

# Bridgend County Borough Council



## **DRAFT**

# **Education and Family Support Directorate Strategic Plan 2023-2026**

## **Education and Family Support Directorate Strategic Plan 2023-2026**

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## 1. Foreword

The Education and Family Support Directorate ('the directorate') plays a key role in delivering a wide range of services that impact directly on the lives of children, young people, adults, and families living in Bridgend.

While the directorate is proud of the work it does, we recognise that many challenges remain if we are to ensure that our education and family support services are able to adapt to meet the needs of our residents.

This strategic plan sets out our ambitions for the future of education and family support services in Bridgend and brings together our ambitions and operational goals to tackle the impact of poverty and support people to live healthier and prosperous lives.

Our aim is to achieve equity and excellence for all.

## 2. Introduction

### Context

Bridgend County Borough Council (BCBC) is a local authority in South Wales with a total population of approximately 145,000. The county lies at the geographical heart of South Wales. Its land area of 285 square kilometres stretches 20km from east to west and occupies the Llynfi, Garw and Ogmore valleys. The largest town is Bridgend, followed by Maesteg, Pencoed and the seaside resort of Porthcawl. There are 51 elected members in total, representing 28 wards.

The Education and Family Support Directorate is BCBC's largest directorate with an annual revenue budget exceeding £175m and around 4,000 staff. The directorate is also responsible for BCBC's largest capital investment project (that is, the School Modernisation Programme).

The directorate comprises 6 service areas, served by 28 operational teams, 59 schools and 1 pupil referral unit. Due to the complexity and wide-ranging nature of the directorate, it is essential that the directorate's activity is underpinned by robust governance, strategic and operational procedures. To ensure these processes are fit for purpose, the directorate adopts a mature self-evaluation protocol, which informs a comprehensive business planning approach. This three-year strategic plan is an important part of the directorate's delivery model as it enables clear alignment with national policy and locally determined priorities.

The directorate's mission statement is:

**To inspire and support children, young people, adults, and families to achieve better outcomes; leading to prosperous, healthy, safe, and happy communities**

The directorate's key deliverables are listed below:

- sector-leading schools (supported by effective professional services) that provide outstanding learning opportunities to secure excellent outcomes for all learners;
- robust safeguarding procedures across all the directorate's service areas;
- an ambitious School Modernisation Programme;
- excellent family support services delivered by the right people, at the right time, to those most in need;
- effective youth support services (including the provision of an appropriate youth justice service offer);
- a high-quality adult learning offer;
- an effective Welsh in Education Strategic Plan (WESP) to promote the Welsh language and Welsh-medium education;
- outstanding support for children and young people with additional learning needs (ALN); and
- effective health and safety advice to all areas of council business.

The directorate's key challenges include:

- the significant, continuing impact of COVID-19 (including pupil behaviour, attendance, and exclusions);
- budget pressures (particularly home-to-school transport and the school modernisation programme);
- curriculum and ALN reform;
- capacity issues (especially in specialist and statutory areas); and
- corporate health and safety compliance and monitoring.

### **National policy and local priorities**

The Wellbeing of Future Generations (Wales) Act 2015 states that local authorities must work to improve the economic, social, environmental, and cultural well-being of Wales.

The Corporate Plan 2023-2028 and Medium-Term Financial Strategy (MTFS) 2023-2027 were approved by Bridgend County Borough Council (BCBC) on 1 March 2023.

The two documents are aligned to each other and make explicit links between BCBC's well-being objectives, and the resources directed to support them.

'Our national mission: High standards and aspirations for all' (Welsh Government, 2023) ('the national mission') identifies a range of priorities to ensure the success, high standards and wellbeing of all learners.

This three-year strategic plan mirrors the aspirations of BCBC's Corporate Plan 2023-2028 and closely aligns with the various policy drivers identified within this document.

### 3. Themes

Further to consultation with stakeholders and delivery partners, the Education and Family Support Directorate has identified the following 15 'strategic themes' to underpin this three-year strategic plan:

- T1 Pupil and staff wellbeing
- T2 Support for pupil behaviour, attendance, and exclusions
- T3 Support for vulnerable children and young people
- T4 Support for children and young people with ALN
- T5 Curriculum for Wales and assessment
- T6 High-quality teaching and learning
- T7 Effective leadership and governance
- T8 Robust safeguarding procedures across all the directorate's service areas
- T9 Ambitious School Modernisation Programme
- T10 Appropriate family support services delivered by the right people, at the right time, to those most in need
- T11 Effective childcare and early years offer
- T12 Effective youth support and youth justice services
- T13 Meaningful adult in the community learning offer
- T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education
- T15 Effective health and safety advice to all areas of council business (ensuring business resilience and continuity)

It is fundamentally important that we prioritise our efforts and corral available resources around these themes to ensure the best possible outcomes for the children, young people, adults, and families the directorate is proud to serve.

The next section of this plan provides further information in respect of the policy drivers in relation to each of these themes. This section details the work that has been done to date and the activity that needs to be undertaken to improve outcomes over the next three years.

## Self-evaluation guidelines

The directorate uses the following RAYG (that is, red (or unsatisfactory), amber (or adequate), yellow (or good) and green (or excellent)) self-evaluation scale to assess its performance and progress against identified targets.

Each stage is divided into three parts (top/middle/bottom) to further refine our self-evaluation judgements.

Therefore, all areas of activity are scored between 1 and 12.

An activity area scored as '1' is an aspect judged as having considerable weaknesses and where immediate improvement is required.

An activity area scored as '12' is an aspect of outstanding practice.

RAYG Description			Definition
<b>EXCELLENT</b>			Very strong, sustained performance and practice
12	11	10	
<b>GOOD</b>			
9	8	7	Strong features although minor aspects may require improvement
<b>ADEQUATE</b>			Strengths outweigh weaknesses, but important aspects require improvement
6	5	4	
<b>UNSATISFACTORY</b>			
3	2	1	Important weaknesses outweigh strengths and urgent improvement is required

## T1 Pupil and staff wellbeing

### Summary

The true impact of COVID-19 on wellbeing is now beginning to be seen across Wales including Bridgend. The local authority recognises that pupil and staff wellbeing is of paramount importance for the school community to thrive.

The local authority provides a range of support to assist schools in supporting mental health within schools. The Educational Psychology Service (EPS) continues to work at different levels to support vulnerable children and young people. They also support school staff and families across the local authority. The EPS is progressing the roll out of the online profiling tool 'The PERMA profiler' which is used within schools to identify, monitor, and improve the 'wellbeing profiles' of pupils and staff.

The PERMA project was formally launched to all schools across the region in November 2019. The EPS continues to train emotional literacy support assistants (ELSAs) in schools, having moved to an online training platform because of the pandemic. ELSAs work with groups and individual pupils to provide emotional literacy support and programmes to support the wellbeing of vulnerable children and young people.

In collaboration with Cwm Taf Morgannwg University Health Board (CTMUHB), Rhondda Cynon Taf EPS, and Child and Adolescent Mental Health Services (CAMHS), Bridgend EPS is supporting the roll-out of the whole-school approach 'In Reach' project providing mental health teams to support children and young people and schools across Bridgend.

From a Family Support perspective, there are a wide range of preventative services that schools can access to support children and young people. These include family support workers, family engagement officers, school-based counsellors, lead workers (youth workers), education welfare officers, emotional wellbeing workers and community counsellors.

Family Support and the EPS are acutely aware that there is an increased focus on wellbeing and recovery moving forward, in addition to the work that has been outlined. Well-being and good mental health will continue to underpin all consultation and intervention work.

As a part of the ALN strategic provision review, additional resource has been put into The Bridge Alternative Provision to support those children and young people with mental health issues but who do not have a diagnosis from CAMHS.

The framework on embedding a whole-school approach to emotional and mental well-being (2021) is currently being piloted by some schools in Bridgend. The evaluation of those pilots will be undertaken during summer term 2023.

### Current rating





<b>Unsatisfactory</b>											
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

### Successes to date

We have:

- seen great resilience demonstrated by children, young people, families, and staff, especially during the COVID-19 pandemic;
- benefitted from excellent support from Human Resources (HR), occupational health, and a range of other teams (for example, the Care First and Wellbeing offer);
- seen some staff adapt to the new hybrid working arrangements and demonstrate flexibility;
- delivered the 'Food and Fun' school-based holiday enrichment programme;
- successfully rolled out the universal primary free school meal (UPFSM) offer to all Reception, Year 1, and Year 2 pupils;
- focused more on the individual development of children and young people (especially considering the changes to accountability measures);
- appointed a Health and Wellbeing Officer;
- established a Council employee wellbeing group;
- made health and wellbeing resource leaflets available to all staff; and
- provided training to staff in relation to absence management, delivering difficult conversations and managing pressure.

### Improvement objectives

We will work with partners to:

- reduce external pressures on all staff at all levels;
- work with managers to ensure wellbeing remains a high priority and promote work-life balance;
- deliver specific support programmes for senior leaders in schools;
- develop case studies to share effective practice;
- develop the Raising Attainment for Disadvantaged Youngsters (RADY) Programme;
- implement the workforce development plan and provide effective training and continuous professional development (CPD);
- develop the 'Food and Fun' Programme to ensure more young people benefit from the provision;
- roll out the UPFSM offer to all primary school pupils;
- ensure support for families is consistent across the county borough;
- develop common policies to support home-to-school partnership;
- ensure our provision is consistently aligned with Welsh Government policy and expectations;

- develop an effective whole-school support model for emotional and mental wellbeing using the NEST (Nurturing, Empowering, Safe and Trusted) Framework;
- develop more effective mental health services for children and young people;
- create an incentive programme to improve retention and recruitment;
- develop a partnership agreement with trade unions;
- improve access to wellbeing resources for site-based employees and employees who have little access to a laptop or work computer; and
- use the views of our workforce to make improvements, develop and motivate employees and improve staff retention.

