged up to 25 although acknowledged a greater understanding is needed in this area. The Principal

Educational Psychologist further acknowledged that it is still early stages in how we go from the current remit. The Cabinet Member for Social Services and Early Help acknowledged the review of provision for learners with ALN being undertaken by the Corporate Director of Education and Family Support and informed Members that he would expect to see this as part of the report before it comes to Cabinet in October. A Member highlighted the interaction needed with Adult Services going forward.

A Member also asked to receive a case study to illustrate how a post-16 ALN learner has undertaken work experience and benefitted from the process. The Member further asked what training is given to those offering work experiences to learners with ALN? The Specialist Officer Post 16 Education and Training acknowledged that training is not provided from the school based end, but is provided by Third Sector organisations running work experience and internships and preparing them for work in the particular sector. It was acknowledged that some learners in schools find it difficult to cope with mainstream situations, and so often the school engage on a 1 2 1 basis with an employer to create a tailored package. A conversation will be held with the employer to find value in the placement. Another facet is developing internship programmes. The Specialist Officer Post 16 Education and Training acknowledged that it takes a long time to prepare the ground to find an employer, and that the Princess of Wales Hospital was the favoured employer of Bridgend College. He informed Members that it had taken 18 months to prepare a package before the launch in September 2018 with a cohort of 9 learners from Bridgend College, hoping to gain a Level 1 qualification in three different settings across the Hospital.

A Member enquired if any relationship with local firms had been developed for learners with ALN, particularly those with ADHD or Tourette's, which could cause significant barriers? In addition a Member asked about specific placements in the Tourism Industry. The Specialist Officer Post 16 Education and Training explained that relationships were not established by the Local Authority, but by the schools themselves, but for those learners with complex needs that practice would be done through ALNCos.

A Member raised concern about the flexibility of the ALN process and what it would look like after 10 to 15 years. The Cabinet Member for Social Services and Early Help acknowledged the need to plan for 10 to 15 years, but highlighted that changes will be made and that it is difficult to plan going forward. The Local Authority will try to provide every opportunity, and highlighted the success story of YBC and indicated the need to work closely with other local authorities.

A Member asked what in terms of Social Services, what does the transition look like now, what will it look like after the post 16 review and what will it look like going forward to the age of 25. The Head of Education and Early Help explained that the act does not change the responsibility but what the act does is it put far greater responsibility on education. We will need to maintain that connection with our social services colleagues and develop our relationships in adult services. The Member further asked if there is a challenge with staffing. The Head of Education and Early Help confirmed yes. As the requirement to make savings within the Medium Term Financial Strategy (MTFS) continues, so everything new is a challenge and the ALN act places much greater emphasis on that. The Specialist Officer Post 16 Education & Training acknowledged that this is a great opportunity for areas to come together to define elements that come into place with a good robust look at the protocols when they are available.

The Corporate Director Education and Family Support explained that they are looking at Central South Consortium (CSC) priorities in preparing us for the act. Part of this is to look at how we look at partnership working and how we interact with social services and health. The act places far more emphasis on collaborative working, which has been discussed at director level.

A Member highlighted that previously Bridgend has been a low statementing authority, which raised concern that this could be placing young people at a disadvantage. The Principal Education Psychologist explained that historically it was about being needs lead and a proactive position to be in. Currently our statements are on par but we acknowledge that we look at the needs, rather than the statutory process. The statutory process has increased the need to be looking at streamlining our process across Wales. Rather than pigeonholing students, students will have an individual plan. We are hoping to take away some of the issues that would have previously disadvantaged our learners. The Group Manager Business, Strategy explained that the Local Authority (LA) has consistently delivered 100% of statements within the 26 weeks, with exceptions to delays externally driven and that this performance indicator is measured quarterly.

A Member highlighted that parents felt it was a battle in terms of paperwork, and they need support to move on beyond this point. The Corporate Director Social Services and Wellbeing had met with Special Families Bridgend to discuss the challenges. The Corporate Director Education and Family Support acknowledged the difficulty for parents and the need to act on it and explained that the authority had provided a response to Special Families Bridgend and would be happy provide this to Scrutiny. The Principal Educational Psychologist explained that whilst we are moving forward with the reform and individual plans that part of her remit, as recently new in post, was to look at the statutory process and how we can make the process more helpful to families.

A Member asked about the effect of the cut to the Education Maintenance allowance and enquired whether there was any similar funding available. The Corporate Director Education and Family Support agreed to look into this issue and report back.

A Member asked for clarity in terms of public transport and the conclusions of the review of public transport and asked for some reassurance about those that cannot use the transport. The Group Manager Business, Strategy explained that there is no statutory duty beyond on the age of 16, even for those with additional learning needs. Bridgend have supported post 16 learners who wish to go to college and have put together bespoke packages of transport for those with complex needs. There is a need to consider that discretion going forward and the impact on how they continue their education without that specific provision. We need to be very clear through the decision-making process though, that the special need and equalities perspective is looked at against the impact of supporting those local young people. There is a quite considerable consideration to the discretionary arrangement changing in the future.

A Member asked whether the Inspire to Achieve European Social fund project could potentially be effected. The Specialist Officer Post 16 Education and Training confirmed that the project would be running through to 2021.

A Member asked for clarification on who would complete the Equality Impact Assessment (EIA) outlined in item 6.2. The Corporate Director Education and Family Support confirmed that officers would carry this out.

Conclusions

The Committee request to receive a future report outlining development proposals for increasing Post-16 provisions for ALN learners aged 19-25.

Members note that Bridgend Council do not develop local firms as work placements for ALN learners but recommend that where appropriate every effort is made to expand placements to within the tourism sector.

While discussing potential budget cuts to post-16 transport, the Committee recommend that best practice is sought from other Local Authorities who have who have already made efficiency savings in this area.

Additional Information

In order to illustrate the benefits of post-16 ALN provisions, Members request case studies from:

- A learner from Ysgol Bryn Castell (YBC), as Members are aware that YBC includes provision for learners with complex additional, social and behavioural additional learning needs;
- A learner that has undertaken work experience and benefited from the involvement.

The Committee request to receive a copy of the response provided to Special Families Bridgend in relation to support for parents who find accessing and completion of paperwork provided by Bridgend Council problematic.

Members note the cut to the Education Maintenance allowance and ask to receive details of the effect this has had on the learning provision or if there is similar funding available.

80. NOMINATION TO THE PUBLIC SERVICE BOARD SCRUTINY PANEL

The Head of Legal and Regulatory Services submitted a report to nominate a Member to sit on the Public Service Board Overview and Scrutiny Panel.

RESOLVED: That Councillor S Dendy be nominated to sit as a Member of Subject Overview and Scrutiny Committee 2 on the Public Service Board Overview and Scrutiny Committee Panel

81. CORPORATE PARENTING CHAMPION NOMINATION REPORT

The Head of Legal and Regulatory Services submitted a report which requested the Committee to nominate a Member as its Corporate Parenting Champion to represent the Committee as an Invitee to meetings of the Corporate Parenting Cabinet Committee.

RESOLVED: That Councillor M Clarke be nominated to sit as a Member of Subject Overview and Scrutiny Committee 2 on the Cabinet Committee Corporate Parenting in the capacity of an Invitee.

82. FORWARD WORK PROGRAMME UPDATE

RESOLVED: The Committee:

1. Approved the feedback from the previous meeting;
2. Noted that Safeguarding would be the next item allocated to SOSOC 2;
3. Prioritised Home to School Transport for the meeting scheduled for September 2019.

83. URGENT ITEMS

None

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**MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 2
HELD IN COUNCIL CHAMBER, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON
WEDNESDAY, 3 JULY 2019 AT 09:30**

Present

Councillor CA Green – Chairperson

S Aspey	SK Dendy	J Gebbie	A Hussain
MJ Kearns	JE Lewis	KL Rowlands	SG Smith
G Thomas			

Apologies for Absence

A Pucella, PA Davies, M Jones, T Thomas

Officers:

Susan Cooper	Corporate Director - Social Services & Wellbeing
Gail Jewell	Democratic Services Officer – Scrutiny

85. DECLARATIONS OF INTEREST

Cllr A Hussain declared a personal interest in Item 3 as he is Chair of the Brynawel Rehab Board of Trustees.

86. SAFEGUARDING

The Corporate Director Social Services and Wellbeing firstly welcomed the representatives from South Wales Police, Cwm Taf University Health Board and Calan DVS and thanked them for their attendance and contribution at the meeting. She then briefly presented the Safeguarding report to Committee, the purpose of which was to update Members with requested information on:

- Safeguarding (Adults & Children);
- Regional Safeguarding Boards;
- Bridgend Corporate Safeguarding Policy;
- Child Sexual Exploitation (CSE);
- Deprivation of Liberty Standards (DOLS);
- Domestic Abuse;
- Human Trafficking & Anti-Slavery;
- Children and Adult Practice Reviews.

The Committee were advised that the Social Services and Wellbeing (Wales) Act 2014 sets out the need to establish Regional Safeguarding Boards for children and adults and Bridgend Council had just completed the transition from Western Bay into Cwm Taf Morgannwg Safeguarding Board.

The Corporate Director Social Services and Wellbeing proceeded to describe the Membership and governance of the Safeguarding Board which included representation from Bridgend, Rhondda Cynon Taf and Merthyr Tydfil Councils.

The Chair made reference to the Board Membership, in that Bridgend County Borough Council seemed to be underrepresented in comparison to the other Councils, particularly with Merthyr as the delegates' allocated seemed disproportionate to the Borough population. The Corporate Director for Social Services and Wellbeing explained that the structure within the Annual Plan is draft and the Membership does cover a

representative from Education but agreed to explore extending the invitation to include a legal officer.

A Member queried the figures provided within the Child Protection Register and questioned whether all recorded cases were new or children that have moved from age group to age group. A Member followed this question by stating that the categories on the register should include children of parents who have alcohol or substance misuse. The Corporate Director Social Services and Wellbeing explained that the categories used on the register were set out by Welsh Government but the comments raised could be fed back as part of the ongoing review of the Performance Framework.

With reference to the year on year increase to DoLS referrals and the probability of the trend continuing due to rise in ageing population and the prevalence in dementia, the Committee raised concerns with financing and resourcing the process in the future. The Adult Safeguarding and Quality Manager responded by providing details of Liberty Protection Safeguards which will be introduced in Spring 2020 which will hopefully be a simpler process and therefore more cost effective for the Council. The Corporate Director Social Services and Wellbeing concluded that since the introduction of DoLS it had been an area of monetary pressure and the Directorate are currently monitoring the process for more efficient ways of working.

On the subject of Adult Practice Reviews, the Committee queried what lessons had been learnt from the review referred to in the report and questioned the robust process now in place compared to previously, to ensure these incidents do not happen in the future. The Corporate Director Social Care and Wellbeing added that practitioners continually ensure communications are resilient for effective interagency working.

Members noted from the report that a Welsh Government funded programme called Spectrum is offered to all primary and secondary age children but has only been delivered to 405 children. Therefore the Committee requested to receive information as to why only a relatively low number of children have received the training and further request that the response include whether the reason for the poor uptake is that the school choose to provide a similar programme.

To conclude the meeting, the Chair sought assurance regarding the input Bridgend Council had into the Cwm Taf Morgannwg Safeguarding Board Annual Plan 2019/20. Both the Corporate Director Social Services and Wellbeing and the Head of Children's Social Care confirmed that a workshop and several working groups were held with Cwm Taf Morgannwg Safeguarding Board to support a seamless transition from Western Bay and ensure that priorities for Bridgend were not lost in the process.

