

Document Pack



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FRIDAY 15TH DECEMBER 2017

**TO: ALL MEMBERS OF THE EDUCATION & CHILDREN
SCRUTINY COMMITTEE**

I HEREBY SUMMON YOU TO ATTEND A MEETING OF THE
EDUCATION & CHILDREN SCRUTINY COMMITTEE WHICH WILL
BE HELD IN THE **CHAMBER, COUNTY HALL, CARMARTHEN** AT
10.00 AM ON THURSDAY, 21ST DECEMBER, 2017 FOR THE
TRANSACTION OF THE BUSINESS OUTLINED ON THE
ATTACHED AGENDA.

Mark James CBE

CHIEF EXECUTIVE



PLEASE RECYCLE

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Ref:	AD016-001

EDUCATION & CHILDREN SCRUTINY COMMITTEE

**14 COUNCIL MEMBERS, 2 NON-ELECTED VOTING MEMBERS AND 3
ELECTED VOTING PARENT GOVERNOR MEMBERS**

PLAID CYMRU GROUP – 7 MEMBERS

- | | | |
|----|------------|----------------------|
| 1. | Councillor | Liam Bowen |
| 2. | Councillor | Kim Broom |
| 3. | Councillor | Betsan Jones |
| 4. | Councillor | Jean Lewis |
| 5. | Councillor | Darren Price (Chair) |
| 6. | Councillor | Emlyn Schiavone |
| 7. | Councillor | Dorian Williams |

LABOUR GROUP – 4 MEMBERS

- | | | |
|----|------------|---------------|
| 1. | Councillor | Dot Jones |
| 2. | Councillor | Gary Jones |
| 3. | Councillor | Shahana Najmi |
| 4. | Councillor | Bill Thomas |

INDEPENDENT GROUP – 2 MEMBERS

- | | | |
|----|------------|----------------------------|
| 1. | Councillor | Ieuan Wyn Davies |
| 2. | Councillor | Edward Thomas (Vice-Chair) |

UNAFFILIATED 1 MEMBER

- | | | |
|----|------------|--------------|
| 1. | Councillor | John Jenkins |
|----|------------|--------------|

NON ELECTED VOTING MEMBERS (2)

- | | | |
|----|------------------------|--------------------------------------|
| 1. | Mrs. V. Kenny | Roman Catholic Church Representative |
| 2. | Mrs. J. Voyle Williams | Church in Wales Representative |

ELECTED VOTING PARENT GOVERNOR MEMBERS (3)

Term of office expires on the 31/03/2018

- | | | |
|----|-----------------|---------------------|
| 1. | Mrs. K. Hill | Area 1 – Dinefwr |
| 2. | Mrs. A. Pickles | Area 2 – Carmarthen |
| 3. | Vacancy | Area 3 - Llanelli |

AGENDA

1. APOLOGIES FOR ABSENCE
2. DECLARATIONS OF PERSONAL INTEREST
3. DECLARATIONS OF PROHIBITED PARTY WHIPS
4. PUBLIC QUESTIONS (NONE RECEIVED)
5. REVENUE BUDGET STRATEGY CONSULTATION 2018/19-2020/21. 5 - 38
6. EDUCATION AND CHILDREN'S SERVICES DEPARTMENTAL DRAFT BUSINESS PLAN 2018/19-2021. 39 - 94
7. BEHAVIOUR SERVICE REVIEW. 95 - 120
8. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT 121 - 122
9. FORTHCOMING ITEMS 123 - 124

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EDUCATION AND CHILDREN SCRUTINY COMMITTEE 21st DECEMBER 2017

REVENUE BUDGET STRATEGY CONSULTATION 2018/19 to 2020/21

Appendix A – Corporate Budget Strategy 2018/19 to 2020/21

Appendix A(i) – Efficiency summary for the Education and Children Department

Appendix A(ii) – Growth Pressures summary for the Education and Children Department

Appendix B – Budget extracts for the Education and Children Department

Appendix C – Charging Digest for the Education and Children Department

To consider and comment on the following issues:

- Members consider and comment on the budget strategy proposals
- Members consider and comment on the proposals for delivery of efficiency savings for their service area identified in Appendix A(i)
- Members are also invited to bring forward any other proposals for efficiency savings
- Members examine the Departmental Budgets
- Members endorse the Charging Digests.