**Resources**

To support these ambitions, we will:

- need support from CTMUHB colleagues to support emerging themes;
- offer professional development workshops/surgeries;
- need support from specialists (for example, play therapy);
- further develop school-to-school working (in clusters/cross clusters/across phases); and
- ensure all activity is steered by a range of common policies.

**Success indicators**

We will know if we have been successful if:

- pupil attendance rates improve;
- appropriate provision and resources are available to support the wellbeing of all pupils;
- feedback from pupils in respect of their wellbeing is at least ‘good’ in all settings;
- staff absence rates decrease; and
- our ability to recruit and retain staff, especially in targeted areas, improves.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 6</b>	We will extend the delivery of the ‘Food and Fun’ Programme in July/August 2023 to ensure at least 80 pupils benefit from this provision.
<b>Wellbeing Objective 7</b>	We will roll-out universal primary free school meals to all primary school learners by September 2024.

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## T2 Support for pupil behaviour, attendance, and exclusions

### Summary

Pupil behaviour is becoming an increasing concern for schools and for the local authority. There is evidence that behaviour is becoming more problematic leading to increases in both fixed-term and permanent exclusions. The behaviours being witnessed within schools are predominately increases in verbal and physical aggression towards adults and other children, along with persistent and disruptive behaviour.

This past school year (2021-2022), there has been a 100% increase in the number of permanent exclusions in comparison to the previous two years (which included COVID-19 and school closures during those periods).

Fixed-term exclusions are also a concern with pupil behaviours being recorded regarding verbal and physical aggression, persistent and disruptive behaviour. Fixed-term exclusions in Bridgend schools are higher than in previous whole school years. Between September 2021 and 20 March 2022, there were 827 exclusions across primary and secondary schools, which equates to 1426.5 school days lost. Between September 2022 and 20 March 2023 fixed-term exclusions These have increased between September 2022 and 20 March 2023 with 916 exclusions across primary and secondary schools, which equates to 1814 school days lost.

Ongoing work is being delivered to ensure schools consistently follow the graduated response, and utilise their resources linked to behaviour and access local authority resources in a timely way. The local authority is also planning to introduce training and workshops to support schools in using this process proportionately and in line with Welsh Government guidance. The Communication and Relationships Team (CART) Lead has also been invited by the School Support Team to speak to their professional networks of pastoral leads/heads of year to help share strategies to assist with the above issues.

School attendance is a priority for the directorate. There has been a reduction in school attendance levels nationally, which has been impacted by the pandemic. While school attendance levels are starting to show a slow but steady increase since the lifting of COVID-19 restrictions, they remain well below pre-pandemic rates. The most common reason for absence is reported as illness and coded accordingly. Other reasons for pupil non-attendance include holidays and medical and dental appointments.

The Education Welfare Service and schools have been working in close partnership to address the reduction in attendance levels within the context of the All-Wales Attendance Framework (2012).

Some of these approaches and interventions are outlined below:

- Education welfare officers support and advise schools on attendance including ensuring statutory legal functions are used consistently and appropriately.

- A task and finish group chaired by the Group Manager (Family Support) with headteachers, education welfare officers and legal representation has been established to revise the local authority's attendance strategy.
- School attendance audits will be completed by all schools to evidence good practise and areas for development.
- Truancy patrol will be rolled out with the police during the autumn term.
- A marketing campaign is being explored to ensure a consistent message is relayed to parents/guardians about the importance of attending school.
- A 'buddy system' is being encouraged for pupils in all schools to promote confidence and wellbeing.
- Schools will reintroduce the 'Callio' system of letters to parents to ensure a consistent graduated response that will highlight and improve attendance levels.
- Revised attendance and engagement guidance will be published in autumn 2023, which will outline roles and responsibilities of local authorities, schools and settings, and governor responsibilities in supporting learners to maintain good attendance. As part of this, schools will be asked to publish their attendance policies.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- established a pupil attendance working group and policy;
- developed truancy patrol and a buddy system;
- secured an attendance officer for some schools;
- issued pre-exclusion notices where required;
- engaged effectively with schools on exclusions;
- established an assessment class and Foundation Phase in The Bridge Alternative Provision;
- reviewed and improved Early Help front door arrangements;
- established bespoke nurture and behaviour support arrangements in some schools (for example, the Phoenix Centre in Coleg Cymunedol Y Dderwen);

- expanded the 'Team Teach' training offer; and
- worked with Bridgend College to deliver the effective Junior Apprenticeship Programme.

### **Improvement objectives**

We will work with partners to:

- develop a social media strategy (to undermine the influence of social media on pupils);
- develop a high-quality training/induction programme for special needs support assistants (SNSAs) to ensure staff are well trained and have a clear knowledge of pupils and their challenges before arriving at school;
- develop a clear local authority direction/vision for behaviour support with an accompanying strategy to provide clarity and consistency across schools in managing behaviour, and the use of fixed-term and permanent exclusions;
- clarify what behaviour support is available for schools in Bridgend County Borough;
- undertake a review of provision at Ysgol Bryn Castell and The Bridge Alternative Provision;
- review the Managed Move Policy;
- undertake attendance audits;
- ensure consistent support from the Education Welfare Service (EWS) is available in all schools;
- establish a forum for school governors to understand the reasons behind pupil exclusions and use these sessions to share effective practice in respect of managing pupil behaviour;
- clarify the actions taken by the local authority for non-attenders (for example, fixed penalty notices);
- develop a comprehensive package of guidance and advice in respect of effective parenting and family engagement, underpinned by an agreed strategy;
- embed the NEST whole-school wellbeing approach; and
- establish a high-quality professional learning programme for all school-based staff on specific issues such as de-escalation.

### **Resources**

To support these ambitions, we will:

- use specialists from schools to support and deliver training (for example, Ysgol Bryn Castell and Heronsbridge School); and
- further develop and adopt a clear strategy and vision for attendance, which is communicated effectively to families.

### **Success indicators**

We will know if we have been successful if:

- there is a reduction in pupil (fixed-term and permanent) exclusions;
- there is an improvement in pupil attendance;

- all schools adopt the local authority School Attendance Policy on a consistent basis;
- an enhanced strategy to support parents and families is established;
- a range of surgeries/drop-in sessions with specialist staff are developed; and
- we develop an expanded offer of alternative pathways (for example, Junior Apprenticeship Programme) and ensure that these programmes are available equally through the medium of Welsh and English.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	<p>We will develop a permanent exclusion panel to support all schools.</p> <p>We will develop additional activities to improve school attendance (for example, truancy patrols).</p> <p>We will employ additional tutoring staff and strengthen youth engagement teams to ensure no-one becomes disengaged from education and learning.</p> <p>We will expand personal learning accounts to ensure all under 25s are offered education, apprenticeships, or employment.</p>

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

## T3 Support for vulnerable children and young people

### Summary

Safeguarding is everyone's responsibility.

For schools, this is underpinned by legislation such as the Education Act (2002), section 175, which highlights the duties of the local authority and schools. Further legislation in Wales such as the Social Services and Wellbeing Act (2014), the Future Generations Act (2015), the Equality Act (2010) and the Wales Safeguarding Procedures (2019), highlight clearly what schools must do to ensure children are protected from harm. Welsh Government has also produced statutory guidance, 'Keeping Learners Safe', which explains clearly what schools must and should do when discharging their safeguarding responsibilities.

To continue to embed safeguarding practices within schools in Bridgend, the local authority has invested a significant amount of time and resource to ensure schools are fully aware of and compliant with their safeguarding responsibilities. Specifically, through the role of the Education Engagement Team by providing a single point of contact to assist schools in managing safeguarding issues. This support is provided through training, advice and support linked to safeguarding procedures.

A regime of auditing school safeguarding practice was implemented in 2020. This involved utilising an audit tool provided by Welsh Government to enable schools to review and evidence their approach to safeguarding. The local authority has acted as a 'critical friend' in reviewing the audits completed by schools to assist in identifying good practice and areas for development.

Moving forward, the local authority will continue to work in partnership with schools and other agencies to support children and families effectively, in recognition of the ongoing challenges being experienced linked to COVID-19 and the cost-of-living crisis.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- made effective use of grant funding (including effective cluster working to support care-experienced children in schools);
- strengthened staffing resource within Early Help Screening Team and Education Engagement Team;
- established the 'Helping Hands' programme;



- undertaken whole-school safeguarding audits;
- developed website pages to offer online support to families;
- secured resource to support refugee children;
- provided a range of targeted interventions in schools including Shine and Thrive, through ELSA support, and via PERMA; and
- improved transition processes (for example, between Flying Start settings, schools and colleges including for electively home-educated children).

### **Improvement objectives**

We will work with partners to:

- provide more targeted support for disengaged learners;
- develop better tracking systems for vulnerable learners (including care-experienced children);
- develop a local authority equity plan;
- audit and share effective best practice in schools;
- develop more effective participation of vulnerable learners;
- improve the offer for children not in education, employment, or training (NEET);
- work with the Social Services and Wellbeing Directorate to improve communication between social services and schools;
- deliver more joined-up services (including education, health, social care, and police) and ensure users better understand available services;
- develop a ‘threshold of need document’ to enable families and professionals to understand the most appropriate support available to meet specific needs, in order to ensure families, access the right support at the right time; and
- review referral data more effectively (via the Early Help and Safeguarding Board) to determine whether families are having access to services in a timely way.

### **Resources**

To support these ambitions, we will:

- develop a directory of support; and
- ensure equity in levels of support, particularly for larger clusters/schools (for example, educational psychology service support).