RESOLVED: The Committee note that Bridgend County Borough Council are under-represented on the Cwm Taf Morgannwg Safeguarding Board and therefore recommended that Officers seek to assign similar representatives as the other Local Authorities for Bridgend, for example – Head of Legal.

When the next report on Safeguarding is presented to Committee, Members recommended that the table detailing the amount children on the Child Protection Register includes data of how long each child has been on register and if they have moved from one age group to the next age group.

Members note the ongoing review of Performance Framework around Social Services and recommend that the categories on the Child

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 2 - WEDNESDAY, 3 JULY 2019

Protection Register should include children whose parents have alcohol or substance issues is reported back as part of the review.

Members highlighted the importance of training staff that undertake assessments to distinguish the difference between alcohol-related brain damage and dementia to ensure a concise diagnosis and improved prognosis.

Additional Information

- Members requested to receive more information on the reasons for the poor uptake of the Welsh Government funded 'Spectrum Project';
- In relation to the Adult Practice Review referred to in the report, the Committee asked for details of the process that was in place prior to the review and what process is in place to date.

87. FORWARD WORK PROGRAMME UPDATE

The Scrutiny Officer reported on items to be considered at the meeting of the Committee on 16 September 2019 and sought confirmation of the information required for the subsequent meeting to be held on 10 October 2019.

RESOLVED: In relation to the item of Youth Offending Service scheduled for 16 September 2019, Members have requested that an organisational structure chart is provided for pre and post restructure.

88. URGENT ITEMS

None.

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 2

16 SEPTEMBER 2019

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

UPDATE ON BRIDGEND YOUTH JUSTICE SERVICE IMPROVEMENT PLAN

1. Purpose of report

- 1.1 The purpose of the report is to update the Subject Overview and Scrutiny Committee 2 on progress in implementing the Bridgend Youth Justice Service improvement plan which was developed following the recent Her Majesty's Inspectorate of Probation (HMIP) inspection.

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 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 Bridgend Youth Justice Service is a statutory multi-agency partnership that has a legal duty to co-operate in order to secure appropriate local youth justice services. The service is funded from a variety of sources including UK Government, Welsh Government and statutory partners (ie Bridgend County Borough Council, South Wales Police, the Probation Service and Cwm Taf Morgannwg University Health Board).
- 3.2 Statutory duties to prevent offending are outlined in criminal justice and civil legislation. The principal aim of Youth Justice Services in England and Wales is to prevent offending and re-offending by young people in accordance with the requirements of the Crime and Disorder Act 1998. Local authorities in Wales also have statutory duties to provide preventative services contained in Section 15 of the Social Services and Well-being (Wales) Act 2014. Local authorities must provide services to:

- encourage children not to commit offences;
- avoid the need for children to be placed in secure accommodation; and
- enable people to live their lives as independently as possible.

- 3.3 In 2018, Welsh Government made the decision to migrate health services for Bridgend from Abertawe Bro Morgannwg Health Board (ABMU) to Cwm Taf Morgannwg University Health Board (CTMUHB). This change took effect from 1 April 2019.
- 3.4 The service had been operating a voluntary collaboration on the ABMU footprint as the Western Bay Youth Justice and Early Intervention Service (WBYJEIS) for four years but that service had never progressed to become a fully amalgamated youth justice service and had also caused numerous operational difficulties. It was therefore agreed in October 2018 by all partners at Board level that this would be an opportune time to end the collaboration.
- 3.5 WBYJEIS was subject to a full joint inspection by HMIP in December 2018 and the findings of which were published in March 2019. The inspection concluded that the WBYJEIS received an overall rating of inadequate. The findings of the HMIP inspection concluded that nine of the twelve inspection domains were rated as inadequate, one was adequate, one was good and one was outstanding. The inspection report is available at www.justiceinspectors.gov.uk.
- 3.6 The service is now subject to monitoring by the Youth Justice Board (YJB) and significant scrutiny from a variety of sources including UK Government and Welsh Government. It is likely that the service will be subject to re-inspection within a 12 to 18 month timeframe and the implication of a failure to improve is that the service would be referred to Ministers for action.

4. Current situation/proposal

- 4.1 On 19 April 2019 Cabinet agreed to the disaggregation of the WBYJEIS and that the new arrangement would be for the Bridgend's Youth Justice Service to sit within the portfolio of an existing group manager within the Education and Family Support Directorate.
- 4.2 Bridgend Youth Justice Service became operational from 1 April 2019 and its structure is under review. At the time of writing this report, a staff consultation is underway to progress a proposed restructure of the service. More information on the proposed restructure will be shared with members on conclusion of the consultation, which was predicted to be at the end of August 2019, but maybe extended if there are any issues which cannot be addressed in the timeframe.
- 4.3 The current structure is confused and has led to a lack of supervision and poor quality supervision which has resulted in limited management oversight of the quality of interventions. In reviewing the residual staff structure in Bridgend following disaggregation from WBYJEIS, it is clear that there are crucial posts missing from that structure (e.g. an information officer (as Bridgend has been using the services of the information officers in Neath Port Talbot and Swansea)). The service has inadequate professional management with only one social work qualified senior member of staff which HMIP has identified has resulted in poor quality assurance mechanisms and failures in the management of risk. The current proposed re-

structure will address these issues by enhancing the line management and increasing social work capacity within the team.

- 4.4 To progress the recommendations from the HMIP inspection, senior managers from within the local authority now meet YJB colleagues on a fortnightly basis to monitor progress against the improvement priorities. These meetings are proving to be invaluable in developing more robust and effective local arrangements. Since the disaggregation of the service from WBYJEIS, there have been a number of development sessions to progress the improvement plan. These sessions have consisted of stakeholder groups, the whole staff cohort and board members. A new management board was formed and held its first meeting on 10 June 2019. The Board will meet monthly for the first 12 months and bi-monthly thereafter.
- 4.5 The Management Board is jointly chaired by the Chief Executive of the Council and the Cabinet Member for Communities. Terms of reference for the Board are attached at Appendix 1.
- 4.6 The Management Board will oversee the delivery of the 14 recommendations within the inspection report, namely:

The Management Board should:

- 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;
- make sure that partnership agencies provide appropriate support and services;
- develop effective oversight of the service's work and effective challenge to partners;
- develop a clear plan to manage disaggregation of individual YOTs from the joint service to limit any detrimental effect on the remaining parts of WBYJEIS;
- provide the resources and support to the management team to manage the service effectively;
- review the role and function of the prevention service.

Service managers should:

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

The Director of Children's Services (Director of Education and Family Support in Bridgend) should:

- 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;
- 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:

- 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;
- 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;
- develop a literacy and numeracy strategy to support children and young people to develop these skills to improve the chances of desistance.

Cwm Taf Morgannwg University Health Board should:

- 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.

4.7 A copy of the improvement plan is attached at Appendix 2.

4.8 The service recognises that key to the improvement journey is the support of the staff group and there has already been engagement with staff to identify their roles in the improvement journey. Future activity is planned including joint development activity between staff and Management Board members.

5. Effect upon policy framework and procedure rules

5.1 There is no effect on the policy framework and procedure rules.

6. Equality Impact Assessment

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

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

7.1 A summary on the Well-being of Future Generations (Wales) Act 2015 assessment is listed below:

Long-term	The long term aim of the service is to improve outcomes for children, young people and families by reducing first-time entrants into the youth justice system, reducing re-offending rates and reducing the use of custody for young people
Prevention	The focus of the service is to prevent offending and re-offending by young people under the Crime and Disorder Act 1998.
Integration	The service is a multi-agency partnership where integration is key to good service delivery arrangements.
Collaboration	Collaboration will be critical to deliver the inspection recommendations.
Involvement	Participation and engagement arrangements will be strengthened as part of the new working arrangements.

8. Financial implications

8.1 The total funding available for the service for 2019/20 is summarised below;

	2019/20
	£
Youth Justice Grant	191,536
Children and Communities Grant	202,751
Other Income	159,060
LA Core Budget	360,920
TOTAL FUNDING	<u>914,267</u>

*Other income includes smaller grants and income from partner agencies

8.2 In addition to the above, there are in-kind secondments from a number of partner agencies including south wales police and the national probation service.

8.3 The recommendations contained within the improvement plan will be implemented within existing resources.

9. Recommendation

9.1 It is recommended that Subject Overview and Scrutiny Committee 2:

- notes the contents of the report; and
- provides comments/recommendations.

Lindsay Harvey
Corporate Director Education and Family Support
23 August 2019

Contact officer: Mark Lewis
Group Manager (Integrated Working and Family Support)

Telephone: (01656) 642679

Email: Mark.Lewis@bridgend.gov.uk

Postal address: Level 2, Civic Offices, Angel Street, Bridgend, CF33 4WB

Background documents: None

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Bridgend Youth Justice Service (BYJS) Management Board

1. Purpose

- 1.1 To bring together the statutory partners as identified in the Crime and Disorder Act 1998 and non-statutory partners who make a significant contribution to the delivery of youth justice services in Bridgend County Borough
- 1.2 To work collaboratively to prevent and reduce youth crime in Bridgend County Borough
- 1.3 To ensure the statutory duties set out in the Crime and Disorder Act 1998 and subsequent reviews are met
- 1.4 To contribute to the Wellbeing Objectives detailed in the Wellbeing Plan for Bridgend

2. Vision

To be confirmed

3. Responsibilities

- 3.1 The Bridgend Youth Justice Management Board will:
 - Set out a strategic direction for the local delivery of a 'Justice Service for Young People' to ensure that statutory requirements are met and key plans are developed and delivered effectively.
 - Support BCBC's Chief Executive in their duty to formulate and implement the annual youth justice plan. This plan sets out how youth justice services in Bridgend are composed, provided and funded; how the BYJS will operate and what functions it will carry out.
 - Ensure the YJS tailors its services to the needs of local young people and that they have an opportunity to shape the services and interventions they receive
 - Hold accountable the YJS and partner agencies for their contribution to performance against the Wales Youth Justice Indicators and other local measures.
 - Implement appropriate staff, management and infra structure arrangements to be able to deliver the statutory duties and obligations of the service
 - Take responsibility for ensuring that the actions undertaken by the BYJS protects the safety, of children and young people, the staff who work with them, and members of the public
 - Embed the principal aim of preventing offending by children and young people in the work of relevant strategic partnerships including, but not limited to, the Bridgend Public Services Board, the Bridgend Community Safety Partnership and the Cwm Taf Morgannwg Safeguarding Board

- Take a lead role in scrutinising the YJS’s response to Community Safeguarding and Public Protection incidents. When a safety or public protection incident occurs the YJS must inform the YJB and undertake a review of learning, causes and key areas for improvement. The board is responsible for monitoring all actions and learning for the BYJS and for sharing learning with local partners, including local safeguarding boards
- Scrutinise the arrangements in place for children and young people involved in the Youth Justice system to have access to universal and specialist services delivered by partners and other key agencies
- Address and solve any difficulties that the BYJS and its partners face when planning and delivering reintegration and resettlement support.
- Agree resources to be allocated from partner agencies
- Agree an information sharing protocol and designate a liaison officer in each member organisation
- Report progress to Bridgend Public Services Board, through the performance management system bi annually or as requested by the board
- Report to the Community Safety Overview and Scrutiny Committee or other Scrutiny Committees as requested

3. Sustainable Development

3.1 The Bridgend Youth Justice Management Board will act in accordance with sustainable development principle, ie working to ensure the needs of the present are met without compromising the ability of future generations to meet their own needs. The Board will:

- Think about the long term
- Look to prevent problems
- Work towards the seven wellbeing goals as set out in the Wellbeing of Future Generations Act (Wales) 2015 in all that they do
- Work with each other
- Work with people and communities, by involving them

The Seven Wellbeing Goals

A Prosperous Wales	A Resilient Wales	A Healthier Wales	A More Equal Wales	A Wales of Cohesive Communities	A Wales of Vibrant Culture and Thriving Welsh Language	A Globally Responsible Wales
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4. Membership

4.1 In line with the requirements of the Crime and Disorder Act 1998 the statutory funding members are:

- Bridgend County Borough Council
- South Wales Police
- National Probation Service
- Cwm Taf Morgannwg Health Board

4.2 The Management Board has the power to co-opt additional members. Co-opted members are:

- South Wales Fire and Rescue Service
- Career Wales
- Bridgend College
- WGADA
- WLGA
- South Wales Police and Crime Commissioner

4.3 Members will be at senior officer level, with the authority to make decision

4.4 Deputising Arrangements

- Members will identify a nominated deputy to attend where the member is not available.
- That deputy should be fully briefed and have all powers delegated for the purposes of the activity of partnership

5. Chairing Arrangements

5.1 There will be co-chairing arrangements for the first year of operation

5.2 Both chairs will be elected annually from one of the statutory members

5.2 The maximum term of office for a chair is 2 years

5.3 In the unlikely absence of both chairs a deputy will be selected from members present

6. Task and Finish Groups

6.1 The board may establish task and finish groups to address specific issues

6.2 Membership of task and finish groups to be agreed by the partnership

6.3 Terms of reference, including the expected life of the task and finish group will be developed in all cases.

7. Frequency of Meetings

7.1 The Partnership will meet monthly for the first year, then quarterly to coincide with Community Safety Partnership meetings.