Reasons:

- The Executive Board at its meeting on 27th November 2017 will have considered the attached Revenue Budget Strategy 2018/19 to 2020/21 (Appendix A) and endorsed the report for consultation purposes. A verbal update will be given at the meeting in relation to any changes or specific proposals made by the Executive Board if appropriate.

To be referred to the Executive Board for decision: YES

Executive Board Member Portfolio Holders:

- Cllr. David Jenkins (Resources)
- Cllr. Glynog Davies (Education & Children)

Directorate: Corporate Services Name of Head of Service: Chris Moore Report Author: Chris Moore	Designation: Director of Corporate Services	Tel No. / E-Mail Address: 01267 224120 CMoore@carmarthenshire.gov.uk
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EXECUTIVE SUMMARY

EDUCATION AND CHILDREN SCRUTINY COMMITTEE 21st DECEMBER 2017

REVENUE BUDGET STRATEGY 2018/19 to 2020/21

The objective of the report is to allow members to consider the corporate budget strategy for the financial years 2018/19 to 2020/21 and to consider the service delivery impact and options for the forthcoming years.

The report is set out as follows:-

Appendix A

- The attached report is a copy of the Revenue Budget Strategy 2018/19 to 2020/21 that has been presented to the Executive Board. As part of the budget consultation process the report is presented to this Scrutiny Committee for your consideration.
- The report provides members with an initial view of the revenue budget issues for the forthcoming year and also reflects departmental submissions.

Appendix B

Budget extracts for the Education and Children Department, which incorporates the initial Efficiencies/Service rationalisation proposals already reflected in the budget for consultation.

Appendix C

Charging Digest for the Education and Children Department. The charges for 2018-19 have yet to be adopted and any change to the proposed charges will impact on the budget/efficiency proposals.

DETAILED REPORT ATTACHED?	YES
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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Chris Moore** Director of Corporate Services

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	NONE	YES	NONE	NONE	NONE	NONE

1. Policy and Crime & Disorder

The budget is being prepared having regard to the Improvement Plan.

2. Finance

The report provides an initial view of the Budget Strategy for 2018/19, together with indicative figures for the 2019/20 and 2020/21 financial years. The impact on departmental spending will be dependent upon the provisional and final settlements from Welsh Government, and the resultant final Budget adopted by County Council.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Chris Moore** Director of Corporate Services

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – Consultation with relevant partners will be undertaken and results will be reported during the budget process.

4. Staff Side Representatives and other Organisations – Consultation with other organisations will be undertaken and results will be reported during the budget process.

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
2018/19 3 year Revenue Budget	Corporate Services Department, County Hall, Carmarthen

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REPORT OF DIRECTOR OF CORPORATE SERVICES

Education & Children Scrutiny Committee

21st December 2017

REVENUE BUDGET STRATEGY 2018/19 to 2020/21

(Copy of Executive Board report 27/11/17)

HEAD OF SERVICE & DESIGNATION.	DIRECTORATE	TELEPHONE NO.
C Moore, Director of Corporate Services	Corporate Services	01267 224121
AUTHOR & DESIGNATION	DIRECTORATE	TELEPHONE NO
O Bowen, Strategic Finance Officer	Corporate Services	01267 224886

1. INTRODUCTION

- 1.1. Executive Board in July 2017 received a report on the Revenue Budget Outlook for 2018/2019 to 2020/2021 which appraised members of the financial outlook and the proposals for taking forward the budget preparation for the three year period.
- 1.2. This report provides Members with the current view of the Revenue Budget for 2018/2019 together with indicative figures for the 2019/2020 and 2020/2021 financial years. The report is based on officers projections of spending need and takes account of the provisional settlement issued by Welsh Government on 10th October 2017. It also reflects the current departmental submissions for savings proposals.
- 1.3. Whilst significant work has already been undertaken in preparing the budget, this is only an initial position statement which will be updated over the coming months as the budget is further developed as figures are reviewed, and the final settlement becomes known.
- 1.4. The report is broken down into 5 parts:
 - Funding Projections
 - Budget Requirement
 - Impact on the Authority's budget requirement
 - Consultation
 - Conclusion
 - Recommendations

2. PROVISIONAL SETTLEMENT

- 2.1.** The provisional settlement was announced on Tuesday 10th October 2017. Indicative figures for individual Local Authorities were provided for the one financial year only, 2018/19, with an all Wales indicative figure for the following year.
- 2.2.** The provisional settlement was better than this Council and Local Government in Wales in general anticipated. However, there was a reduction on the current year's settlement which had an enhanced impact when inflationary factors, demographic and demand changes are considered there is a significant negative impact on the Council's resources.
- 2.3.** The main points of the Provisional Settlement 2018/2019 on an all Wales basis are as follows:

- 2.3.1. Local government revenue funding for 2018-19 set at £4.186 billion, a reduction of 0.5% (£19.1 million) compared to 2017-18, but this is after new responsibilities are taken into account of £6.0 million.
- 2.3.2. Within the settlement there is an indication that funding has been provided for essential public services and there is mention that the schools element of the settlement has been increased by £62m in 2018-19, rising to £108m in 2019-20. The Social Care element has been increased by £42m in 2018-19 rising to £73m in 2019-20 however this is not clearly identifiable.
- 2.3.3. £6.0 million to support delivery of local services to meet homelessness prevention duties.
- 2.3.4. £0.6 million alongside the settlement to support the elimination of charging for child burials.
- 2.3.5. £1.8 million floor funding to ensure that no authority sees a reduction of greater than 1.0% compared to its 2017-18 settlement allocation.
- 2.3.6. Council Tax Reduction Scheme funding again maintained at £244m, with arrangements for 2019-20 onwards to be determined as part of their wider considerations as to how to make Council Tax fairer.
- 2.3.7. The settlement includes 'transfers in' of £35m in respect of the waste element of the Single Revenue grant, Welsh Independent Living Grant (£26.889m), Social Care Workforce Grant (£19m), Looked After Children (£7.415m), Carer's respite grant (£3m), and Social Care for prisoners in the secure estate (£0.412m).

2.4. The Settlement figures for Carmarthenshire are:

2.4.1. After adjustments for transfers in and out, the reduction in the provisional settlement is 0.5% (£1.187m). The Aggregate External Finance (AEF) therefore reduces from £259,147k in 2017/18 to £257,960k in 2018/19.

2.4.2. New responsibilities:

2.4.2.1. £399k to support delivery of local services to meet homelessness prevention duties.

2.4.3. Transfers In

2.4.3.1. £2.124m of funding previously provided via the (Environmental) Single Revenue Grant

2.4.3.2. £3.135m Independent Living Grant

2.4.3.3. £1.114m Social care Workforce Grant

2.4.3.4. £0.388m Looked after Children#

2.4.3.5. £0.181m Carers Respite Scheme

2.5. Details of the Welsh Government Service Specific Grants were updated on 24th October 2017 for 46 of the 58 differing grant schemes not transferred into the settlement, with the majority having been maintained at a **cash standstill position**. There are however some grant streams that have seen significant reductions :

- The Education Improvement Grant – reduced from £133.282m in 2017-18 to £118.137m in 2018-19. The detail/rationale behind this change remains unclear at this stage. Broadly we understand that the grant is being reduced by £2m per annum and the £13m is said to be the transfer of the Minority Ethnic Achievement Grant (MEAG) into the Settlement. The settlement papers do not reflect this as being a transfer in, and the loss of this grant is not currently reflected in the Education Budgets. Estimated impact on Carmarthenshire is £218k for MEAG and a further £87k for Gypsy & traveller- total of around £305k
- The Single Revenue Grant (formerly the Environmental Grant) that stood at £61.790m in 2017-18. £35m of this grant has been transferred into the settlement which gives a comparative 2017-18 figure of £26.79m. The published indicative figure for 2018-19 is £20.793m giving a reduction of £5.997m. Again we understand that the grant is being reduced by £2m per annum but there is no explanation as to the remainder of the reduction. Potential loss to CCC £353k.
- School Uniform Grant - reduced from £700k in 2017-18 to nil in 2018-19. WG state that it is being made available through the settlement, but it is not listed as such. CCC allocation £36k. The loss of this grant is not currently reflected in the Education Budgets

3. BUDGET REQUIREMENT 2018-2019

3.1. Current Years performance (2017/2018)

3.1.1. As the Authority's core spending requirements remains constant year on year, a review of current year's performance is important in identifying whether there are any underlying problems within the base budget

3.1.2. The current projection for the Revenue Outturn for 2017/18 (based on the August 2017 monitoring) is as follows

Service	Approved Budget £'000	Total Expenditure Forecast £'000	Variance Forecast For Year £'000
Chief Executive	12,919	13,350	431
Communities	89,888	90,882	994
Corporate Services	23,526	23,305	-221
Education and Children's Services	161,024	162,116	1,092
Environment	49,073	49,606	533
Departmental Expenditure	336,430	339,259	2,829
Cont from Dept/Earmarked Reserves		-423	-423
Capital Charges	-11,517	-12,217	-700
Levies and Contributions	9,487	9,487	0
Transfer to/ from Reserves	-200	-200	0
Net Expenditure	334,200	335,906	1,706