### **Success indicators**

We will know if we have been successful if:

- all school policies comply with a local authority equity plan;
- support for parents of vulnerable children is improved; and
- support workers are linked to a cluster and based in a school.

### **Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
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<b>Wellbeing Objective 6</b>	We will increase the percentage of Team Around the Family (TAF) interventions that are closed with a positive outcome to 75% in 2023-2024.
<b>Wellbeing Objective 7</b>	We will roll-out universal primary free school meals to all primary school learners by September 2024.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

## T4 Support for children and young people with additional learning needs

### Summary

The Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the Additional Learning Needs Code for Wales (2021) provide the legislation which underpins the ALN Reform. It is important to recognise that the ALN Reform is a transformational approach and not simply a move across from one system to the other.

In response to the ALNET Act, additional staffing has been employed within Learner Support. These staff are part of the Learner Support ALN Senior Leadership Team of Learner Support and have been employed to meet statutory requirements within the areas of Early Years and Post-16. In 2022, the responsibility for the statutory team moved across to Learner Support.

The local authority is working with the additional learning needs co-ordinators (ALNCos), which became a statutory role as part of the ALNET Act, and ALN cluster leads to support the transformation and implementation of the ALN Reform. ALNCo Forum days are held and attended by where officers and other partners, such as Health colleagues and the ALNCo from Bridgend College. attend. The agendas for the ALNCo Forum days are co-constructed with the ALNCo cluster leads.

Quality assurance work has been undertaken with ALNCos in relation to individual development plans (IDPs). IDP champions have been established within each cluster. The promotion of school-to-school work is an important part of the ALNCo role. These staff are pivotal in ensuring relevant information and training materials are shared with other school staff. The ALNCos also assist with self-evaluation and planning while having oversight of the ALN provision map within their schools.

As part of the transformation phase of the ALN Reform schools evaluated their readiness for the reform. We are currently in the second year of the implementation phase and schools will be asked to revisit their evaluations as part of a local authority review of current progress.

An independent strategic review of ALN provision in Bridgend has been undertaken. As a result of this review an action plan has been developed and agreed by the local authority. A board has been established to oversee this work and is made up of representatives from the local authority and schools. Sub-groups have been set up to work on the objectives within the plan and these groups provide regular updates to the Board. We have been able to expand the ALN provision within Bridgend due to securing additional funding. This has included additional provision for pupils with ALN who wish to continue their learning journey through the medium of Welsh. A key part of this plan focuses on how the local authority can provide further Welsh-medium provision for pupils with ALN.

### Current rating

<b>Unsatisfactory</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
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1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- developed an effective cluster working model involving ALNCos;
- established a weekly ALN Panel;
- provided expert support from an experienced Educational Psychology Service and the specialist ALN teams from within Learner Support;
- delivered dispute resolution training to all ALNCos;
- opened a learning resource centre (LRC) for learners with moderate learning difficulties (MLD) in a Welsh-medium primary school (Ysgol Cynwyd Sant);
- opened a LRC for learners with autism spectrum disorder (ASD) in an English-medium primary school (Tremains Primary School);
- strengthened the staffing resource within the CART;
- completed the transition from Statements of Special Educational Needs (SEN) to IDPs for (as mandated) Year 6 and Year 11 pupils;
- trained and IDP champions within clusters;
- developed the CART graduated response;
- developed the Early Years toolkit;
- implemented the ALN Improvement Plan;
- established the IDP quality assurance process;
- further developed our specialist provision (for example, Ysgol Bryn Castell, Heronsbridge School and The Bridge Alternative Provision); and
- developed an effective ALNCo Forum and other working groups.

### Improvement objectives

We will work with partners to:

- develop a clear vision for ALN in Bridgend (including roles, responsibilities, and shared expectations);
- undertake strategic review of ALN provision;
- develop an ALN strategy and an ALN behaviour strategy;
- develop a consistent approach to support the transition of Statements of SEN to IDPs within statutory targets;
- establish a more effective parental engagement policy/practice;
- further share effective practice across schools;
- quality assure additional learning provision (ALP);
- deliver training for Early Years settings;
- develop a continuum of support for older pupils with MLD through the medium of Welsh;
- establish a comprehensive process for Early Years IDPs;

- improve transition practice, policy and process between childhood and adulthood;
- investigate arrangements for excellent inter-agency working and explore models of good practice from elsewhere;
- target the allocation of resources more effectively to meet the needs of learners; and
- launch the online IDP system.

**Resources**

To support these ambitions, we will:

- continue to provide a range of professional learning opportunities;
- seek to improve funding to support pupils with ALN;
- continue to provide high-quality support from the Educational Psychology Service and the other specialist ALN teams within Learner Support;
- develop high-quality SNSAs with a clear understanding of their roles and responsibilities;
- provide a regularly updated online directory of support; and
- ensure resources produced by schools in Bridgend are shared more effectively.

**Success indicators**

We will know if we have been successful if:

- an effective local authority ALN Strategy, bespoke to Bridgend, which has been co-constructed, clearly communicated and understood by all, is in place;
- emerging needs for children and young people with ALN are identified and acted upon;
- clear evaluative processes are present in all schools;
- a quality assurance protocol of ALN practice in schools is established;
- there is an improvement in the recruitment and retention of school ALNCoS; and
- there is a seamless process of transition between childhood and adulthood.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 1</b>	We will provide training to build knowledge of ALN reform and how effective support can be provided for children with ALN. This will ensure that at least school-based 60 ALNCoS will receive bespoke training to meet the needs of pupils.

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## T5 Curriculum for Wales and assessment

### Summary

The Curriculum for Wales, for schools and funded non-maintained settings, was introduced from September 2022. We want to take full advantage of this development in Bridgend to ensure all learners enjoy their learning and develop the skills, knowledge, and emotional resilience they need to succeed in life. We learners to be ethical individuals who play an active part in their community and society, taking account of ethnic diversity and inclusivity as part of a whole-school approach.

They should be prepared to thrive in the world of work and be capable of adapting and responding to ongoing changes in technology. We must take full advantage of all the resources and experiences the borough has to offer to make the curriculum 'real' in Bridgend and adapt it to the range of contexts facing our schools and learners.

A key component of our approach will be the contextualisation of learning – placing the essential skills, knowledge and understanding in a meaningful, appropriate, and engaging context. Schools cannot do this on their own – they will need to work with the local authority and regional partners to reimagine the possibilities presented by the curriculum and develop new and engaging experiences for learners.

We also want to see a strong focus on supporting bilingualism and expanding the range of opportunities for learners to engage with and develop their Welsh language skills and connection with our Welsh heritage and culture. Young people say that one of the most important priorities for them is better support to be ready for their lives after education.

Curriculum for Wales recognises this and, once realised, will support all learners, especially those most at risk, to develop the skills they need to manage all aspects of their lives – housing, personal finances and budgeting, independent living, personal and family relationships, sex education, cultural awareness and community cohesion, sustainable living, and citizenship.

Assessment is a fundamental part of Curriculum for Wales and is integral to the process of learning. We believe assessment plays an important role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, to inform next steps in learning and teaching.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## **Successes to date**

We have:

- commenced the implementation of Curriculum for Wales in all primary schools with early implementation in many secondary schools in Bridgend;
- secured positive feedback from Estyn in all recent school inspections in respect of Curriculum for Wales;
- developed an effective professional development programme encouraging professional learning related to collaborative enquiry;
- established effective cluster working (both within the local authority and across the region) to develop a shared understanding of progression;
- developed our pedagogy to deliver Curriculum for Wales; and
- shared effective practice via Team Bridgend and other processes.

## **Improvement objectives**

We will work with partners to:

- adopt Curriculum for Wales in all Bridgend schools;
- improve transition at key points within a learner's journey;
- produce a wider range of Estyn and local authority case studies;
- further develop cluster collaboration;
- provide more opportunities for schools and local authorities to share effective practice;
- develop Diversity and Anti-Racist Professional Learning (DARPL) across early years and school settings;
- encourage schools to develop and share innovative practice;
- implement a new Digital Learning Plan for schools;
- provide high-quality professional learning for all staff (both in terms of online and face-to-face opportunities);
- ensure pupils are prepared for new qualifications;
- improve the engagement of elected members in supporting schools;
- implement the Evaluation, Improvement and Accountability Framework (Welsh Government, 2022); and
- continue to provide high-quality professional learning opportunities and encourage professional learning related to collaborative enquiry.

## **Resources**

To support these ambitions, we will:

- provide high-quality professional learning opportunities commissioned by external partners;
- share effective practice, including case studies;
- continue to hold Team Bridgend network meetings;



- continue to arrange regional network groups including areas of learning experiences (AoLE) groups;
- develop progression maps for AoLEs;
- provide guidance related to progression and assessment, as it becomes available;
- use the Collaboration Grant and the Professional Learning Grant to support this ongoing development; and
- continue to hold network group meetings such as the Curriculum Leaders Development Group, and the Deputy Headteacher Network for the sharing of good practice and professional development sessions to support schools.

**Success indicators**

We will know if we have been successful if:

- all schools and the local authority have a uniform, shared understanding of progression;
- no Bridgend school is judged by Estyn as requiring follow-up or determined as requiring ‘significant improvement’ or ‘special measures’; and
- all schools successfully implement the mandatory elements of Curriculum for Wales.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	We will continue to provide bespoke support for schools to help them achieve the priorities included in their school improvement plans. We will ensure that by the end of autumn term each year (as part of the annual cycle of self-evaluation and improvement planning), all school development plans have been analysed and, following this, appropriate professional development opportunities will be offered to all schools. This will ensure that Estyn will judge all Bridgend schools as ‘not requiring any follow-up’.