- 7.2 Meetings to be held prior to Public Service Board meetings, with sufficient time to allow for preparation of reports
- 7.3 Additional meetings may be arranged at the discretion of the chair


8. Review

- 8.1 The Partnership's operation and terms of reference will be reviewed annually

9. Co-ordination/Support

- 9.1 To be provided by the PSB partnership support team

DRAFT


Bridgend County Borough Council
Bridgend Youth Justice Service (YJS)
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. In addition, the plan includes operational priorities identified by staff within the Bridgend Youth Justice Service.

Service Area	Bridgend Youth Justice Service (YJS)
Head of Service and Strategic Lead for Bridgend YJS	Nicola Echanis

RAG Code	Definition
BLUE	Action completed
GREEN	Action on target
AMBER	Action off target
RED	Action overdue

HM Inspectorate of Probation inspection report recommendations

Bridgend Youth Justice Service Management Board should:					
Recommendation	Action	Who	Target date	RAG code	Progress Update
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	Identify and agree management board and appropriate membership	Head of Education and Family Support	June 2019	Blue	14.05.19 - Complete – Public Service Board (PSB) agreed that the YJS management board reports via the Community Safety Partnership (CSP) governance structure. First meeting scheduled for 10 June 2019

	Hold a joint development day for members of the new Board and YOS staff to review and clarify roles and functions	Head of Education and Family Support	July 2019	Blue	<p>14.5.19 – Development day scheduled for 11 July 2019. Youth Justice Board (YJB) will co-facilitate.</p> <p>30.7.19 – development day held with staff and senior managers within LA to undertake business planning.</p> <p>31.7.19 Development day was held with board members on 11 July 2019 and clarity on roles and responsibilities given. Good engagement from partners in response to findings of inspection. A further development day will be held in November 2019</p>
2. Make sure that partnership agencies provide appropriate support and services	Ensure appropriate partnership membership at YJS management board	Head of Education and Family Support	June 2019	Blue	14.05.19 - Complete - appropriate membership agreed

	Ensure appropriate partnership resources within the operational service structure	Head of Education and Family Support	June 2019	Amber	<p>14.05.19 - Partnership resource currently being agreed.</p> <p>31.7.19 – Consultation has commenced in respect of operational structure. Partnerships are identified within this structure and are deemed to be sufficient in meeting need.</p> <p>20.8.19- A health resource has been offered but further discussion needed to consider impact (if any) on other service areas</p>
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<p>Page 27</p> <p>Develop effective oversight of the service's work and effective challenge to partners</p>	<p>Agree a robust and meaningful performance framework to allow the management board to hold the service to account including staff sickness data.</p>	<p>Bridgend Youth Justice Service Management Board</p>	<p>September 2019</p>	<p>Green</p>	<p>14.05.19 – Officers in the process of identifying recommendations for consideration by the management board.</p> <p>3.7.19 – Ongoing work is required in this area to ensure that data required is in systems and reportable.</p> <p>31.7.19 – Development day with board included overview of possible data capture requirements. Members have contributed to this and an agreed data set has been confirmed. 1st data set will be presented to board in September.</p> <p>20.8.19 – A development day was held with staff to agree a performance framework, the findings of which were presented to the board on 7.8.19</p>
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	Identify a 'partner in practice' to assist with improvement journey.	Head of Education and Family Support	July 2019	Blue	<p>14.05.19 – Wrexham YOS has agreed to support the local authorities of the former WBYJEIS to progress the improvement journey. Visit to Wrexham scheduled for 26 June 2019. Visit already undertaken to Newport YOS to consider areas of good practice. Links have also been made with Cwm Taf YOS.</p> <p>3.7.19 – visit to Wrexham has been undertaken and benefits noted from the visit. In particular the importance of staff morale and an appropriate venue for YP's to access.</p> <p>31.7.19 – Ongoing sharing of knowledge and practice has continued between BCBC and Wrexham. This will continue for the long term.</p> <p>20.8.19 On-going support is available from both Newport and Wrexham and via YOT managers Cymru</p>
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<p>Develop a clear plan to manage disaggregation of individual YOTs from the service to limit any detrimental effect on the remaining parts of WBYJEIS</p>	<p>Agree a disaggregation plan to ensure continuity of services</p>	<p>Cabinet and Bridgend's Public Service Board (PSB) via the Community Safety Partnership (CSP)</p>	<p>April 2019</p>	<p>Blue</p>	<p>14.05.19 – Cabinet agreed on 16 April 2019 for the Bridgend YJS to sit within the Education and Family Support Directorate under an existing Group Manager. In addition, the CSP agreed on 14 April 2019 that the YOS management board would sit within the CSP / PSB governance structure</p>
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<p>15 Page 30</p> <p>Provide the resources and support to the management team to manage the service effectively</p>	<p>Implement restructure of the Bridgend element of the YOS to ensure sufficient resources and support to the management team</p>	<p>Head of Education and Family Support</p>	<p>July 2019</p>	<p>Amber</p>	<p>14.05.19 – report to be considered by Corporate Management Board (CMB) on 16 May 2019 to progress the proposed re-structure.</p> <p>3.7.19 – CMB have not approved new structure which has delayed any potential operational changes. There are risks associated with not being able to progress the restructure in a timely way.</p> <p>31.7.19 – Restructure has commenced and staff are aware of operational changes. It is anticipated that these changes will be fully implemented by September/October 2019.</p> <p>20.8.19- Re-structure has started and is due to close on 30.8.19.</p>
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Page 31	Review the role and the function of prevention service.	Review the existing prevention arrangements	Service Managers	December 2019	Amber	<p>14.05.19 – review will take place once operational structure is in place.</p> <p>3.7.19 – please see above.</p> <p>31.7.19 this review will commence once the operational structure is agreed. However, work is being undertaken in the interim to ensure support for young people meets their needs consistently. This has included training around asset+, links with the central hub and raising awareness of services and involvement in partnership development days.</p> <p>20.8.19 Operational structure should be agreed by 30.8.19</p>
Bridgend Youth Justice Service Manager should:						
Recommendation	Action	Who	Target date	RAG code	Progress Update	

<p>Make sure that all staff have appropriate supervision and management oversight.</p>	<p>Ensure that all staff have appropriate supervision and management oversight</p>	<p>Service Managers</p>	<p>April 2019</p>	<p>Blue</p>	<p>14.05.19 – All staff are receiving regular supervision and management oversight in the disaggregated service. This will be reinforced in the new operational structure.</p>
	<p>Complete skills audit of YJS staff</p>	<p>Service Managers</p>	<p>September 2019</p>	<p>Amber</p>	<p>14.05.19 – Skills audit will be completed following restructure of service.</p> <p>20.8.19- This has been delayed due to the delay in the re-structure</p>
	<p>Develop annual training plan for the service</p>	<p>Service Managers</p>	<p>May 2019</p>	<p>Amber</p>	<p>14.05.19 – Training plan will be created following restructure of service.</p> <p>3.7.19 – As the restructure is on hold. There is a risk to be being clear as to the training needs of the team.</p> <p>31.7.19 – restructure has commenced and once completed there will be clarity in respect of the training plan.</p> <p>20.8.19- as above</p>

<p>Review the management structure and lines of accountability.</p>	<p>Implement a full re-structure of the Bridgend Youth Justice Service to ensure clear lines of accountability</p>	<p>Head of Education and Family Support</p>	<p>July 2019</p>	<p>Green</p>	<p>14.05.19 – report to be considered by Corporate Management Board (CMB) on 16 May 2019 to progress the proposed re-structure.</p> <p>3.7.19 – Structure has not been agreed by CMB which will impact on ability to make timely changes to service delivery.</p> <p>31.7.19 – Restructure has commenced and will be agreed by end of August with aim of having the service fully operational by September/October.</p> <p>20.8.19- consultation on the new structure is nearing completion</p>
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Director of Bridgend Children’s Services should:

Recommendation	Action	Who	Target date	RAG code	Progress Update
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<p>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.</p>	<p>Commission an experienced consultant to undertake a review of post-court cases as required under the organisational alert</p>	<p>Head of Education and Family Support</p>	<p>May 2019</p>	<p>Blue</p>	<p>14.05.19 – Consultant commissioned and has reviewed 19 cases. Family support services manager has met with YOS operational manager to address identified issues.</p> <p>3.7.19 – assessment and case notes have been added to case files to reflect gaps in previous work.</p>
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	Review the assessment of safety and wellbeing in relation to out-of-court cases	Service Managers	July 2019	Green	<p>14.05.19 – Meeting to be arranged for June 2019 between prevention coordinator, family support services manager and YJS operational manager to dip sample cases.</p> <p>3.7.19 – meeting was postponed to due to leave. Re-scheduled for beginning of August</p> <p>31.7.19 – due to restructure only recently commencing this meeting has had to be rescheduled for the end of August.</p> <p>20.8.19 – this meeting is now on track to take the actions forward</p>
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	Ensure sufficient management capacity in new structure to monitor and quality assure cases	Head of Education and Family Support	July 2019	Amber	<p>14.05.19 – report to be considered by Corporate Management Board (CMB) on 16 May 2019 to progress the proposed re-structure.</p> <p>3.7.19 – restructure has not been agreed by CMB which will impact on the ability to quality assure cases.</p> <p>31.7.19 – Restructure has commenced and will be agreed by end of August</p> <p>30.8.19 -</p>
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	Develop a robust quality assurance framework for the service, which includes a review of existing policies and procedures and recommended evidence based interventions (EBI's).	Service Managers	September 2019	Amber	<p>14.05.19 - A two-day training event was held on o focus on the quality assurance and countersigning of assessments. Work underway to develop framework. YJB have agreed to provide a list of mandated policies and procedures and areas of good practice.</p> <p>3.7.19 – awaiting list of policies and procedures from YJB.</p> <p>31.7.19 – list of policies in place from partner in practice (Wrexham) has been received. BCBC is reviewing these with the aim to develop own versions where not already in place.</p> <p>20.8.19 – a number of new policies have been developed , a log of them is being developed and monitored</p>
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	Develop an agreed model of intervention	Service Managers	September 2019	Green	<p>14.05.19 – work to commence in June 2019.</p> <p>31.7.19 – ECM has been agreed as a model that will continue to be implemented within the YJS. However, ongoing work linked to trauma, case mapping and support will be an ongoing area of development.</p>
	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	Head of Education and Family Support	June 2019	Green	<p>14.05.19 – Cases have been reviewed. Moving forward, operational manager to provide family support services manager with full caseload details to share with police colleagues to identify any new CSE concerns.</p> <p>31.7.19 – The new structure will provide staff with appropriate quality assurance, challenge and development opportunities. Practice issues sessions will be held with staff around such issues highlighting best practice to ensure staff are continually upskilled.</p>