The main reasons for the departmental overspends are as follows:

- Chief Executive: proposed savings in Standby (£224k) and Health and Safety (285k) not yet being delivered.
- Education and Children's Services: continues to face pressure due in the main to school based EVR and redundancy costs, Special Educational Needs Statements, shortfall in the Music service SLA income from schools and closed schools property decommissioning costs.
- Communities Department: continues to deliver savings related to packages of social care but pressures of approximately £800k remain primarily due to slippage in receiving a full year effect of actions e.g. supported living hourly rate realignment, impact of Releasing Time to Care project on domiciliary care packages. Other pressures include £127k Careline income affected by commissioning

decisions undertaken by other local authorities, £50k Day Services for Older People- review ongoing.

- Environment Department: overspends are primarily due to non-achievement of car park income targets and a decrease in planning application income.

The Authority is currently forecasting a variance of £1.706m at the year-end that will have to be met from General Balances.

3.2. Validation

- 3.2.1. Validation reflects the changes in expenditure requirements to deliver the **current level** of services in future years. Primarily this is inflation, but also includes some service specific changes. The key validation factors are as follows:

	<u>2018/19</u> <u>Original</u>	<u>2018/19</u> <u>Proposed</u>	<u>2019/20</u>	<u>2020/21</u>
General inflation	2.5%	2.3%	2.0%	2.0%
Electricity	3.0%	5.0%	5.0%	5.0%
Gas	3.0%	5.0%	5.0%	5.0%
Fuel	3.0%	5.0%	5.0%	5.0%
Pay Inflation - non teaching	1.0%	2.0%	2.0%	2.0%
Pay Inflation - Teaching	1.0%	1.6%	2.0%	2.0%
Levies	1.0%	2.5%	2.5%	2.5%
Pension Contributions	£101k	£102k	£208k	£212k
Increased pay offer	£900k	£900k	£900k	£600k
Auto Enrolment	£700k	£700k	£350k	
Capital Charges	£250k	-£472k	£250k	£250k
Main service Specifics:				
County Elections	-£300k	-£300k		

- 3.2.2. There is a clear risk to the Budget Strategy that departments may find it difficult to manage their expenditure within these parameters, especially where the inflationary increases have been applied by service providers. This risk is something that will require close monitoring during the year.

- 3.2.3. There is much debate currently regarding the on-going pay cap of 1% for public sector workers, and as yet no clarity as to whether this cap will be relaxed, and if so whether any additional funding will be made available to meet the additional costs. The Budget as constructed therefore makes provision for a pay award of 2% in each of the financial years (part year effect for teachers in 2018-19), together with higher percentages to those on lower

pay points due in part to the projected increases in the national Living Wage.

3.2.4. In total, validation adds £7.7m to the current year's budget.

3.3. Cost reduction Programme

3.3.1. In anticipation of the settlement reductions, significant work in identifying further service efficiencies/rationalisation proposals has been undertaken.

3.3.2. The savings targets set for each financial year are as follows:

	2018/19 £m	2019/20 £m	2020/21 £m
Original targets	12.527	12.385	10.610
Updated targets (following Provisional Settlement)	8.544	11.454	11.000

3.3.3. Accordingly departments have developed a range of proposals, and these efficiencies are included in **Appendix A** of this report.

3.3.3.1. The efficiency proposals are categorised as follows:

Managerial – Efficiencies that result in no perceivable change to the overall level of service delivery but may in some instances affect quality of service provided

Policy – Efficiency or service rationalisation proposals that will directly affect service delivery.

	2018/19 £m	2019/20 £m	2020/21 £m
Managerial	5.225	3.417	2.471
Existing Policy	2.396	4.227	4.836
New Policy	725	1.393	902
Total	8.346	9.037	8.209

(Detail at **Appendix A**)

3.3.4. The summary sheet at Appendix A sets out the savings targets set for individual departments and the value of savings currently identified.