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## T6 High-quality teaching and learning

### Summary

Education in Wales: Our national mission (Welsh Government, 2017) sets out to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence. The provision of high-quality teaching and learning is a key part of this national strategy and is underpinned by the Professional Standards for Teaching and Leadership in Wales. These resources are at the heart of supporting the delivery of education reform, the successful implementation of the Curriculum for Wales and the revision of public examinations and qualifications.

Curriculum design for learners of all ages and abilities should be underpinned by the pedagogical principles. We will continue to support schools in refining their curriculum based upon the twelve pedagogical principles that will support learners in successfully developing the new curriculum.

Schools will carry out self-evaluation in partnership with delivery partners to identify strengths and areas for development in teaching and learning, with practice shared more widely as appropriate.

Team Bridgend is a valuable vehicle for the sharing and development of effective practice, making use of the various networks and groups. Professional development sessions support different areas of development based on identified needs from self-evaluation exercises.

This support for the development of high-quality teaching and learning will ensure learners within Bridgend have a strong disposition to learning with increasing independence, effective metacognitive skills, an ability to problem solve and highly effective communication skills.

High-quality teaching and learning will be responsive, dynamic, and embedded in strong relationships, where engaging and developmentally appropriate learning opportunities are informed by regular observation and ongoing assessment of learning and the learner's stage of development. Effective teaching will challenge learners and have high expectations, actively engaging with parents, carers, and the wider community, as partners in learning.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- aligned our pedagogical development offer with Curriculum for Wales;
- developed a successful partnership across local authorities in the delivery of Post-16 provision via E-sgol;
- implemented Curriculum for Wales in all primary schools with early implementation in many secondary schools;
- developed an effective partnership working model involving all schools and the local authority;
- developed models of blended learning;
- provided a comprehensive professional development programme;
- developed effective cluster collaboration; and
- appointed a local authority Digital Learning Officer.

### **Improvement objectives**

We will:

- continue to share effective practice;
- continue to provide high-quality professional learning opportunities;
- support increased collaboration involving AoLE Leads;
- deliver a development programme for learning support staff at all levels;
- provide high-quality support for self-evaluation and school development planning;
- ensure an effective blend of the pedagogical principles of learning and teaching in all schools;
- provide opportunities to develop middle leaders;
- explore opportunities for middle leaders to work in other schools (for example, a short-term 'swap'); and
- identify which aspects of teaching and learning to focus on (for example, differentiation and independence).

### **Resources**

To support these ambitions, we will:

- continue with school support networks to disseminate and share information and good practice across the local authority;
- continue to liaise with Welsh Government officials to ensure clarity and consistency of policies and messages;
- share effective practice, including case studies;
- continue to hold Team Bridgend network meetings; and
- use the Collaboration Grant and the Professional Learning Grant effectively to support this ongoing development.

### **Success indicators**

We will know if we have been successful if:

- all schools develop and share effective practice, which is tested by delivery partners; and
- Estyn identifies effective teaching and learning in all Bridgend schools.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	We will continue to provide bespoke support for schools to help them achieve the priorities included in their school improvement plans. We will ensure that by the end of autumn term each year (as part of the annual cycle of self-evaluation and improvement planning), all school development plans have been analysed and, following this, appropriate professional development opportunities will be offered to all schools. This will ensure that Estyn will judge all Bridgend schools as ‘not requiring any follow-up’.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

## T7 Effective leadership and governance

### Summary

The National Professional Standards for Teaching and Leadership (Welsh Government, 2017) set clear expectations about effective practice, enabling leaders to be able to reflect on their role, individually and collectively, to identify successes and areas for development. This aligns with the more recent Evaluation, Improvement and Accountability guidance (Welsh Government, 2022).

The leadership professional learning programmes will support the continued development of leaders at all levels across schools in Bridgend. The Team Bridgend approach establishes an ethos of support and collaboration for leaders, through a range of networks, professional development opportunities and the sharing of effective practice.

In line with our commitment to protect the wellbeing of pupils and staff, support for new and acting headteachers is provided, on a formal and an informal basis, through the mentoring and buddy system, and an annual induction day for new school senior leaders.

We will continue to work with school leaders to set appropriate targets, monitor the progress of school priorities through a range of self-evaluation activities and broker increased support if necessary. This early intervention is an integral part of the self-evaluation process. Progress against the schools' strategic priorities will be reviewed within the local authority with appropriate support provided.

The Evaluation, Improvement and Accountability Framework states that schools have the central role in driving improvements and that governing bodies are the accountable bodies for their schools. In this role, they take responsibility for strategic leadership of the school, for its effective governance and for driving improvements in their schools for the benefit of learners.

To ensure the effective governance of schools across Bridgend, we will continue to develop the professional learning programme for governors to ensure they can carry out their enhanced accountability role effectively. The promotion of the governing body self-evaluation toolkit will continue to support the development of governing bodies in their roles. The local authority will ensure that governing bodies are supported with recruitment and election of governors.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## **Successes to date**

We have:

- liaised with partners to develop a regional governing body self-evaluation model;
- established network groups to assist with distributed leadership and building capacity;
- developed an effective way of joint working under the Team Bridgend model;
- developed established senior leader forums;
- established effective cluster working arrangements;
- engaged with partners to develop national leadership pathways;
- involved school leaders in the local authority strategic planning process to allow for greater alignment with School Improvement Plans (SIPs);
- adopted the Evaluation, Improvement and Accountability Framework;
- successfully procured effective legal services on behalf of schools;
- introduced a termly school summary for governing bodies;
- developed an effective communication system between schools and the local authority via the 'Monday Mailshot';
- introduced a 'Bridgend buddy' to support new headteachers; and
- positive outcomes have been reported in many of Estyn's school inspections.

## **Improvement objectives**

We will work with partners to:

- deliver high-quality training opportunities for school governors in respect of the Evaluation, Improvement and Accountability Framework;
- develop more effective support mechanisms for new/acting headteachers/deputy headteachers;
- support the wellbeing of headteachers and other senior leaders in schools;
- undertake an evaluation of the skillset of school governors and continue to promote the school governing body self-evaluation toolkit;
- support the work of the Bridgend Governors Association to ensure all school governors in Bridgend have access to this valuable resource;
- develop more effective communication channels for sharing information with school governors;
- undertake a marketing campaign to recruit school governors;
- develop effective succession planning arrangements across schools and within the directorate;
- ensure advice from Welsh Government and Estyn is embedded within practice wherever possible;
- ensure that all professional learning is aligned with the National Professional Learning Entitlement (NPLE);
- develop creative recruitment and retention strategies (especially in relation to Welsh-medium schools);

- work with partners to develop capacity for creative leadership approaches to assist with the innovation of the new curriculum;
- develop more effective support mechanisms for senior leaders in schools;
- encourage schools to develop and share their own programmes and seek endorsement from the National Academy for Educational Leadership (NAEL), where appropriate;
- work closely with NAEL by supporting leaders to make good use of the resources available, participate in associate roles, and apply for innovation funding;
- provide more opportunities to develop leaders at various levels within schools by encouraging staff to make use of the professional learning offer related to leadership;
- develop processes to share good practice between schools, governors, local authorities across the region; and
- provide high-quality support for self-evaluation and school development planning.

**Resources**

To support these ambitions, we will:

- secure more professional learning for school governors (for example, in respect of the Evaluation, Improvement and Accountability Framework);
- continue to work with the National Academy of Educational Leadership;
- continue to use and develop the regional self-evaluation toolkit for school governors; and
- develop a leadership pathways model.

**Success indicators**

We will know if have been successful if:

- all school governors have completed statutory training modules;
- there is a significant reduction in the number of vacancies within school governing bodies;
- schools have strong self-evaluation processes that impact positively on high-quality teaching and learning;
- senior school leaders have a clear understanding of the strengths and areas for improvement in their school;
- we have consolidated senior leadership positions in schools; and
- we see an improvement in the number of schools being evaluated by Estyn as having effective leadership and governance arrangements in place.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	

	We will help schools achieve their school improvement plans by analysing objectives in the plans and offering training to address them. This will help ensure that all schools will be judged by Estyn as 'not requiring any follow-up'.
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**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12



## **T8 Robust safeguarding procedures across all the directorate's service areas**

### **Summary**

In 2018, the local authority restructured its Safeguarding in Education, Looked After Children's Education (LACE), Elective Home Education (EHE) and support for other vulnerable services into one team. This team is now called the Education Engagement Team (EET) and is a single point of contact for schools in relation to support for learners mentioned above.

Alongside EET, the ALN teams within Learner Support also provide support for vulnerable learners. The Learner Support teams include the CART, the EPS, Sensory Team, Cognition and Learning Team, Complex Medical and Motor Impairment Team (CMMI) and provision at The Bridge which is the pupil referral unit.

The true impact of COVID-19 is now being seen across all of Wales including Bridgend. There are increases in referral rates for social care support, increases in the number of children being added to the child protection register, increases in the number of care-experienced children, increases in requests for ancillary support, increases in fixed-term exclusions, increases in children eligible for free school meals, increases in requests for specialist education provision, and more children accessing Education Other Than At School (EOTAS).

Moving forward, we will support additional learning needs reform of systems, provision and practices around person-centred practice and inclusive education, delivering positive changes for learners with ALN and monitor system effectiveness. Disadvantaged learners will benefit from targeted support through the Pupil Development Grant (PDG), and we will work with partners to review how it is used and offer further support to schools to ensure the grant is used in effectively.

The local authority will continue to promote the importance of safeguarding training for governors through their work with schools. Training will continue to be made available to governors in a flexible way (for example, as face-to-face or online sessions after work hours).