10. Improve the quality (and awareness from staff) of the referral systems so that children and young people receive the services they need.	Asset+ refresher training to be delivered to all staff	Head of Education and Family Support	May 2019	Green	<p>14.05.19 – Training booked for 14 and 15 May 2019. This will be supplemented by a YJB workshop scheduled for 30 May 2019.</p> <p>3.7.19 – Staff have attended the training and positive feedback has been received.</p>
	Review existing referral arrangements and implement appropriate changes	Service Managers	July 2019	Green	<p>14.05.19 – resource to be identified to complete review.</p> <p>3.7.19 – Contact has been made with an organisation to review current arrangements and consider any new pathways which may best assist young people and staff.</p> <p>20.8.19 a cross directorate training event is arranged</p>

	Identify a safeguarding champion within YJS	Service Managers	July 2019	Amber	<p>14.05.19 – Champion to be identified following restructure of service.</p> <p>3.7.19 – Due to the delay in restructure this action could be impacted upon as it is not clear who will be a part of the team moving forward.</p> <p>31.7.19 – Restructure is commenced. Once fully implemented, a safeguarding champion will be identified.</p>
	Develop an agreed protocol between YJS, safeguarding and wider early help services linked to management and interface of cases.	Service Managers	August 2019	Green	<p>14.05.19 – To be discussed at next early help and safeguarding board on 19 July 2019</p> <p>31.7.19 – A protocol will be developed alongside other policies required within the YJS as identified by Wrexham.</p> <p>20.8.9 – a meeting has been arranged to take this forward</p>

The local authority education services should:

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Recommendation	Action	Who	Target date	RAG code	Progress Update
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.	Develop and agree appropriate information sharing protocol (ISP)	Head of Legal and Regulatory Services.	July 2019	Green	<p>14.05.19 – Draft ISP developed by legal for approval of management board on 10 June 2019.</p> <p>20.8.19 – ISP has been developed and circulated to partners for signature</p>
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	Develop and agree appropriate strategies	Service Managers	July 2019	Green	<p>14.05.19 – Discussions ongoing to learn from good practice.</p> <p>31.7.19 – Referral route and process into YJS to be reviewed to ensure this is considered. To also be explored as part of assessment process.</p> <p>20.8.19 – a new policy has been written and implemented</p>

13. Develop a literacy and numeracy strategy to support children and young people to develop these skills to improve the chances of desistance.	Develop and agree appropriate strategies	Service Managers	July 2019	Amber	<p>14.05.19 – Discussions ongoing to learn from good practice.</p> <p>31.7.19 – Speech and Language Therapist will contribute to this target as part of their day to day role</p> <p>20.8.19 – partners in Education dept have been tasked with developing this in conjunction with YJS staff</p>
Cwm Taf Morgannwg University Health Board should:					
Recommendation	Action	Who	Target date	RAG code	Progress Update
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.	Specific actions to be agreed with the management board and relevant health board colleagues	Director of Primary, Community and Mental Health	To be agreed with Health Board	Green	20.8.19- A health resource has been offered but further discussion needed to consider impact (if any) on other service areas

Additional areas for development (not referred to above) identified by YJS staff at development session on 11 April 2019

Bridgend YJS staff recommend:					
Recommendation	Actions	Who	Target date	RAG code	Progress Update
Develop a more robust supervision process and increase personal development opportunities	Ensure regular and effective supervision (including clinical) that provides opportunities for concerns to be appropriately discussed and recorded.	Supervision task and finish group	September 2019	Green	14.05.19 – task and finish group in the process of being established. 3.7.19 – Training dept will assist with this. 31.7.19 – The new structure will provide staff with regular and robust supervisions which will be documented in line with supervision policy within the LA.
	Schedule a workshop with relevant safeguarding and early help colleagues to: (a) agree relevant training and personal development opportunities for YJS staff; and (b) a development day to improve interface and service awareness between YJS, safeguarding and the wider early help service	Service Managers	August 2019	Green	14.05.19 – dates are in the process of being scheduled. 3.7.19 – EH and Safeguarding day was held on 14 June to look at relationships. An action plan has been developed in response to areas identified for improvement. This will be reviewed at the EH and Safeguarding board. 30.8.19 – this work is on-going

<p>Improve the quality of assessments and risk management processes</p>	<p>Feedback from management regarding how to improve assessments. Need to be challenged by peers and supervisors – evidence base for decision making.</p>	<p>Assessment and recording task and finish group</p>	<p>September 2019</p>	<p>Green</p>	<p>3.7.19 – discussed with training dept and they will support development in this area.</p> <p>31.7.19 – The new structure will provide staff with appropriate quality assurance, challenge and development opportunities. Practice issues sessions will be held with staff around such issues highlighting best practice to ensure staff are continually upskilled.</p> <p>30.8.19- the new structure provides a more robust professional structure</p>
	<p>Improve the quality of case recording across the YJS</p>	<p>Assessment and recording task and finish group</p>	<p>September 2019</p>	<p>Green</p>	<p>3.7.19 – Training dept will assist with this.</p> <p>31.7.19 - A development session will be held with staff in respect of case recording and good practice associated with this. September 2019.</p> <p>30.8.19 – as above</p>

	Ensure thorough information gathering is an integral part of the assessment process via a holistic assessment of a young person's needs, including their home environment.	Assessment and recording task and finish group	September 2019	Green	<p>14.05.19</p> <p>3.7.19 – Training dept will contribute to this area.</p> <p>31.7.19 - A development sessions will be held with staff in respect of utilizing information available to YJS to ensure whole family need is considered.</p> <p>30.8.19 – work has been undertaken to increase the confidence of staff in the area of assessment, a home visit protocol has also been developed</p>
	Ensure the views of young people and their families are reflected in the assessment process	Assessment and recording task and finish group	September 2019	Green	<p>14.05.19</p> <p>31.7.19 – As above in respect of development session.</p> <p>30.8.19- as above</p>

	Ensure risk is appropriately assessed and schedule risk assessment training for all YJS staff	Risk task and finish group	September 2019	Green	<p>3.7.19 – Training dept will contribute to this area</p> <p>31.7.19 – There are significant number of resources within the local authority intranet to assist with the assessment of risk. A development session will be held with staff in relation to these tools.</p> <p>30.8.19- meetings have been held with colleagues in the probations service to support this development</p>
	Develop mechanisms for high risk cases to be discussed formally on a regular basis.	Risk management task and finish group	September 2019	Green	<p>31.7.19 – The new structure will provide staff with the line management and support to ensure that any cases that require advice and guidance are responded to in a timely way.</p> <p>30.8.19- risk panels are now being held routinely and matters of non-attendance are escalated to head of service</p>

	Improve risk and vulnerability panels to ensure that they are outcome focused and any actions are reviewed. Attendance of key partners needs to be addressed.	Risk management task and finish group	September 2019	Green	3.7.19 – YJS will be attending safeguarding managers meetings to raise awareness of such panels to ensure all are clear on roles and responsibilities. 30.8.19 – as above
Participation and victim satisfaction	Ensure victim satisfaction feedback is collated and reviewed by service managers	Service Managers	August 2019	Amber	31.7.19 – This will be undertaken through the role of the victim worker and shared with lead practitioners and family support services manager and reported into Board to inform future service delivery. 20.8.19- this action has been delayed by the re-structure
	Establish a children/young people's participation group	Youth Development Manager	September 2019	Green	31.7.19 – an Additional Participation Worker has been recently appointed into the LA providing additional capacity to progress this area. 20.8.19 – young people were consulted on the development of the annual YJB plan

	Consider developing a more appropriate drop in location for young people	Head of Education and Family Support	September 2019	Green	<p>31.7.19 - An alternative venue which would be more appropriate for young people has been identified. Group Manager for Integrated Working and Family Support will progress if this venue is viable.</p> <p>20.8.19 – various options are being considered to provide a 'front door' for the service</p>
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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO OVERVIEW AND SCRUTINY COMMITTEE 2

16 SEPTEMBER 2019

REPORT OF THE HEAD OF LEGAL AND REGULATORY SERVICES

OVERVIEW AND SCRUTINY – FEEDBACK FROM MEETINGS

1. Purpose of report

- 1.1 The purpose of this report is to present the feedback from the previous meetings of the Subject Overview and Scrutiny Committee 2 for discussion, approval and actioning.

2. Connection to corporate improvement objectives/other corporate priorities

- 2.1. This report assists in the achievement of the following corporate priority/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. All conclusions, recommendations and requests for additional information made at Overview and Scrutiny Committee meetings are sent to Officers for a response to ensure that there are clear outcomes from each topic investigated.
- 3.2. These are then presented to the relevant Scrutiny Committee at their next meeting to ensure that they have received a response.
- 3.3. For Subject Overview and Scrutiny Committees (SOSC), when each topic has been considered and the Committee is satisfied with the outcome, the SOSC will then present their findings to the Corporate Overview and Scrutiny Committee (COSC) who will determine whether to remove the item from the Forward Work Programme (FWP) or to agree it remains an item for future consideration and prioritisation.

4. Current situation/proposal

- 4.1. Members will recognise that capturing and assessing the impact of Scrutiny is not

an easy task as the outcomes of Scrutiny activity are not always tangible and able to be measured in a systematic way.

- 4.2. Whilst 'outputs' like the number of recommendations approved by Cabinet or accepted by Officers may shed light, this does not reveal the extent to which the substance of the recommendations were actually implemented and whether or not intended outcomes were achieved.
- 4.3. Sometimes there are no measureable outputs from Committee discussion yet the opportunity for Cabinet Members and Officers to reflect on proposed courses of action has influenced the way in which the proposal was implemented. It is important to reflect some of the intangible effects of Scrutiny and its ability to influence decision makers through discussion and debate.
- 4.4. With this in mind, during the Overview and Scrutiny Workshops held in May 2019, Members discussed the regular feedback received from Officers in relation to Scrutiny Committee recommendations and comments. Evidence presented at the workshops indicated that there was a gap in the Scrutiny process for the follow up and actioning of recommendations to Officers which made it difficult to evidence what impact each Committee had achieved.
- 4.5. As a result Members agreed that a more effective process for considering and following up on feedback was required and recommended that the FWP and the feedback from meetings be presented to Scrutiny Committees as two separate items. This would firstly give the feedback more importance on the agenda and also an opportunity for the Committee to consider it in more detail.
- 4.6. This process will also take into account a previous recommendation made by Wales Audit Office whilst undertaking a review of Scrutiny - 'for the Council to ensure that the impact of scrutiny is properly evaluated and acted upon to improve the function's effectiveness; including following up on proposed actions and examining outcomes'.
- 4.7. It is recommended that the Committee approve the feedback and responses to the comments and recommendations prepared by Members at the previous meetings (Attached as **Appendix A & B**), allocate Red, Amber and Green (RAG) statuses to each recommendation where appropriate and action the feedback as needed.
- 4.8. The RAG status would consist of the following:

Red – where there has been no response;
Amber – where Members consider the recommendation/comment requires follow up action, for example where a recommendation has been accepted but there would be a need for follow up to see if it has been implemented;
Green – where Members consider a suitable response has been provided and no follow up action is required.
- 4.9. The Committee would then monitor these RAG statuses on an ongoing basis and action as they see appropriate. For Amber statuses, it is proposed that updates be provided after six months to allow time for the recommendation to be implemented.