3.4. New Expenditure Pressures

- 3.4.1. New expenditure pressures are the combination of additional cost to meet existing service needs e.g. increased client base/greater service take up and the costs of meeting change in service provision e.g. policy changes.
- 3.4.2. In the setting of the current financial year's budget, a total sum of £2.515m was allocated to services, of which £0.88m was allocated to Communities and £1.027m to Environment.
- 3.4.3. The original budget outlook for 2018-19 and 2019-20 contained a sum of £3m per annum to meet growth pressures, and the same provision for growth is currently reflected in the 2020-21 indicative budget.
- 3.4.4. Initial growth bids of £6.3m have been submitted by departments for 2018-19, and the current strategy reflects the original provision of £3m being allocated to departments as follows:

	£'000
Chief Executive	150
Communities	1,750
Education	350
Environment	750

Departments will need to prioritise their departmental allocation against their original submissions

Detail at Appendix B.

3.5. Schools Delegated Budgets

- 3.5.1. The last year of WG funding protection for schools was 2015/16, and whilst the Welsh Government provisional settlement makes no specific requirement for Local Authorities to protect school budgets, it does state *'The school element of the settlement has been increased by £62 million in 2018-19. This ensures that we maintain the assumed Welsh Government share of core spending on schools at the level of 2017-18. In 2019-20 this rises to £108 million, reflecting our commitment to continued investment in education and to prioritise schools funding within a tighter overall settlement.'* However, whilst these statements are made it is unclear as to how these figures have been calculated and where the said money has come from given the overall reduction in the settlement.
- 3.5.2. The current budget strategy proposals adopted in February 2017 assumed no schools protection, and the effect on schools delegated budgets were:

	2018/19
--	----------------

	£m
Previous Year Budget	108.746
Validation	2.326
Savings requirement	-4.989
Net Adjustment	-2.663
Proposed Delegated Budget	106.083

3.5.3 In light of the pressures on the school budgets and the lead in time required for the Education Department and the Senior Manager – TIC Schools Officer to deliver change, the proposed strategy for 2018-19 is not to reduce the schools delegated budgets.

3.5.4 The proposed schools budget for 2018-19 will therefore stand at £108.746m which is the same as 2017/18.

3.6. Internal Funding

3.6.1. Generally speaking whilst the use of reserves to support annual budgets should not be summarily discounted, it must be treated with caution. Funding on-going expenditure from such funds merely defers and compounds difficult financial problems to the following year. One-off items of expenditure within any budget proposal lend themselves better for such funding support.

3.6.2. In deliberating this point however, members must bear in mind any **inherent risks** that may be built into the budget strategy. These include:

- Challenging Efficiency targets
- Future inflation/interest rates
- Current economic and political climate continuing
- Impact of BREXIT.
- Additional pressure on demand lead Services
- Indicative 'all Wales' figures for 2019-20 only have been provided by Welsh Government in respect of settlements therefore there remains the potential for significant change in the future settlements.
- No indicative figures for 2020/21

3.6.3. The following table summarises the main categories of reserves held by the Authority.

	1 st Apr 2017 £'000	31 st Mch 2018 £'000	31 st Mch 2019 £'000	31 st Mch 2020 £'000
Schools Reserves	1,710	-365	-690	-940
General Reserves	9,304	7,598	7,598	7,598
Earmarked Reserves	74,132	32,056	26,878	17,233

3.6.4. **School Reserves**

3.6.4.1. Schools have delegated responsibility for the management of their own finances. The level of reserves held by an individual school at any point in time will depend on a number of factors including the level of contingency fund that the school governing body considers appropriate, and the particular plans each school has for expenditure. Officers have yet to be informed of any transfers to/from these reserves by individual schools for future years.

3.6.4.2. Legislation allows schools to carry forward reserves from one financial period to another. The School Funding (Wales) Regulations 2010 requires schools to limit their accumulated reserves at year end to £50,000 for Primary Schools and £100,000 for Secondary and Special Schools or 5% of their budget dependant on what is greater. School Improvement officers are currently working with schools to ensure they comply with the guidance. As at 31st March 2017, 33 primary, 4 secondary and 1 special schools were in deficit and 8 primary and 4 secondary schools held surpluses in excess of the £50k/£100k threshold.

3.6.5. **General Reserves**

3.6.5.1. In the changeable and challenging environment currently facing Local Government the Authority is committed to maintaining a reasonable level of General reserves or Balances. Whilst there is no prescribed minimum level for Balances, Council has previously deemed 3% of net expenditure as being a prudent level, which has been accepted by our Auditors as being reasonable

3.6.5.2. The overall level of balances is taken into consideration each year when the annual budget is set and has on occasions been utilised to augment expenditure/reduce council tax. The 2017-2018 budget was set on the basis of no

transfers from the General Reserves. Based upon the August Budget monitoring (outlined in paragraph 3.1.2 above) there could be draw of £1,706k against General Reserves at the end of the current financial year.