### **Current rating**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

### **Successes to date**

We have:

- undertaken safeguarding audits in all Bridgend schools;
- established the Education and Family Support Directorate Safeguarding Board;
- reintroduced the Designated Safeguarding Person Forum;
- created the Education Engagement Team and recently expanded this support to cover early years and childcare;
- provided more effective training for school governors in respect of safeguarding in schools;
- we have delivered safeguarding training to schools and other stakeholders;
- established a more effective communication system in respect of safeguarding for elected members and schools;
- developed a highly integrated approach involving multi-agency working across the directorate;
- developed an improved process for considering professional concerns; and
- established a successful system to monitor and record safeguarding information.

### **Improvement objectives**

We will work with partners to:

- ensure relevant recommendations from child practice reviews are implemented;
- ensure that significant areas of learning from child practice reviews, Estyn and other regulators are included in the annual safeguarding audits undertaken by schools to ensure this key learning is embedded across all our schools.
- implement agreed actions contained with child exploitation action plan;
- embed the relevant elements of the 'Signs of Safety' model;
- enhance links between Bridgend schools and Cwm Taf Morgannwg Regional Safeguarding Board;
- implement relevant actions and pledges within the Corporate Parenting Strategy;
- offer relevant training opportunities to all school governors/staff;
- establish robust self-evaluation and audit processes for all schools and the local authority;
- develop safeguarding policy for early years and childcare;
- adopt a consistent approach to managing social media (for staff and pupils);
- develop screen time guidance for pupils;
- develop a better understanding of thresholds for action;
- ensure educational provision for online/cyber safety is strengthened across all Bridgend schools; and
- provide tiered safeguarding support (for example, basic, intermediate, and advanced) to schools.

### **Resources**

To support these ambitions, we will:

- need to secure additional officer time;
- require an agreed training programme;

- require effective partnership working;
- arrange local authority safeguarding weeks;
- develop an appropriate recording system; and
- benefit from professional learning in relation to safeguarding accusations.

**Success indicators**

We will know if we have been successful if:

- all school staff and governors receive the appropriate training;
- all schools use an effective recording and reporting system that closely aligns with local authority expectations;
- effective practice relating to online safety is shared across all schools;
- all schools undertake refreshed annual safeguarding audits;
- all schools self-evaluate as ‘green’ on their safeguarding audits;
- we see a reduction in the number of professional concerns; and
- we have a local authority Social Media Protocol in place.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	We will continue to review school safeguarding audits to identify areas for further improvement and support. We will ensure all Bridgend schools are rated as ‘green’ following their individual safeguarding audit.

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## T9 Ambitious School Modernisation Programme

### Summary

In January 2022, Welsh Government rebranded the 21<sup>st</sup> Century Schools and Colleges Programme as the Sustainable Communities for Learning Programme (SCfLP) to make a clear statement about the commitment towards the environment, community cohesion, and future generations.

Bridgend's School Modernisation Programme ('the programme') investment objectives align with Welsh Government's SCfLP. Education transformation is a vital outcome of the programme, as is improving the condition of our school buildings. The programme also aims to provide efficient and effective educational infrastructure that will meet current and future demand for places and seeks to optimise the use of our assets so that use of space and facilities available for our stakeholders is maximised.

During the three-year period 2023-2026, the local authority plans to complete a range of schemes (refer to the success indicators) which will deliver on our programme objectives and other key strategies (for example, the local authority's Welsh in Education Strategic Plan).

The local authority's 'Bridgend 2030 – Net Zero Carbon Strategy' and Welsh Government's carbon reduction commitments will also be addressed through the programme, as all new provision will be designed to ensure that net zero carbon 'in operation' and embodied carbon targets are achieved. In addition, the designs of our learning environments will embrace sustainability and biodiversity to enhance the surrounding environment and support active travel.

In February 2023, Welsh Government announced a nine-year rolling SCfLP. The new programme will commence in 2024 and we are in the process of establishing future investment priorities.

The Education and Family Support Directorate works closely with the local authority's Corporate Landlord Department and Energy Team to ensure the council's current school building assets are maintained effectively and operate efficiently.

Through the use of condition and asset surveys, enhanced plant servicing contracts and engagement with school leaders the Corporate Landlord Department continually identifies and executes energy saving projects as part of its school building maintenance and refurbishment projects. The Corporate Landlord Department will continue to use Welsh Government Sustainability Grant Funding innovatively by exploring schemes such as solar panels, wind turbines and air source heat pumps installations.

### Current rating

	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
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<b>Unsatisfactory</b>											
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

### Successes to date

We have:

- built five new primary schools (Band A of the 21<sup>st</sup> Century Schools and Colleges Programme);
- undertaken a significant remodel of a secondary school for pupils with ALN;
- concluded all statutory processes and design commenced designs for Band B schemes;
- improved school car park drop-off arrangements; and
- strengthened staffing resource within the School Modernisation Team.

### Improvement objectives

We will work with partners to:

- remodel current provision (including supporting the UPFSM offer);
- continue our ambitious School Modernisation Programme;
- meet the increased demand for specialist ALN provision;
- support the ambitions of the local authority's WESP (2022-2032); and
- deliver a Welsh-medium seedling school in Porthcawl.

### Resources

To support these ambitions, we will

- invest significant capital and revenue funding (via Mutual Investment Model schemes) in our School Modernisation Programme.

### Success indicators

We will know if we have been successful if we:

- open two enlarged Welsh-medium and two new English-medium primary schools;
- open a 300-place replacement Heronsbridge School;
- provide a Welsh-medium seedling school;
- extend two primary schools;
- provide a six-classroom teaching block at a secondary school;
- reduce the number of children who are refused a place in their preferred school; and
- achieve our net zero commitments.

### Link with BCBC's Corporate Plan 2023-2028 Wellbeing Objectives

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 3</b>	<p>We will provide Welsh-medium childcare in the Ogmore Valley and in Bettws. This will provide 32 full-time-equivalent childcare places for families who wish to secure Welsh-medium childcare for their children.</p> <p>We will provide two Welsh-medium and two English-medium primary schools plus a 300-place replacement Heronsbridge School for learners with autistic spectrum disorder, severe learning difficulties and profound and multiple learning difficulties through Band B of the School Modernisation Programme.</p>
<b>Wellbeing Objective 5</b>	<p>We will deliver the five new school schemes to meet net zero carbon requirements and support the decarbonisation agenda.</p>

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

## **T10 Appropriate family support services delivered by the right people, at the right time, to those most in need**

### **Summary**

Family Support services in Bridgend have been developed in line with the Social Services and Wellbeing (Wales) Act 2014. The emphasis within the Act is developing preventative services, addressing the root causes to problems before they escalate requiring statutory intervention.

There are three locality hubs in Bridgend that are co-located with Children's Social Care providing opportunities for closer working and information sharing. Early Help hubs are multi-professional teams made up of senior early help workers, family support workers, Flying Start family support workers, family engagement officers, wellbeing workers, lead workers, education welfare officers, attendance and wellbeing workers, school-based counsellors, community counsellors and play therapists.

During 2023-2026, Family Support services will continue to expand to meet the needs of children, young people, and families, building on current partnerships to ensure there is effective co-production of services.

### **Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### **Successes to date**

We have:

- implemented the successful Team Around the Family (TAF) model;
- used evidence-based interventions effectively;
- expanded the Integrated Family Support Service (IFSS) to include new substance misuse practitioner roles to widen the offer to families;
- been awarded a Social Care Accolade for innovative and inspiring practice for the Baby in Mind Service; and
- developed a successful Family Support offer.

### **Improvement objectives**

We will work with partners to:

- improve pupil attendance in our schools (link with Theme 2);
- increase the percentage of TAF interventions closed with a positive outcome;

- reduce the number of care-experienced children;
- reduce the number of children on the Child Protection Register;
- reduce the number of care and support cases; and
- develop and implement the Children Missing Education Policy.

**Resources**

To deliver these ambitions, we will:

- allocate resources appropriately to meet emerging needs.

**Success indicators**

We will know if we have been successful if there is:

- an improvement in pupil attendance rates;
- an increase in the percentage of TAF interventions closing with a positive outcome;
- a reduction in the number of care-experienced children; and
- a reduction in the number of children on the Child Protection Register.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 1</b>	We will continue to develop excellent family support services by increasing the number of team around the family (TAF) interventions that close with a positive outcome.
<b>Wellbeing Objective 7</b>	We will roll-out universal primary free school meals to all primary school learners by September 2024.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12



## T11 Effective childcare and early years offer

### Summary

The Welsh Government plans to expand the Flying Start programme so that, in time, all two-year-olds benefit from 12.5 hours of childcare each week during term time has far-reaching implications on our duty, as a local authority to take action to ensure that there are sufficient childcare places to meet local demand.

Being able to access the right early years childcare provision is a key contributory factor to enabling parents to work and children to achieve good early years outcomes. In collaboration with parents, schools, and the childcare sector, we will undertake a range of actions aimed at developing additional sustainable childcare options and reducing the barriers that can be experienced by families when accessing early education and childcare. Our Family Information Service will be transformed so that parents are well-informed of their options and supported in making key decisions when choosing a setting for their child.

The quality of the early years and childcare workforce is of the utmost importance in enabling children to achieve good outcomes in early years and for years to come. Our strategy to enable members of the workforce, at all levels to access appropriate continued professional development opportunities will help ensure that strong, skilled, and knowledgeable professionals effectively support children's early learning and development.

We want all children, whatever their individual strengths and needs to experience a positive start to their educational journey in our early years settings, benefitting from high quality care and learning experiences, in inspirational learning environments, supported by attuned, interested and highly skilled adults.