4.10. It is further recommended that this process be used to monitor any feedback from Cabinet in response to any pre-decision scrutiny items that are then presented to them and any further formal recommendations that are sent from Scrutiny to Cabinet.

5. Effect upon policy framework and procedure rules

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

6. Equality Impact Assessment

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

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

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 arising from this report.

9. Recommendation

9.1. The Committee is recommended to consider the attached feedback and Officer's responses (**Appendix A & B**) and:

- a) Allocate RAG statuses where appropriate;
- b) Make any further comments in relation to Officer's responses.

Kelly Watson
Head of Legal and Regulatory Services

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Background Documents: None

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Post-16 Additional Learning Needs (ALN) Review

05 June 2019

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Members wished to make the following comments and conclusions:	Response/Comments	RAG Status
<p>The Committee request to receive a future report outlining development proposals for increasing Post-16 provisions for ALN learners aged 19-25.</p>	<p>When this report is scheduled Bridgend County Borough Council (BCBC) will work with the key providers such as Bridgend College and Elite Training to provide the relevant information. The report will need to connect with the regional ALN Transformation Plan which will reflect the wider developments across the region.</p>	
<p>Members note that Bridgend Council do not develop local firms as work placements for ALN learners but recommend that where appropriate every effort is made to expand placements to within the tourism sector.</p>	<p>Employability Bridgend supports people 16+ into employment. As part of this work, placements are sought across a variety of business sectors including Tourism. However, it should be noted that the placement is driven by the aspirations of the potential employee rather than trying to enhance placements in any given sector. Employability Bridgend focuses on helping the person to overcome any barriers they may have to employment which may include dealing with additional learning needs. As the Tourism sector frequently involves face-to-face work with customers, it is not necessarily the easiest option for young people who have additional learning needs (ALN). However Hospitality and Catering is a closely allied sector that does offer opportunities. A case study is being sought to illustrate a success in the area of Tourism/Hospitality. Bridgend College has also been contacted to provide information on their cohorts of learners with ALN.</p>	
<p>While discussing potential budget cuts to post-16 transport, the Committee recommend that best practice is sought from other Local Authorities who have who have already made efficiency savings in this area.</p>	<p>From comparative studies that are known, it can be stated that BCBC runs an efficient school transport system, including post-16, at lower per capita rates than a number of other local authorities . Students who travel to college do so via First Cymru buses. BCBC covers their costs at a standard low rate fare. Students who attend sixth forms and qualify for transport currently use the existing school buses thus keeping the costs as low as feasible. The only other method used by local authorities to reduce costs is to require students to meet half the cost as is the case in Neath Port Talbot. There will be a full discussion of this in the proposed consultation around the potential removal of discretionary post-16 transport as part of the drive to find savings in the Council's budget.</p>	

Additional Information		
<p>In order to illustrate the benefits of post-16 ALN provisions, Members request case studies from:</p>		
<ul style="list-style-type: none"> A learner from Ysgol Bryn Castell (YBC), as Members are aware that YBC includes provision for learners with complex additional, social and behavioural additional learning needs; 	<p>A case study has been provided as an attachment.</p>	
<ul style="list-style-type: none"> A learner that has undertaken work experience and benefited from the involvement. 	<p>A case study has been provided as an attachment.</p>	
<p>The Committee request to receive a copy of the response provided to Special Families Bridgend in relation to support for parents who find accessing and completion of paperwork provided by Bridgend Council problematic.</p>	<p>A copy of the notes of the Special Families has been provided as an attachment.</p>	
<p>Members note the cut to the Education Maintenance allowance and ask to receive details of the effect this has had on the learning provision or if there is similar funding available.</p>	<p>Whilst there have been cuts to the Education Management Allowance (EMA) in England it is still available to students in Wales. Applications for the 2019-2020 academic year are now open as can be seen via the following web link: https://www.studentfinancewales.co.uk/media/198433/ema_wales_little_book_of_ema_1920_e_o.pdf</p>	



YBC P16 Pupil Case Study

Pupil: Pupil A (JA)

Admission date: 04/09/2017

Date of leaving: 28/06/2019

Year: 12 and 13

SEN status: School Action +

Pupil profile information

- Diagnosis of ASD
- Worked with the ALN department of Porthcawl Comprehensive Years 7-11, during this time pupil A had a very nurturing experience and a lot of support and input from specialist staff

What was the main focus for the pupil to achieve at YBC?

- Developing appropriate relationships with peers
- Working on confidence when in group situations
- Developing a range of appropriate topics for conversations
- Developing coping strategies to enable appropriate social interactions
- Travel training for independence
- Diverse curriculum experiences
- Specialist input on maintaining appropriate Relationship and Sexuality education
- Initiating and maintaining conversations, relevance and amount of information when communicating and understanding the listener's needs

Key learning approaches used to support the pupil

- Clear achievable targets to be completed in each lesson
- Structured lessons that are challenging and supportive to his needs
- ASD strategies to support learning and social, emotional needs
- High levels of staffing
- 1:1 work on appropriate conversations
- Basic Skills intervention for handwriting
- SALT (TalkAbout) to support with social communication skills

What is the greatest impact on the pupil's progress?

Pupil A is a bright young man with a sarcastic and witty nature. He does however go over and over things in his head which hinders his ability to form new friendships and let any issues go. He is now more able to have appropriate conversations and interactions with peers, rather than focusing only on adult interactions. Being a member of the School Parliament has allowed pupil A to develop his confidence, maturity and emotional literacy.

Next steps for this pupil

To successfully transition to college; Level 2 horticulture at Bridgend College.

Pupil's Aspirations

After experiencing horticulture for the first time at YBC, pupil A will be going to Bridgend College to study horticulture and hopes to have his own gardening/horticulture business.



YBC P16 Pupil Case Study

Pupil: Pupil B (KP)

Admission date: 01/09/2016

Date of leaving: 29/06/2018

Year: 12 and 13

SEN status: Statement

Pupil profile information

- Diagnosis of Global Learning Delay
- Pupil B has limited academic progress, general learning difficulties and attention difficulties
- Difficulties with near distance vision

What was the main focus for the pupil to achieve?

- Developing confidence
- Travel training skills
- Diverse curriculum experiences
- To develop age-appropriate behaviours
- To develop emotional literacy skills and skills for maintaining appropriate social relationships
- To develop confidence and independence to work towards engaging with a College placement

Key learning approaches used to support the pupil

- Clear tasks broken up into smaller achievable targets each lesson
- Specific strategies to ensure pupil B understands each instruction in order to build independence
- TalkAbout group sessions
- Familiar structure and routine to support pupil B's ALN
- Specialist teaching and interventions

What is the greatest impact on the pupil's progress?

Pupil B's Global Learning Delay means that she is academically and socially behind peers as well as lacking in confidence. Travel training had a significant impact on her ability to interact socially with her peers and allowed her to develop her skills of independence. Through engagement at YBC pupil B developed strong social relationships where pupils were supporting one another to push boundaries e.g. meeting independently at the cinema on weekends and after school. This will support her into the College environment and beyond.

Next steps for this pupil

Successful transition to college; pre-vocational at Bridgend College.

Pupil's Aspirations

After completing an Animal Care qualification at YBC, pupil B will be going to Bridgend College to study a pre-vocational course.



YBC P16 Pupil Case Study

Pupil: Pupil C (EH)

Admission date: 04/09/2017

Date of leaving: 28/06/2019

Year: 12 and 13

SEN status: School Action +

Pupil profile information

- Formal diagnosis of ASD
- Physical and medical difficulties
- Speech language and communication difficulties (see One Page Profile)
- Pupil C has selective mutism

What was the main focus for the pupil to achieve?

- To open up her posture as she would be very guarded in her body language
- To communicate with staff either verbally or in writing
- To build pupil C's confidence and self esteem

Key learning approaches used to support the pupil

- Provide a white board for communication purposes
- Talk directly to pupil C and await a response from her
- Support from SALT
- Provide pupil C with well-scaffolded opportunities to extend her skills in unfamiliar environments

What is the greatest impact on the pupil's progress?

The transition in pupil C has been phenomenal; when she attended initially she would hide and not communicate with anyone. During the leaving assembly, pupil C crossed the stage in front of a crowd of people and shook hands with a dignitary. Pupil C had begun to express her emotions using body language including smiling and showing enjoyment of experiences.

Next steps for this pupil

Transition to college; pre-vocational at Bridgend College.

Continue to work on her independence and confidence.



YBC P16 Pupil Case Study

Pupil: Pupil D (MC)

Admission date: 04/09/2017

Date of leaving: 28/06/2019

Year: 12 and 13

SEN status: Statement

Pupil profile information

- Formal diagnosis of ADD
- Pupil D also has difficulty with motor skills and making eye contact
- Pupil D's abilities indicated that he had moderate learning difficulties of a generalised nature
- Below average range of verbal skills
- Low to below average range of non-verbal reasoning skills
- Below average range of spatial awareness skills

What was the main focus for the pupil to achieve?

- Developing appropriate relationships with peers
- Working on confidence when in group situations
- To build pupil D's confidence and self-esteem academically and socially
- Increase his ability to concentrate upon tasks and reduce his distractibility
- Diverse curriculum experiences

Key learning approaches used to support the pupil

- Clear tasks broken up into smaller achievable targets each lesson
- Specific strategies to ensure pupil D understands each instruction in order to build independence
- Use of appropriate coloured overlay to help pupil D overcome the issue of words moving on the page
- Programmes of short manageable tasks in order to encourage concentration and cooperation through to success
- Engaging pupil D in conversation about things of interest
- Support for reading

What is the greatest impact on the pupil's progress?

Pupil D has developed in confidence across all areas of his portfolio both socially and academically. Pupil D is able to maintain better eye contact when holding a conversation and can remain focussed on conversations for longer periods of time. Pupil D is also able to focus on work for longer periods of time.

Next steps for this pupil

Transition to college; horse-riding at Bridgend College (Pencoed Campus).



Bwrdd Iechyd Prifysgol
Abertawe Bro Morgannwg
University Health Board



Ysgol Bryn Castell
Tel: 01656 815595

Speech and Language Therapy
One Page Profile
Pupil C

Diagnosis and background information:

- ASD
- Selective Mutism

I am good at:

- Using language in non-verbal ways i.e. through writing / typing to answer questions and express my thoughts / feelings
- Responding to others communication using nodding, pointing or via writing / typing (when encouraged)

I find it difficult to:

- Use spoken language to communicate my wants / needs / thoughts & feelings within the school environment
- Get the attention of others to initiate communication, make requests or express myself

The areas of communication I need to develop:

1. Using visual supports to gain the attention of staff to initiate communication
2. Use of non-verbal communication methods such as whiteboards / iPad to support my expressive language

Strategies to support me:

- Do not put any pressure on me to talk.
- Do not insist on eye contact initially
- Wherever possible, **adapt the curriculum** so tasks can be achieved through non-verbal communication
- Ask me **closed questions** that I can answer with 'yes'/'no' via nodding/shaking my head
- Encourage me to use the **red/green cards** to help get others attention. I will place the red card on my desk if I need help/want you to speak to me, or the green card to show I am OK and don't need help
- Encourage me to use the **iPad** with the app **ClaroCom** to type what I want to say to support my communication. I have been trialing this and still need support and encouragement to use this currently.
- I am also able to use a **whiteboard** to write things I want to say / answer questions. I need prompting to use this currently

How I will do this:

- Having language targets in my Individual Education Plan (IEP) to help my learning
- Structured time to practice using my communication methods with staff
- Being encouraged to use my communication methods in all lessons at all times
- Trialing these communication methods at home / in the community to support my access to activities.



Ysgol Bryn Castell Special School (YBC) has consistently had no young people who are not in education employment or training (NEET) since 2014.

Ysgol Bryn Castell Special School (YBC)

Work Experience Case Study

Pupil: Pupil A (LR)

Admission date: 01/09/2016

Date of leaving: 30/06/2016

Year: 12

SEN status: School Action +

Pupil profile information:

- Diagnosis of Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

What impact did work experience have on this pupil?

YBC arranged for pupil A to complete a week long work experience placement in March 2017 at Rely on Tyres in Brynmenyn. This placement was sought after discussions with pupil A and his family to ensure it was suitable. Pupil A advocated that he wanted to be a mechanic in the future therefore this was a relevant place in which to work.

What is the greatest impact on the pupil's progress?

After completing a week long work placement, pupil A was offered a one day a week placement with Rely on Tyres. Since then pupil A has been offered an apprenticeship with J & J Motors and is currently working there.

Maesteg Special Families

Maesteg RFC

Wednesday 22 May 2019

Why are carers having to fight for a carer's assessment when it should legally be given?

There is a statutory duty on local authorities to complete carer's assessments. If a referral is made to the local authority's multi-agency safeguarding hub (MASH) then an assessment will be undertaken. The senior manager for the MASH Team is Elizabeth Walton-James whose contact details are Elizabeth.Walton-James@bridgend.gov.uk (01656) 642073. The MASH Co-ordinator is Hebah Price whose email address is hebah.price@bridgend.gov.uk (01656) 642029.

Why is there no real provision for those who fit between a special school (eg Heronsbridge) and mainstream education?

The local authority has a wide range of provisions including mainstream education with additional support, observation classes, learning resource centres (LRCs) for children and young people with moderate learning difficulties (MLD), severe learning difficulties, complex needs, autistic spectrum disorder (ASD), emotional social behavioural difficulties (ESBD). We also have two special schools and a pupil referral unit (PRU). Each provision has clear and robust entry and exit criteria to ensure that they remain fit for purpose and able to meet the wide range of needs of the population. The local authority continually analyses and reviews provision for additional learning needs (ALN) in order to meet the needs of children and young people.

Why are there no autism bases (classes which children stay in lessons for the same as key stage 2) for children who can't navigate around a mainstream comprehensive independently? Why can't they have a class like MLD that they can stay in for lessons?

The local authority's LRCs for pupils with moderate learning difficulties (MLD) at secondary school replicate a school timetable and pupils engage with some mainstream lessons. They do not remain in the class full-time but specifically to support their basic skill development in core subjects. Children and young people with ASD, who are not in special school, can be academically high functioning and the basic academic skill development is not always appropriate or needed. This model is to ensure that we are equipping pupils with independence and life skills to enable them to thrive in life beyond school. However, the local authority continually reviews provision to ensure it remains suitable to meet the needs of all learners.

How are you supporting children since the introduction of the vulnerable children's services? This service supports all vulnerable children in the county borough?

The Vulnerable Groups Team supports children and young people who are identified as potentially vulnerable. There are definitions of vulnerability provided by Estyn and

these include children who are looked after (LAC) or who are electively home educated (EHE). The team have a specific remit with LAC and do not undertake direct work with the children and young people as such but act to ensure that there is appropriate support in place to enable them to attend school, if there are placement changes as soon as possible. The team also supports children who are EHE and carry out the local authority's role in ensuring these children receive a suitable education.

The team also works with children and young people who have been permanently excluded. They support schools by providing advice and guidance and working with parents/carers to support children and young people to be put onto a school roll to continue their education as soon as possible. During the recent Estyn inspection, the local authority was able to demonstrate that The Vulnerable Groups Team has helped to significantly reduce the number of days that children and young people, who are permanently excluded are out of education and back onto a school roll or attending a suitable provision.

In addition, The Vulnerable Groups Team supports learners who have English as an additional language (EAL), Gypsy and Traveller (GT) learners, children missing education (CME), they also provide safeguarding advice and guidance to schools. The team works in collaboration with The Inclusion Service who has the remit of providing specific additional learning needs (ALN) and behaviour and wellbeing support. The team also works alongside colleagues in the Youth Offending Service (YOS) and Early Help to ensure all areas of support are linked in with children and young people identified by schools, such as through the team around school or by direct contact from parents.

How are you financially supporting ALN children and their families especially in regards to high spending in children's services?

The Education and Family Support Directorate has a strong commitment to meeting the needs of learners with ALN and to support families. This is evidenced, for example in the investment made to support additional provision for children and young people with ALN. In addition, by also introducing new teams into the Directorate such as The Vulnerable Groups Team.

The following investment has been made to increase ALN provision. At Ysgol Bryn Castell (YBC) Special School, to accommodate the increase in pupils with Autistic Spectrum Disorder (ASD), funding allocated for two new ASD classes at a rate of £88,000 per class which is a total of £176,000. In addition, an increase in pupil numbers in 2018-2019 resulted in funding being allocated in-year for three additional classes which amounts to £235,631. Additional funding has been given to support the opening of LRCs. £263,000 was allocated in the 2017-2018 budget setting process to establish additional ASD LRCs in both English and Welsh-medium schools, supplemented by a further £51,000 in 2018-2019 to meet the full year effect. From this additional funding, new ASD LRCs were opened in Ysgol Gyfun Gymraeg Llangynwyd, Pencoed Primary School and the ASD LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd is due to open in January 2020.

As part of the medium-term financial saving (MTFS) in 2019-2020, £320,000 has been allocated to meet the budget pressures in moderate learning difficulties (MLD) LRCs. This will be allocated to primary and secondary schools via their delegated budgets. To primary schools on the basis of classes and to secondary schools on the basis of places.

Therefore the total that has been invested in ALN provision during the last three years amounts to £1,045.631

Why do we have to fight for the correct placement for our children?

The local authority employs a robust placement process with clear criteria to ensure that all the children and young people are placed in an appropriate provision to meet their needs. There are a range of specialist provision panels with each panel comprising of several multi-agency professionals. All decisions are ratified at the Access to Education Panel which is chaired by the Director of Education and Family Support.

Why are there so many exclusions where ALN children are left without education for long periods? How often do informal exclusions occur?

Since June 2018, The Vulnerable Groups Team has become the local authority conduit for advice and guidance to both parents and schools on both fixed-term and permanent exclusions. The team offers training to schools and governors as well as direct advice to parents when approached or relevant.

Exclusions are discussed at the Education and Family Support Directorate Senior Management Team meetings and data is shared with schools and where necessary, schools are challenged with any patterns of exclusions of concern. A graduated response of support for children and young people and the team around the school approach is used to try and reduce the need for schools to issue an exclusion. Informal exclusions are by definition unlawful and the local authority, through the training offer to all schools and governors highlights that any child or young person sent home for behavioural reasons must be logged formally.

Any child or young person not accessing full- time education should only do so when it is a short-term measure, in their best interests and agreed by parents and multi-agency professionals and documented in a personal social plan (PSP). In this way the local authority become aware of any situation that may be unlawful or informal or a soft exclusion.

Why are drivers and chaperones on school transport not correctly trained?

There is no duty upon the local authority to provide escorts on home-to-school transport. Therefore, the local authority supports children and young people through the provision of escorts as a discretionary arrangement. There is also no legal requirement for specific transport for drivers who work on home-to-school transport.

Nevertheless, on its most recent procurement of transport provision for children and young people attending Heronsbridge Special School, the local authority improved its procedures for evaluating transport suppliers bidding against the tender and this process is far more robust than it has ever been previously, principally due to the needs of the children and young people. At the tender qualification stage, transport suppliers were required to pass mandatory requirement checks including insurances, licences (hackney/private hire), communication, health and safety, DBS for all drivers and escorts, specified training including wheelchair tie-down anchor training and tail lift operators training, manual handling and the safeguarding of children and vulnerable adults. All drivers and escorts are encouraged to meet with parents and their children they are transporting at the outset of the contract, to form good relationships and so that drivers and escorts can better understand and support the specific needs of children and young people.

With regards to transition planning (age 14 plus). We would like to see it robustly followed for each child with ALN, at each annual review, with the right people attending, with proper planning and person centred. Increased use of the residences at Heronsbridge and offered automatically to expand into a 24 hour curriculum for 14-19 year olds at Heronsbridge and offered automatically with the aim of increasing life skills and independence. Your thoughts please?

Transition planning is an area of development for the local authority as identified in the ALN Transformation Plan which supports the Additional Learning Needs and Education Tribunal (ALNET) Act. The local authority would agree that transition planning is essential for all children and young people with ALN. Person centred planning (PCP) is vitally important and will increasingly be an important aspect of the individual development plan (IDP). As part of the plans for a new Heronsbridge Special School, there will be a review of the accommodation required in order to meet the needs of the curriculum.

Transition from primary to secondary school could use attention. Why is it last minute with little consideration?

There is an enhanced programme of transition for all children with ALN. Preparation for transition in primary schools starts in Year 5, when all children requiring additional transition or specialist transition are identified early. Schools notify the local authority and the Inclusion Service, with parental support, in October of Year 6 to enable panel and placement processes to begin. The majority of placements are agreed early in the spring term. Sometimes, and for a small number of children, due to additional information being sought, appeals or late applications the process can be extended.

Enhanced Year 6 transition was implemented during this academic year. An example of this is through the team around the school mechanism which is being used to enable all feeder schools to provide Year 6 children with additional support needs to be discussed at a special transition team around.

Why can't a statement be given when the child receives diagnosis? Why do parents have to fight to get statements?

The local authority has always had an approach of being needs led and providing support as appropriate with or without a statement. A child or young person without a statement is not disadvantaged within the local authority compared to a pupil with a statement. However, all local authorities are now moving away from statementing and towards implementing IDPs under the ALNET Act and all children and young people with identified ALN will have an IDP. This process will begin in September 2020.

When diagnosis is received why is there not more support for families from Social Services?

There are a wide range of services provided by our Early Help teams and this support is open to everyone and parents can self-refer if they feel they need support for any reason. There are also support officers who work within The Social Services and Wellbeing Directorate, specifically supporting families of children and young people with disabilities. However, many children have ALN needs which are met without families wanting or needing to access support from The Social Services and Wellbeing Directorate. The Vulnerable Groups Team works alongside colleagues and act to link the support available between Education and Family Support and Social Services and Wellbeing services. The Children's Disability Team sits within The Social Services and Wellbeing Directorate.

What is BCBC doing to get ready for the new act? It doesn't come in until next year but how are they going to deliver a fully inclusive education system for learners in Bridgend? Identifying needs early and addressing them quickly with so little resources they currently have. How will they ensure that all learners are supported to reach their potential? Overall the academic attainment of learners with SEN is poor compared to the rest of the learner population. Under the new system, how will BCBC ensure planning will be flexible and responsive and do you have sufficient professionals who are skilled and confident in identifying needs and deploying strategies to help learners overcome their barrier to learning?

There is a huge gap in BCBC current education system. In order to access Heronsbridge learners must have an IQ below 70. This does not really reflect the needs and difficulties that our children face as a child with ASD may have an IQ greater than 70 but they are still unable to use the toilet without support or play next to their peers without attacking them etc. Why is there specialist schools that can accommodate children like ours in Penarth such as Headlands but not in BCBC. Our children have the ability to do really well with the right support. Why is another Heronsbridge being built where the funding from Welsh Government could be used to bridge the gap between Heronsbridge and mainstream as there are insufficient care bases and observation units.