Some children are disadvantaged, and this can make it harder for them to achieve the same outcomes as other children without these disadvantages. However, through the development of strong and effective systems, more children who need additional support will be identified at an early stage so that they can benefit from a range of targeted interventions, providing impactful early support and better-planned transitions to school.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- offered dynamic support to the Early Years and Childcare settings throughout and since the pandemic, disseminating public health messages, maintaining a training offer, and supporting the sector to remain viable and sustainable;
- utilised funding and resources to support more than 640 placements in early years settings, between 2020 and 2022, to give children at risk of disadvantage the opportunity to benefit from the social, emotional, and cognitive advantages of access to early education and care.
- built two new childcare settings for use by Welsh-medium providers;
- successfully migrated the Childcare Offer to its new digital platform, ensuring more seamless processes for both parents and providers;
- secured a resource with the Education Engagement Team to ensure effective safeguarding processes are embedded across all Flying Start and funded non-maintained Early Years settings;
- secured positive Care Inspectorate Wales inspections of BCBC Flying Start hubs; and
- developed cohesive; strategic planning to support the local authority's Flying Start expansion;

### **Improvement objectives**

We will work with partners to:

- develop an agreed system-wide approach to, and acknowledgement of, the importance of early language and communication, and relationships and attachment to children's development;
- ensure that provision across all funded non-maintained Early Years and Flying Start settings in Bridgend is highly effective in giving children the best possible start to their educational journey;
- strengthen systems and processes so that children who need additional support are identified at an early stage, allowing targeted interventions, providing effective early support, to be put in place;
- ensure parents experience good, joined-up responses from different agencies, which help them gain a good understanding of the opportunities, help and support that are available for their early years children, and how they can access them;
- implement an effective delivery model for each of the Welsh-medium childcare settings;
- improve data capture arrangements across the Early Years and Childcare service to better understand impact and outcomes; and
- ensure that the training and development offer to the early years workforce is joined up and is co-ordinated well between the different services and agencies involved.

### **Resources**

To support these ambitions, we will need to:

- secure a commitment from partners to working towards a shared, aspirational vision of what good quality looks like for early years children and their families;

- ensure effective liaison with Welsh Government policy makers, careers services and training providers to promote childcare as an attractive career choice to new entrants.
- utilise additional budget made available through the Flying Start expansion programme to support the creation of additional posts to grow the capacity of the Early Years and Childcare Team;
- invest in the professional development of our Early Years and Childcare Team and of leaders and aspiring leaders in settings to build internal expertise and capacity and to ensure effective succession planning; and
- make effective use of the new management information system.

**Success indicators**

We will know if we have been successful if:

- the early years profession in Bridgend is well-respected, valued, and attractive to professionals at all career stages, helping improve sector recruitment and retention rates.
- parents can access high-quality, inclusive childcare places that enable them to work or study and have confidence that their children are receiving high-quality care and early learning opportunities.
- all non-maintained settings in Bridgend are judged by the regulator as at least good;
- all two-year-olds in Bridgend are offered childcare provision that is at least good
- the new Welsh-medium childcare settings are fully operational and offer high standards of care and education to the children on roll; and
- parents’ experiences of engaging with Early Years services are positive and productive.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 7</b>	We will work with childminders and early years settings across Bridgend County Borough to support the roll out of universal childcare for all two-year-olds.

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## T12 Effective youth support and youth justice services

### Summary

Legislative developments such as the Education Act (1996) and the Learning and Skills Act (2000) reinforce the statutory responsibilities placed on the local authority to provide youth support services to young people aged 11 to 25-years-old.

Under section 40 of the Crime and Disorder Act (1998), local authorities have a statutory duty to submit an annual youth justice plan relating to their provision of youth justice services and how delivery will reduce anti-social behaviour, offending and reoffending. The plan must incorporate the Blueprint in Wales which aims to prevent children entering the criminal justice system, minimising their contact with it and maximising opportunities for diversion, which is essential in supporting them to lead crime free lives. It also aims to provide services to victims to assist repairing harm from child crime.

Regional groups such as the all-Wales Principal Youth Officers Group and Youth Offending Team Managers Cymru ensure that while being able to respond to local need, that the sharing of good practice and policy development remains fundamental to the work of both services.

Moving forward, both services seek to ensure that delivery is always child or young person centred. We must continue to recognise individual lives, rights, and potential, promote their strengths and that we actively seek to gather the voices of those accessing our support to ensure that what we offer remains relevant, responsive, and most importantly fit for purpose.

To achieve the above, we will optimise prevention services, further develop our trauma-based approach, increase opportunities for young people to access services in a way that they feel most comfortable with, and ensure the voice of the child is heard and used to inform the decision-making process and service delivery.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- reduced the number of first-time entrants into the Youth Justice System;
- made significant improvements to the Bridgend Youth Justice Service (as reported by regulators);
- reduced reoffending rates;
- embedded support for youth emotional health and youth homelessness;

- established Young People of Pride and the Bridgend Youth Council;
- increased open-access provision;
- appointed two digital officers within the Bridgend Youth Justice Service;
- secured transition funding for targeted youth provision; and
- successfully implemented the Period Dignity project.

**Improvement objectives**

We will:

- identify those most likely to offend at the earliest stage possible including identification work with schools;
- work with partner agencies to implement a local serious violence duty;
- develop the Youth Bureau Diversion Model;
- provide a trauma response to best meet needs at an early stage;
- embed and meet reporting requirements for the new key performance indicators from April 2023;
- reduce the number of young people not in education, employment, or training;
- develop an improved digital offer;
- further develop the period dignity offer;
- further develop ‘My Voice’ and children’s participation;
- implement new Shared Prosperity Funding Projects Inspire to Work+ (I2W+) and Inspire to Achieve+ (I2A+); and
- further increase open-access youth provision.

**Resources**

To support these ambitions, we will:

- secure sufficient resources to meet emerging needs;
- need to benefit from effective multi-agency partnerships; and
- benefit from suitably qualified staff.

**Success indicators**

We will know if we have been successful if:

- a comprehensive youth-led interactive website is in place;
- there is a reduction in the number of young people not in education, employment, or training;
- there is a reduction in first time entrants into the criminal justice system; and
- there is a reduction in offending and re-offending rates.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 1</b>	

	Identify children who are more likely to offend because of their experience of trauma at the earliest point and provide a trauma response that best meets their needs and reduces offending behaviour.
<b>Wellbeing Objective 2</b>	<p>We will strengthen links between schools and the local authority’s Employability Team and Learning and Development Team to ensure at least 300 more learners develop application and interview skills to apply for apprenticeships. Bridgend Music Service will further develop links with universities and conservatoires to develop skills in young people that lead to jobs.</p> <p>Maximise employment and volunteering opportunities within Bridgend County Borough Council for young people aged 16 to 24-years-old, ensuring all project participants have the requisite work-related skills and qualifications needed to succeed.</p>
<b>Wellbeing Objective 6</b>	We will improve the digital offer to young people by increasing our online presence. Fundamental to this offer will be the development of a youth-led interactive website and associated content.

**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## T13 Meaningful adult learning in the community offer

### Summary

The vision for Adult Community Learning (ACL) in Bridgend is to provide meaningful, high-quality learning opportunities for adults, delivered in community venues, to meet local needs.

BCBC ACL works with several delivery partners to ensure that the offer of adult learning opportunities offered across the county borough is varied, meets the needs of learners and employers, and encompasses all priority areas identified by Welsh Government, and in coherence with the Estyn inspection framework.

In addition, ACL aims to support the wellbeing and social inclusion of learners and aims to offer engagement and learning opportunities that fully support this. To further promote the dissemination of wellbeing support and resources ACL worked with regional partners on developing Wellbeing Champions, a project that was recognised as good practice in an Estyn thematic report.

ACL will continue to recruit staff and engage learners to achieve funding targets, and to deliver a wide range of high-quality, multi-curriculum sector learning opportunities. ACL will work with delivery partners to ensure that the overall offer across the county borough is meaningful and:

- delivers learning opportunities for adults to gain skills - for employment, for community involvement and for progression - as well as support and information to improve the health and well-being of all residents of Bridgend County Borough;
- raises the literacy and numeracy levels among adults, including those adults whose first language is not English;
- reduces the numbers of adults (16+) who are NEET;
- engages with adults in all parts of Bridgend County Borough, particularly those who have benefitted least from education in the past or who are most at risk of not benefiting in the future; and
- provides opportunities for learners to engage in learning through the medium of Welsh.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

## **Successes to date**

We have:

- developed positive and constructive partnership working to enhance planning, provision, and monitoring of learner opportunities for adults;
- received positive feedback from an Estyn inspection of the work of the partnership, which was undertaken in February 2023;
- seen 222 adult learners benefit from high-quality provision during the last financial year; and
- successfully implemented an enhanced digital offer.

## **Improvement objectives**

We will work with partners to:

- deliver at least 20 more face-to-face sessions;
- achieve a 25% increase in adult basic education courses/provision;
- achieve a 50% increase in blended courses/provision;
- develop the partnership platform offer and promote stakeholder subscription;
- further develop regional working; and
- extend opportunities for learners to engage in learning through the medium of Welsh.

## **Resources**

To support these ambitions, we will:

- need to identify and offer additional, appropriate training opportunities;
- utilise an online learning platform to act as a repository for extended learning materials/a blended learning option;
- need to develop a partnership platform to promote central marketing of provision offered by all partner organisations;
- improve tutor recruitment; and
- secure appropriate funding to deliver a meaningful learning programme.

## **Success indicators**

We will know if we have been successful if:

- we offer 25% more adult basic education courses resulting in sustained uptake;
- we offer opportunities for learners to engage in learning through the medium of Welsh;
- we offer 20 more face-to-face sessions resulting in sustained uptake; and
- 100% evaluations received from adult learners are rated as at least good.