The local authority has been preparing stakeholders for the ALNET Act for the past three years. Firstly, with the Innovation Fund, for example, all schools were trained using the PCP approach. There is an ALN Transformation Lead for Central South

Consortium (CSC) who works closely with Group Manager Inclusion and School Improvement who is the ALN Reform Lead for the local authority. Both are members of the ALN Reform Transformation Board which meets on a monthly basis. There is a local authority plan which involves supporting schools and additional learning needs co-ordinators (ALNCos) to prepare for the ALNET Act.

During the recent Estyn inspection, it was noted that learners with ALN perform broadly in-line with the all Wales figure. The Inclusion Service has highly skilled specialist staff and effectively ensures that a graduated response to need is implemented to support all learners with ALN. The local authority continually reviews provision including entry and exit criteria. Currently, there is an independent review of provision being undertaken which includes all provision for ALN within the local authority. This will also include a review of all entry and exit criteria for provision.

In addition, under the school modernisation programme there are plans to build a new Heronsbridge Special School. This is as a result in the increase of diagnosis of ASD during recent years. Also many placements each year are allocated to early years pupils, who, due to the complex nature of their needs, are unable to access any other mainstream or specialist provision, other than a special school. In addition, places available for each year are predicated upon the number of leavers as there is simply insufficient capacity available. There is overcrowding and a demand issue and therefore fit for purpose facilities are required.

Why isn't there a clear criteria checklist so that all parents are treated the same and have a scoring system so that the help you need is given fairly and not just by what social worker you see? For example, one family with one child with a disability who has support from family awarded PA hours and play scheme then one family with two disabled children one out of school due to illness long term, no family support given no PA hours, no play scheme nothing. It basically is all down to what social worker does the assessment.

An initial assessment is undertaken by a social worker using the eligibility criteria which is in-line with The Social Services and Wellbeing Act. This initial assessment will then determine whether a full assessment is triggered. All referrals are discussed amongst the team in order to ensure consistency of approach.

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03 July 2019

Safeguarding

Page 69

Members wished to make the following comments and conclusions:	Response/Comments	RAG Status
The Committee note that Bridgend County Borough Council are under-represented on the Cwm Taf Morgannwg Safeguarding Board and therefore recommended that Officers seek to assign similar representatives as the other Local Authorities for Bridgend, for example – Head of Legal.	4 senior officers (1 Director, 3 Heads of Service) attend the Cwm Taff Regional Safeguarding Board on behalf of BCBC. In addition, a number of other BCBC officers attend the associated sub-groups. Consideration of legal representation will be made.	
When the next report on Safeguarding is presented to Committee, Members recommended that the table detailing the amount children on the Child Protection Register includes data of how long each child has been on register and if they have moved from one age group to the next age group.	Noted.	
Members note the ongoing review of Performance Framework around Social Services and recommend that the categories on the Child Protection Register should include children whose parents have alcohol or substance issues is reported back as part of the review.	Noted. This is a national review.	
Members highlighted the importance of training staff that undertake assessments to distinguish the difference between alcohol-related brain damage and dementia to ensure a concise diagnosis and improved prognosis.	Noted.	
Additional Information		
Members requested to receive more information on the reasons for the poor uptake of the Welsh Government funded 'Spectrum Project';	With regards Spectrum, Hafan Cymru are funded directly by Welsh Government to deliver the Spectrum project in schools. The take up is disappointing. To improve take up the VAWDASV delivery plan for this year recognises this and we will be working with the Education directorate and Hafan to improve the numbers.	
In relation to the Adult Practice Review referred to in the report, the Committee asked for details of the process that was in place prior to the review and what process is in place to date.	The Adult Practice Review Process is a nationally agreed process.	

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 2

16 SEPTEMBER 2019

REPORT OF THE HEAD OF LEGAL AND REGULATORY SERVICES

FORWARD WORK PROGRAMME UPDATE

1. Purpose of the Report

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

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The key improvement objectives identified in the Corporate Plan 2018–2022 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 22 February 2018 and formally set out the improvement objectives that the Council will seek to implement between 2018 and 2022. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

3. Background

- 3.1 Under the terms of Bridgend County Borough Council's Constitution, each Overview and Scrutiny Committee must publish a Forward Work Programme (FWP) as far as it is known.
- 3.2 An effective FWP will identify the issues that the Committee wishes to focus on during the year and provide a clear rationale as to why particular issues have been selected, as well as the approach that will be adopted; i.e. will the Committee be undertaking a policy review/ development role ("Overview") or performance management approach ("Scrutiny").
- 3.3 The FWPs will remain flexible and will be revisited at each COSC meeting with input from each SOSOC and any information gathered from FWP meetings with Corporate Directors and Cabinet.

4. Current Situation / Proposal

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

Corporate Parenting

- 4.4 Corporate Parenting is the term used to describe the responsibility of a local authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent', therefore all Members have a level of responsibility for the children and young people looked after by Bridgend.
- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.
- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.

Identification of Further Items

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

5. Effect upon Policy Framework & Procedure Rules

- 5.1 The work of the Overview & Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Council's Policy Framework and consideration of plans, policy or strategy relating to the power to

promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council constitution to be updated.

6. Equality Impact Assessment

6.1 There are no equality implications attached to this report.

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

7.1 The Act provides the basis for driving a different kind of public service in Wales, with 5 ways of working to guide how public services should work to deliver for people. The following is a summary to show how the 5 ways of working to achieve the well-being goals have been used to formulate the recommendations within this report:

- Long-term - The approval of this report will assist in the Planning of Scrutiny business in both the short-term and in the long-term on its policies, budget and service delivery
- Prevention - The early preparation of the Forward Work Programme allows for the advance planning of Scrutiny business where Members are provided an opportunity to influence and improve decisions before they are made by Cabinet
- Integration - The report supports all the wellbeing objectives
- Collaboration - Consultation on the content of the Forward Work Programme has taken place with the Corporate Management Board, Heads of Service, Elected Members and members of the public.
- Involvement - Advanced publication of the Forward Work Programme ensures that the public and stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

8. Financial Implications

8.1 The delivery of the Forward Work Programme will be met from within existing resources for Overview and Scrutiny support.

9. Recommendations

9.1 The Committee is recommended to:

- (i) Identify any additional information the Committee wish to receive on their next item delegated to them by Corporate Overview and Scrutiny Committee and any other items in the overall FWP shown in **Appendix A**;

- (ii) Prioritise items from the Forward Work Programme to be presented to the Corporate Overview and Scrutiny Committee for scheduling for the next round of Overview and Scrutiny Committee meetings;
- (iii) Identify any additional items using the criteria form, for consideration on the Scrutiny Forward Work Programme.

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Background documents

None

Scrutiny Forward Work Programme

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

Date	Subject Committee	Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested Invitees	Prioritised by Committees
09-Oct-19	SOSC 1	Plasnewydd	MSEP Escalation to Committee			Lindsay Harvey, Corporate Director - Education and Family Support; Clr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Michelle Hatcher, Link Officer Andy Rothwell, CSC Senior Challenge Advisor; Simon Phillips, CSC Challenge Advisor; Andrew Williams, Acting Managing Director CSC Head Teacher Chair of Governors	
10-Oct-19	SOSC 2	Prevention & Wellbeing Approaches and Day Time Opportunities	To provide Scrutiny the opportunity to add value to a possible delivery model for day opportunities.			Susan Cooper, Corporate Director, Social Services and Wellbeing; Clr Phil White, Cabinet Member – Social Services and Early Help; Jackie Davies, Head of Adult Social Care; Mark Wilkinson, Group Manager, Learning Disability, Mental Health and Substance Misuse; Andrew Thomas, Group Manager - Sports and Physical Activity; Denise Moultrie, Senior Manager – Local Authority Inspection; Kay Harries, Operations and Partnership Manager - BAVO	
TBC	SOSC 1	Post 16 Education - Consultation	Report scheduled to go to Cabinet in April 2019 incorporating comments from Scrutiny. This is a further report to receive hard options now going forward for Post-16 Education. Incorporate Penybont model- for discussion		Timings TBC with SIG - when go to Cabinet and Scrutiny etc around Oct 2019 approx	Lindsay Harvey, Corporate Director - Education and Family Support; Clr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; John Fabes, Specialist Officer Post 16 Education and Training Andy Rothwell, CSC Senior Challenge Advisor; Andrew Williams, Acting Managing Director CSC Youth Mayor	
04-Nov-19	SOSC 3	Enforcement	Report on enforcement carried out by the Council including reasons for not enforcing fines. * Receive an update on the procurement of an external contractor to undertake enforcement action on littering in the Borough; Report to include an update on the enforcement vehicle to enable Members to monitor performance: * Detailed feedback on vehicles use; * How are the recordings viewed? * Statistics in relation to letters and details of enforcement.	Prioritised by at FWP Workshop	Last received June 2018	Mark Shephard, Chief Executive Clr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services; Kevin Mulcahy, Group Manager - Highways & Green Spaces; Sian Hooper, Cleaner Streets & Waste Contract Manager; Rachel Jones, Corporate Procurement Manager; Possibly a representative from legal?	
09-Mar-20	SOSC 1	Tynyrheol	MSEP Escalation to Committee			Lindsay Harvey, Corporate Director - Education and Family Support; Clr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Andy Rothwell, CSC Senior Challenge Advisor; Head and COG and Challenge Adviser?	

TABLE B

For prioritisation							
Item				Rationale for prioritisation	Proposed date	Suggested Invitees	
Transformation Grant	To provide an update on progress made with working with 3rd Sector to enhance intergrated services.				Corporate Director proposed for March 2020	Susan Cooper, Corporate Director, Social Services and Wellbeing; Clr Phil White, Cabinet Member – Social Services and Early Help;	
Remodelling Children's Residential Services Project	SOSC 1 requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes. <i>A report is due to go to Corporate Parenting 6 March 2019. Do Members want to receive as information only or as a discussion item?</i>				Corporate Director proposed for later in the year, say Dec 2019	Susan Cooper, Corporate Director, Social Services and Wellbeing; Clr Phil White, Cabinet Member – Social Services and Early Help;	
Member and School Engagement Panel - Annual Report	Annual Update to - SOSC 1 on the work of the Member and School Engagement Panel					Spring term 2019 - Plasnewydd Primary School; Summer term 2019 - Ogmre Vale Primary School; Autumn term 2019 - Tynyrheol Primary School.	