## **Link with BCBC's Corporate Plan 2023-2028 Wellbeing Objectives**



	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	We will plan at least 20 more face-to-face sessions as indicated by learner preferences. We will also increase the number of face-to-face sessions by 50% in the blended courses in response to learner preferences.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
1	2	3	4	5	6	7	8	9	10	11	12

## **T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education**

### **Summary**

Since September 2022, BCBC has been implementing its WESP which has been approved by Welsh Government.

Our vision is to promote favourable circumstances throughout the local authority that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

The Welsh in Education Forum (WEF) is made up of BCBC officers, schools and partners, who are working together to ensure that the targets in the WESP are met.

Time has been dedicated to planning within sub-groups to ensure collaboration involving all delivery partners. The sub-groups are working effectively, focusing on the targets and actions within each of the sub-group development plans. Each sub-group has delivered on many targets and are on track to meet the targets by the end of the first year of the WESP.

Moving forward, we aim to embed the new working practices, and further strengthen our relationships with partners to ensure that we fully deliver the targets as set out in the WESP.

Since launching the Siarter Iaith in our Welsh-medium schools and the Siarter Iaith Cymraeg Campus in our English-medium schools, innovative work has been undertaken by the schools to increase the social use of Welsh across the whole school community.

English-medium secondary schools are supported to take steps to increase the number of qualifications that learners can study through the medium of Welsh, through collaboration. The local authority funds transport costs for collaborative courses offered.

Welsh language is offered as an A level subject in Bridgend schools. Smaller, more viable class sizes are supported through collaboration between schools. Transport costs are provided by the local authority.

There are various activities for children and young people to become engaged with, to ensure that they can experience Welsh as a living language and within their communities. Examples include:

- links with the Urdd;
- visits to schools and regular sessions with Cymraeg Bob Dydd;
- links with Menter Iaith Bro Ogwr;
- school Eisteddfodau;
- Diwrnod Shwmae/Dydd Miwsig Cymru;
- visits/performances from Mr Phormula, Candela, and Tudur Cloccio;
- Welsh assemblies;
- encouragement and training for staff to use Welsh in their lessons as much as possible;
- awards given by the pupils to one member of staff per half-term for the most use of Welsh in lessons;
- extra merits for pupils for use of Welsh;
- use of Welsh Swogs who consult with the school's Welsh department on content of learning and then deliver a section of this to their form classes;
- Criw Cymraeg;
- use of social media to encourage parents to use some Welsh; and
- the use of the Athrawes Fro.

### Current rating

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

### Successes to date

We have:

- developed our ten-year WESP (2022-2032) which has been approved by Welsh Government;
- developed our five-year WESP (2022-2027) which has been submitted to Welsh Government;
- completed the construction of two Welsh-medium childcare hubs;
- established a successful WEF and sub-groups;
- developed annual plans for each of the WEF sub-groups;
- established an immersion facility;
- provided home-to-school transport for pupils attending their nearest Welsh-medium school (if they live over the two/three-mile threshold); and
- opened an LRC for learners with MLD in a Welsh-medium primary school (Ysgol Cynwyd Sant).

### Improvement objectives

We will work with partners to:

- open two more Welsh-medium childcare hubs;
- increase the number of children attending ‘Ti a Fi’ groups;
- increase the percentage of Year 1 learners taught in Welsh;
- support the workforce in developing Welsh language skills and competency;
- open a Welsh-medium seedling school in Porthcawl;
- deliver two enlarged Welsh-medium schools during Band B of the School Modernisation Programme;
- implement the ‘Cymraeg for Kids’ support programme;
- develop late immersion provision;
- consider the merits of proposing the introduction of Welsh-medium catchment areas;
- establish more support for pupils attending Welsh-medium LRCs; and
- undertake a site option appraisal of Ysgol Gyfun Gymraeg Llangynwyd.

**Resources**

To support these ambitions, we will:

- ensure sufficient resources are allocated to meet emerging demand/need;
- utilise any grant funding that becomes available (for example, for immersion);
- provide professional learning and resources for teachers in Welsh-medium schools on how best to support latecomers;
- facilitate the sharing of good practice in this area in collaboration with the current Welsh Immersion Unit in Cardiff and any other emerging provision going forward; and
- promote and use the additional resources that have been created by Welsh Government specifically for Welsh speakers.

**Success criteria**

We will know if we have been successful if:

- we improve the Welsh language competency of all children in all settings;
- there is an increase in the number of Welsh-medium nursery education school places available for Nursery children;
- there is an increase in the number of Welsh-medium school places available for Reception places; and
- there is an increase in Welsh-medium provision for pupils with ALN.

**Link with BCBC’s Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 4</b>	We will implement all the actions contained in the relevant sections of the WESP.

**Where do we want to be by August 2026?**

<b>Unsatisfactory</b>			<b>Adequate</b>			<b>Good</b>			<b>Excellent</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

**T15 Effective health and safety advice to all areas of council business  
(ensuring business resilience and continuity)**

**Summary**

Effective health and safety support for all local authority services, and in particular, for schools, is extremely important. Firstly, the local authority has a statutory duty to ensure the health and safety of all staff, and anyone affected by our activities.

The Health and Safety at Work Act (1974) is the primary piece of legislation covering occupational health and safety in the United Kingdom. It is sometimes referred to as the HSW Act, the 1974 Act, HSWA, or HASAWA.

The Act sets out the general duties that:

- employers have towards employees and members of the public;
- employees have to themselves and to each other; and
- certain self-employed persons have towards themselves and others.

To ensure the organisation is compliant with our health and safety responsibilities, it is important that there is a strong focus on health and safety knowledge across the organisation and that all services and schools can discharge their responsibilities effectively.

The focus moving forward will be on compliance and training, ensuring that the organisation is well-placed to meet its obligations to staff and the public now and in the future. To do this, we will focus on providing suitable and sufficient information, training, guidance, and supervision to staff.

**Policy and guidance**

- Health and Safety at Work Act (UK Government, 1974)
- Management of Health and Safety at Work Regulations (UK Government, 1999)
- Bridgend County Borough Council Health and Safety Policy
- Reporting of Injuries Diseases and Dangerous Occurrences Regulations (UK Government, 2013)
- Health and Safety Executive guidance

**Current rating**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12

**Successes to date**

We have:

- refreshed our health and safety guidance;
- re-established the Health and Safety Steering Group and developed associated action plan;
- provided support for schools/services/other settings particularly during pandemic;
- developed a responsive service to events; and
- delivered the online reporting system.

**Improvement objectives**

We will work with partners to:

- improve compliance across all services/settings;
- support schools in developing robust risk assessments;
- improve contractor compliance;
- undertake a review of accident and incident reporting systems;
- assess individual competency;
- establish an improved training offer;
- secure more effective engagement with trade unions; and
- review the current Corporate Health and Safety Unit (CHSU) operating model.

**Resources**

To support these ambitions, we will:

- need proactive engagement from all service delivery areas and, where appropriate, service users;
- develop improved training material, including online learning modules;
- launch a new corporate Health and Safety Policy;
- monitor the use of the corporate accident and incident reporting system and aim to continuously improve the system to ensure it is fit for purpose.

**Success indicators**

We will know if we have been successful if:

- the percentage of completed topic-based audits improves;
- there is an increased uptake in resolution of accidents/incidents via an online system;
- there is a reduction in accidents at work; and
- there is good uptake in the health and safety training offer.

**Corporate Plan 2023-2028 Wellbeing Objectives**

	<b>Corporate Plan 2023-2028 commitment</b>
<b>Wellbeing Objective 2</b>	We will improve the council’s culture as an employer, offering fair work opportunities to current and potential employees. We will use the views of our workforce to

	make improvements, develop and motivate employees and improve staff retention.
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**Where do we want to be by August 2026?**

Unsatisfactory			Adequate			Good			Excellent		
1	2	3	4	5	6	7	8	9	10	11	12



#### 4. Executive summary

##### **Our aim is to achieve equity and excellence for all.**

This plan sets out the Education and Family Support Directorate's strategic direction for the next three years. It has been co-constructed with a range of stakeholders and delivery partners to ensure their important views have been considered during the development of the plan.

The core purpose of the plan is to support the directorate's mission statement:

**To inspire and support children, young people, adults, and families to achieve better outcomes; leading to prosperous, healthy, safe, and happy communities**

Therefore, it is vitally important that the plan consistently maintains a clear focus on ensuring the best possible services are provided by the right teams, at the right time, to ensure the needs of the individual are met.

Safety remains the directorate's top priority. This plan prioritises the need for effective safeguarding and health and safety policy and practice to be ubiquitous across the entirety of the directorate's activity. Key to the delivery of this plan is ensuring the physical and mental wellbeing of our staff and service users is prioritised. Working with partners, we will ensure that effective practices and appropriate support are in place to support the needs of all service users.

The ongoing effect of the COVID-19 pandemic is significant. Over the past three years, the directorate has seen a general deterioration in pupil behaviour, a dip in pupil attendance, and a noticeable rise in pupil exclusions. This plan seeks to address these issues 'head on' by working closely with schools and other agencies, such as the police, to bring about swift improvements in pupil behaviour and attendance. We will also work closely with the police and other partners to develop more effective services to provide high-quality support to those open to the Youth Justice Service.

The plan refers to the directorate's ambition to support and develop high-quality teaching and learning. The development of highly effective pedagogy will be encouraged via enquiry-led and collaborative working by professionals to ensure all learners benefit from outstanding teaching and receive the best possible learning experiences. This will support the further development of Curriculum for Wales, to ensure all learners benefit from a rich, broad, and balanced curriculum offer to secure the success, high standards and wellbeing of all learners.

The directorate places significant value on effective leadership. This plan identifies a range of activities over the next three years to support school leaders and officers with management responsibility. Leaders within the directorate have responsibility for developing a shared, ambitious vision, driving forward agreed goals, ensuring the promotion of high standards, and nurturing success through collective endeavour.

We are passionately committed to realising Welsh Government's ambition to achieve the target of one million Welsh speakers by 2050. The local authority's Welsh in Education Strategic Plan is the directorate's most important single programme. The

directorates actively encourages all its staff to seek out and use every opportunity to value and promote Welsh culture and extend the use of the Welsh language.

Bridgend's ambitious School Modernisation Programme will progress at pace over the next three years. During the lifespan of this plan, five new schools will be built in Bridgend. These new schools will provide significantly more places in our Welsh-medium schools and a new, state-of-the-art replacement special school.

The local authority has invested significantly in high-quality provision for children and young people with ALN over the past few years. This plan outlines the ongoing priority the directorate places on meeting the needs of all learners. Central to the success of this ambition is the outstanding provision the local authority's two special schools and its pupil referral unit provide. This plan outlines how the directorate will continue to support all children and young people over the next three years.

The directorate benefits from a successful, highly integrated service delivery model. We are passionate advocates of multi-agency working and continually strive to ensure appropriate services are delivered by the right people, at the right time, to those most in need. This plan identifies a wide range of opportunities, provided by multiple delivery partners, to ensure the needs of children, young people and their families are met in a timely manner. This includes the offer of a meaningful adult learning in the community provision, designed to meet the needs of adults of all ages living in the county borough.

## 5. Self-evaluation and ambition summary

Theme	Current rating 01/09/23	Projected rating 31/08/26	Theme	Current rating 01/09/23	Projected rating 31/08/26
T1 Wellbeing	6	9	T9 School modernisation	5	10
T2 Attendance, behaviour, and exclusions	4	8	T10 Family support services	7	9
T3 Vulnerable learners	6	9	T11 Childcare and early years provision	7	10
T4 Pupils with ALN	7	9	T12 Youth services	7	9
T5 Curriculum and assessment	6	9	T13 Adult community learning	8	9
T6 Teaching and learning	7	10	T14 Welsh in Education Strategic Plan	7	9
T7 Leadership and governance	8	10	T15 Health and safety	7	10
T8 Safeguarding	8	11			

## 6. Policy and guidance alignment

- Wellbeing of Future Generations (Wales) Act (2015)
- Additional Learning Needs and Education Tribunal (Wales) Act (2018)
- United Nations Convention on the Rights of the Child (1992)
- Curriculum and Assessment (Wales) Act (2021)
- Sustainable Communities for Learning Programme (2023)
- Welsh in Education Strategic Plan (WESP) (2022)
- Cymraeg 2050
- Welsh Language (Wales) Measure (2011)
- Health and Safety at Work Act (1974)
- School Organisation Code (2018)
- Child Care Offer for Wales (2019)
- Standards for Children in the Youth Justice System (2019)
- Youth Justice Framework (2019)
- Youth Work Strategy for Wales (2017)
- BCBC Corporate Plan 2023-2028
- BCBC Medium-Term Financial Strategy (MTFS) 2023-2027
- 'Our national mission: High standards and aspirations for all' (2023)
- Social Services and Well-being (Wales) Act (2014)
- All-Wales Safeguarding Procedures (2019)
- Keeping Learners Safe (2022)

## 7. Glossary

Abbreviation	Description
ACL	Adult community learning
ALN	Additional learning needs
ALNCOs	Additional Learning Needs Co-ordinators
ALNET Act	Additional Learning Needs and Education Tribunal (Wales) Act (2018)
ALP	Additional learning provision
AoLE	Areas of learning experiences
ASD	Autistic Spectrum Disorder
BYC	Bridgend Youth Council
CAMHS	Child and Adolescent Mental Health Services
CART	Communication and Relationships Team
CMMI	Cognition and Learning Team, Complex Medical and Motor Impairment Team
CPD	Continuous professional development
CPRs	Child practice reviews
CTMUHB	Cwm Taf Morgannwg University Health Board
DARPL	Diversity and Anti-Racist Professional Learning
EET	Education Engagement Team
eFSM	Eligible for free school meals
EHE	Elective home education
ELSAs	Emotional learning support assistants
EOTAS	Education Other Than At School
EPS	Educational Psychology Service
EWS	Education Welfare Service
I2A+	Inspire to Achieve+ (Shared Prosperity Funding Project)
I2W+	Inspire to Work+ (Shared Prosperity Funding Project)
IDP	Individual Development Plan
IFSS	Integrated Family Support Service
LACE	Looked After Children's Education
LRCs	Learning Resource Centres
MLD	Moderate learning difficulties
MTFS	Medium-term financial strategy
NAEL	National Academy for Educational Leadership
NEET	Not in education, employment, or training
NEST	Nurturing, Empowering, Safe and Trusted Framework
NPLE	National Professional Learning Entitlement
PDG	Pupil Development Grant
PERMA	Positive emotional, engagement, relationships, meaning accomplishments
PLASC	Pupil Level Annual School Census
PRU	Pupil referral unit
RAYD	Raising Attainment for Disadvantaged Youngsters Programme
RAYG	RAYG (that is, red (or unsatisfactory), amber (or adequate), yellow (or good) and green (or excellent)) self-evaluation scale to assess its performance and progress against identified targets.
SCfLP	Sustainable Communities for Learning Programme

SEN	Special educational needs
SIP	School improvement plan
SNSAs	Special needs support assistants
TAF	Team Around the Family
UPFSM	Universal Primary Free School Meals
WEF	Welsh in Education Forum
WESP	Welsh in Education Strategic Plan
YPOP	Young People Of Pride

## 8. Timeline

Term	Activity
<p style="text-align: center;"><b>Autumn Term 2023</b></p>	<ul style="list-style-type: none"> <li>• Review the current 16 to 19 curriculum offer</li> <li>• Develop options to support wider usage of online adult learning opportunities</li> <li>• Phase 1 of the co-constructed digital education plan for schools</li> <li>• Longer-term tracking and monitoring of post-16 outcomes for learners who are eligible for free school meals (eFSM)</li> <li>• Increase safeguarding protections including strengthening the independent schools' regulations</li> <li>• Roll out of Curriculum for Wales to Year 8</li> <li>• Begin the National Professional Learning Entitlement validation</li> <li>• Deliver the early career support package – induction for Year 3 in practice</li> <li>• INSET days increased to six days per year for school years 2022-2023, 2023-2024 and 2024-2025</li> <li>• Ongoing commitment to professional learning in support of ALN reform</li> <li>• Develop and take forward the interim Youth Work Board's proposals</li> <li>• Revised attendance and engagement guidance to support learners to maintain good attendance published</li> <li>• Updated schools causing concern guidance comes into force</li> </ul>
<p style="text-align: center;"><b>Spring Term 2024</b></p>	<ul style="list-style-type: none"> <li>• Prepare to teach new 14-16 qualifications (first award 2027)</li> <li>• All schools adopting the new school language categories following introduction of revised Pupil Level Annual School Census (PLASC) datasets</li> <li>• Publish decision on full 14-16 offer</li> <li>• Prepare to teach new 14-16 qualification (first award 2027)</li> <li>• Publish outlines of new GCSE specifications</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement vocational qualifications review recommendations</li> <li>• Consultation on draft statutory school improvement guidance</li> </ul>
<b>Summer Term 2024</b>	<ul style="list-style-type: none"> <li>• New 'State of the Nation' audit of adult literacy and numeracy commences</li> <li>• Review and update Welsh in education workforce data analysis</li> </ul>
<b>Autumn Term 2024</b>	<ul style="list-style-type: none"> <li>• Expansion of lifelong learning opportunities under a new legal duty</li> <li>• Roll out of Curriculum for Wales to Year 9</li> <li>• Commencement of new initial teacher education programmes accredited against refreshed criteria</li> <li>• First new GCSEs approved</li> <li>• Statutory school improvement guidance comes into force</li> <li>• New Estyn inspection cycle starts</li> <li>• Enlarged Welsh-medium primary school opens</li> <li>• English-medium primary school opens</li> <li>• Six-classroom teaching block at a secondary school opens</li> <li>• Roll-out universal primary free school meals to all primary school learners (including Nursery)</li> <li>• ALN Strategy embedded</li> <li>• Behaviour Strategy embedded</li> <li>• Wellbeing Strategy developed</li> <li>• New training programme to build knowledge of ALN reform and how best support can be provided for children with ALN commences</li> <li>• New face-to-face courses in response to learner preferences in ACL begin</li> </ul>
<b>Spring Term 2025</b>	<ul style="list-style-type: none"> <li>• Primary school extensions open</li> <li>• Welsh-medium seedling school opens</li> </ul>
<b>Summer Term 2025</b>	



	<ul style="list-style-type: none"> <li>• Remaining new GCSEs approved</li> </ul>
<b>Autumn Term 2025</b>	<ul style="list-style-type: none"> <li>• Roll out of Curriculum for Wales to Year 10</li> <li>• First new GCSEs start</li> <li>• Enlarged Welsh-medium primary school opens</li> <li>• English-medium primary school opens</li> </ul>
<b>Spring Term 2026</b>	<ul style="list-style-type: none"> <li>• Review and update Welsh in education workforce data analysis</li> <li>• Replacement 300-place Heronsbridge School opens</li> <li>• Implement all the actions contained in the Welsh Language Promotion Strategy (2021-2026)</li> </ul>
<b>Summer Term 2026</b>	<ul style="list-style-type: none"> <li>• EFS Strategic Plan 2026-2029 launched</li> </ul>