<p>Strategic Review of Health & Safety Responsibilities</p> <p>Page 76</p>	<p>Practice , Policy and review of reported "near misses".</p> <ul style="list-style-type: none"> - How many near misses have been reported? - How did we respond? - What lessons have been learnt? <p>With reference to a recommendation made by BREP 2018 - The Panel request that an assessment of School Crossing Patrol and possible alternatives is included in this report</p> <p>Scrutiny Chairs have agreed to carry out an 'Information Gathering' exercise, interviewing representatives from schools, governors from schools and parents to present alongside the Officer report.</p> <p>Item to include information gathered from Scrutiny Chairs Research Group</p>		<p>Wait until after scrutiny research group completed</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Gary Squire, Health and Safety Manager Mark Shephard, Interim Chief Executive Hannah Castle - Secondary School Head Teacher representative Mr Jeremy Thomson - Primary school headteacher Representative</p>	
<p>Education Outcomes</p>	<p>See Feedback from 30 January 2019</p>		<p>Feb-20</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Andy Rothwell, CSC Senior Challenge Advisor; Managing Director CSC Representative from School Budget Forum</p> <p>Headteacher Representation</p>	
<p>New Curriculum Changes</p>	<p>Report on changes to new curriculum and how this is impacting on schools</p> <p>Need to determine purpose of report - whether this needs scrutinising or presentation to Members outside of Committee</p>		<p>TBC - 2020</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Andy Rothwell, CSC Senior Challenge Advisor; Managing Director CSC</p> <p>Headteacher representation</p>	
<p>Home to School Transport</p>	<p>To provide assurances on rationalisation of Learner Transport as far as possible in order to make budget savings: Update on pilot that school transport team proposing to run in Spring and Summer terms 2017-2018 - to support the enforcement of bus passes on home to school transport contracts. As part of this pilot, the Authority is also investigating opportunities to track the use of our school bus services by individual pupils. Update on Recommendation from BREP: The Panel recommend the need for the Authority to adopt a Corporate approach in relation to Home to School Transport maximising the LA's minibuses such as those used for day centres. It is proposed that this be supported by slightly amending the opening and closing times of day centres so that the buses can be available for school transport. Other aspects that could be considered include the exploration of whether school staff could transport children and young people instead of hiring independent drivers. To test and scrutinise the current licensing and school transport regime to gain assurances that it provides adequate protection against the potential of putting children and vulnerable children at risk from those who are in a position of trust. Changes to the DBS status of their employees to be scrutinised to ensure that children are not being put at undue risk. To provide robust scrutiny and recommendations on how the current regime can be improved. To provide assurances to the public and maintain public confidence in the system of school transport Report to include Update on the current arrangements of how licensing and school transport operates within the County Borough since the change in 2015 to the Police National Policy for disclosing non-conviction information to the local authority. Information to include a report from South Wales Police on its approach to disclosing information it holds about licencees following arrests, charges and convictions. What is the current relationship between the local authority's licensing and school transport departments in relation to the disclosure of information from South Wales police? Is there sufficient oversight on behalf of the local authority and a risk of contractors withholding information which may prejudice the continuation of their contract? Further proposed that Communities be invited to add to report and attend meeting to update Committee on safe routes assessment to determine what work has been undertaken since funding was allocated to this over a year ago.</p>	<p>Receipt of the external review of transport report not due until end of August. Report not ready until November at the earliest.</p>	<p>SOSC 2 Prioritised January 2020</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Phil White, Cabinet Member for Social Services & Early Help (To stand in for Cllr Smith); Cllr Richard Young, Cabinet Member Communities Nicola Echanis, Head of Education and Early Help. Mark Shephard, Chief Executive; Zak Shell, Head Of Operations - Community Services; Robin Davies, Group Manager Business Strategy and Performance; Sue Cooper, Corporate Director Social Services and Wellbeing.</p>	
<p>Plastic Free Bridgend</p>	<p>During a OPM it was suggested that this topic should be a research item. What items we procure that uses single use plastic; what choices does that Authority have along with financial implications. To receive an update on the previous recommendations made on 23 July 2018: • Members suggest that the Authority should take the lead on reducing single use plastic and encourage local businesses to follow suit. Officers responded that this would be discussed at Cabinet/CMB; • Members recommend that the Authority use social media to communicate what can be recycled at kerbside and at Community Recycling Centres;</p>	<p>SOSC 1 Prioritised</p>		<p>Mark Shephard, Chief Executive Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Operations - Community Services;</p>	
<p>Empty Properties</p>	<ul style="list-style-type: none"> • To consider the impact of the removal of the 50% discount, after a suitable period of time to allow it to have an affect; • To receive evidence that demonstrates the 'Activity' of work that has been undertaken across the Authority given the crossovers and links this subject has with other services; • To consider the pilot project mentioned by Officers where the Authority was looking to engage and work with RSLs to support property owners from a management perspective with the overall aim being to return a property back to use; • To monitor the performance and outcomes of the strategy including scrutiny of the national PIs for empty properties contained within the Authority's Corporate Plan as well as any further underlying targets and expected outcomes related to the strategy; • To consider how the Authority deals with property owners who persistently refuse to engage with the Council. • To consider any future alternative strategy that relates to Commercial properties. 			<p>Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Cllr Hywel Williams, Deputy Leader Helen Rodgers - Revenues Manager Lynne Berry - Group Manager Housing & Community Jonathan Flower - Senior Strategic Officer</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 77</p> <p>Emergency Accommodation</p>	<ul style="list-style-type: none"> To receive a more detailed option appraisal with reference to the replacement facility in Brynmenyn in the short, medium and long term including costings and timescales; To receive an update in relation to Members recommendation to explore the opportunity to utilise surplus Local Authority owned buildings; Members request a site visit to the Kerrigan Project direct access floor space facility that is managed by Gwalia. 		<p>Corporate Director proposed that these items should be presented at the same time.</p> <p>Emergency Accommodation, Homelessness Strategy and Supporting People Grant.</p>	<p>Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Cllr Hywel Williams, Deputy Leader Helen Rodgers - Revenues Manager Lynne Berry - Group Manager Housing & Community Jonathan Flower - Senior Strategic Officer</p>	
<p>Homelessness Strategy</p>	<p>Members requested that the report include:</p> <ul style="list-style-type: none"> - Progress on implementation of the strategy; - Report to include information on vulnerable groups such as ex-offenders and care leavers. <p>Members raised questions in that Bridgend have 8 people sleeping rough but have 13 empty beds?</p>			<p>Mark Shephard, Chief Executive; Martin Morgans, Head of Performance and Partnership Services Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Lynne Berry, Group Manager, Housing & Community Regeneration; Joanne Ginn, Housing Solutions Team Manager.</p>	
<p>Supporting People Grant</p>	<p>Following the implementation of the Homelessness Strategy, Members have requested to receive a further report on the Supporting People Grant and provide an update in relation to what steps have been implemented as recommended by the Independent Review undertaken.</p>			<p>Mark Shephard, Chief Executive Sue Cooper, Corporate Director Social Services and Wellbeing Martin Morgans Lynne Berry Cllr Dhanisha Patel, Cabinet Member Future Generations and Wellbeing Ryan Jones, Supporting People Strategy Planning and Commissioning Officer</p>	
<p>Secure Estate</p>	<p>Possibly an information report to follow up on recommendations made on 31 May 2018. Are G4S a profit making organisation?</p>			<p>Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care; Laura Kinsey, Head of Children's Social Care;</p>	
<p>Welsh Community Care Information Systems (Information Report)</p>	<p>Corporate Director offered an to members on how WCCIS has developed over the last few years. Members agreed to receive this at a future meeting</p>			<p>NA</p>	
<p>Early Help and Childrens Social Care</p>	<p>Presentation provided to Corporate Parenting on the below issues.</p> <ul style="list-style-type: none"> Detail of the process for a child coming into care - From a referral being received to a decision being made; How is ongoing support established as well as any associated costs; How is the step down or step up process monitored? If individuals need support from more than one service (such as IFSS and Baby in Mind) how do services work together to monitor the individual? Historical data to enable Members to determine if there has been any progress made; Report to include clearer evidence of outcomes; More examples of case studies outlining processes, challenges and outcomes achieved; Members raised concerns regarding the freedom that schools have in the framework for teaching Personal and Social Education for preparing youngsters with Life Skills especially in Flying Start areas. Members therefore request details of what and how pupils are taught and how they monitor its effectiveness. <p><i>A report to be provided detailing position statement one year on. (May 2020)</i></p>		<p>Corporate Director suggested 01/05/2020</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help;</p>	
<p>ALN Reform</p>	<p>To receive an update on implementation on the act.</p>		<p>September 2020 SOSC1</p>	<p>Lindsay Harvey, Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help. Michelle Hatcher, Group Manager Inclusion and School Improvement Elizabeth Jones, Additional Learning Needs Transformation, Central South; Denise Inger, Chief Executive Director SNAP Cymru; Caroline Rawson, Assistant Chief Executive Director SNAP Cymru John Fabes, Specialist Officer Post 16 Education & Training.</p>	
<p>Empty Commercial Property</p>	<p>Members requested that the report include:</p> <ul style="list-style-type: none"> - Members understand that the Council are concentrating on domestic housing in the first instance when implementing the Empty Property Strategy, but have requested to receive a report on plans for empty commercial property when the timing is appropriate. 			<p>Mark Shephard, Chief Executive; Zak Shell, Head of Operations - Community Services</p>	

<p style="text-align: center;">Mental Health Strategy</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 78</p>	<p>Members requested that the report include:</p> <ul style="list-style-type: none"> - Members acknowledged that the Council are compiling a Mental Health strategy and recommended that the Council take into account the statistic that 95% of emergency calls received by the police after 5.00pm are in relation to mental health. - Provide details on Section 136 			<p>Clr Phil White, Cabinet Member – Social Services and Early Help; Lindsay Harvey, Corporate Director - Education and Family Support; Susan Cooper, Corporate Director, Social Services and Wellbeing; Representatives from CSP?</p>	
<p style="text-align: center;">Dementia Care</p>	<p>Members requested that this remain on the FWP to see what progress has been made since this last came to Committee in April 2019</p> <ul style="list-style-type: none"> • An update on plans to enable alternative options for short break beds • Members have asked for an update in relation to carrying out dementia awareness training through Corporate Training; • Facts and figures on Dementia Care through Cwm Taf. 		<p>Corporate Director suggested 01/04/2020</p>	<p>Susan Cooper Corporate Director Social Services and Wellbeing; Clr Phil White, Cabinet Member – Social Services and Early Help; Jacqueline Davies, Head of Adult Social Care;</p>	
<p style="text-align: center;">School Governing Bodies</p>	<p>MSEP expressed concerns over Governor training and whether it was sufficient enough to enable School Governors to carry out their role effectively. The Panel requested that this be investigated by Scrutiny with a view to a recommendation that Governor training be reviewed and improved to make it more effective and fit for purpose. Members proposed that a job description, for example, be provided when schools advertise for Parent Governors to ensure that the right people apply for the position and understand what is expected of them.</p> <p>At SOSC 1 on 29 April 2019, Committee also concluded the following in relation to comments from MSEP:</p> <ul style="list-style-type: none"> • Due to the fact that there are currently approximately 41 vacancies for School Governors, Members recommend that the promotion and advertising for these appointments are considered; • That the proposed School Governor job description also include the days of scheduled meetings to outline what commitment the post would necessitate; • Due to training sessions being cancelled due to non-attendance, Members request that the promotion of School Governor training sessions is explored; • That a selection of School Governor representatives are invited to attend the meeting to provide their views. <p><i>(see responses to this feedback)</i></p>				
<p style="text-align: center;">Movement of Pupils</p>	<p><i>From MSEP Plasnewydd (raise at next OPM with Lindsay/Nicola)</i></p> <p>Based on evidence received, the Panel requested that a scoping exercise be carried out by Scrutiny Officers to determine whether there is an item suitable for Scrutiny in relation to the movement of pupils from Welsh Schools to English schools within the County Borough.</p>				

The following items for briefing sessions or pre-Council briefing		
Item	Specific Information to request	
Ford Engine Plant	The Committee discussed the possible job losses from the Ford engine plant in Bridgend and were pleased to know that the Council were readily available to support the employer and employees. Members request to revisit this topic at a future meeting when a decision has been confirmed to explore the wider implications of the closure of Ford engine plant.	Nov-19
Social Services Commissioning Strategy	To include information on what work has taken place following the Social Services and Wellbeing Act population assessment. To also cover the following: <ul style="list-style-type: none"> • Regional Annual Plan • Bridgend Social Services Commissioning Strategy 	
Cwm Taf Regional Working	Provide an overview of working relationships with Cwm Taf. How are we undertaking regional working?	Apr-20
Changes to Education Outcomes	Update on how education outcomes are now being reported based on new WG legislation	