3.6.5.3. Given the likely draw on this reserve in the current year therefore it is deemed imprudent at this stage to assume any further support for future years budgets from the current General Reserves.

3.6.5.4. Taking account of these changes the average level of the general reserves is forecasted to be around 2.2% of net expenditure during 2018/19 and consideration needs to be given to how these balances are built back up over future years.

3.6.6. Earmarked Reserves

3.6.6.1. The Authority holds earmarked reserves which have been set up to finance the delivery of specific projects, or in protecting the authority against future liabilities or issues. The reserves can be summarised as follows:

Reserve	31 March 2017	31 March 2018	31 March 2019	31 March 2020
	£'000	£'000	£'000	£'000
Insurance	9,945	9,795	9,845	9,895
Capital Funds	40,756	10,579	8,146	86
Development Fund	1,514	636	836	1006
IAG/OAG	9	0	0	0
Corporate Retirement Fund	2,842	2,069	1,296	506
Joint Ventures	1,168	647	782	917
Other	17,898	8,331	5,974	4,824
TOTAL	74,132	32,056	26,878	17,233

3.6.6.2.As can be seen from the table above the level of earmarked reserves fluctuates greatly year on year, and whilst the level in each fund is not an exact science it is based on an informed estimate and past experience of the likely call on the authority in future years in line with the intended purpose of each reserve. Great care must therefore be taken when considering utilising such funds for purposes other than those which they were created as this could lead to the authority being faced with substantial unfunded liabilities in the future

3.6.6.3.The budget proposals therefore assume nil contribution from reserves in support of the revenue budget in 2018/19 and a further analysis of the reserves held will be undertaken over the coming months with any further proposed utilisation being considered at the budget finalisation stage.

3.6.6.4.Taking account of the proposals within this report, the Director of Corporate Services confirms that overall the estimated level of financial reserves (as indicated above) is adequate for the financial year 2018/19, with the General Reserves being at the minimum that could be supported. However the Director is very conscious of the ongoing commitment to capital projects and of the demand on future services and therefore feels the reserves will need to be monitored closely going forward.

4. IMPACT ON THE AUTHORITY'S BUDGET STRATEGY

The table below provides an updated position on the current financial outlook taking account of the provisional settlement and also other recent validation changes.

4.1. Current Financial Outlook (updated for the Provisional Settlement):

	Current MTFP		Proposed Financial Model		
	2018/19 £'000	2019/20 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000
Previous Year's Budget	334,401	333,102	334,401	343,937	344,003
General Inflation	2,248	1,877	2,317	1,838	1,864
Pay Inflation	5,079	5,095	4,784	5,095	4,908
Other	1,199	1,399	907	1,588	1,270
Growth	3,000	3,000	2700	3,000	3,000
Transfers In/out			7,371		
Original & approved PBB Proposals	-12,525	-12,385	-8,543	-11,455	-11,000
Net Expenditure	333,102	332,087	343,937	344,003	344,045
Revenue Settlement	-247,133	-242,190	-257,960	-254,091	-249,009
Council Tax Receipts	-85,969	-89,897	-85,977	-89,912	-95,036
Council Tax Increase:	4.12%	3.88%	4.12%	3.88%	5.00%

4.2. The total cost reductions now required for 2018/19 is £8.5m and for the 3 year period are estimated at £31m.

5. CONSULTATION

Budget consultation has been planned for the coming months and a summary of the individual approaches are as follows:

- 5.1.** Members seminars. (November and December 2017)
- 5.2.** The consultation process will commence online from the 27th November 2017.
- 5.3.** Town & Community Councils and commercial ratepayers consultation in December 2017.
- 5.4.** Consultation with Scrutiny Committees during December 2017 and January 2018.
- 5.5.** 'Insight' youth conference in November 2017.
- 5.6.** Consultation with the Schools Budget Forum in December 2017

5.7. Trade Union Consultation December 2017/January 2018

6. WELLBEING OF FUTURE GENERATIONS (WALES) ACT 2015

6.1. In considering the budget proposals, members need to take into consideration the requirements of the Wellbeing of Future Generations (Wales) Act 2015. The Act requires that we must carry out sustainable development, improving the economic, social environmental and cultural well-being of Wales.

‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs’

6.2. In doing so, we must demonstrate the following 5 ways of working:

- Looking at the long-term so that we do not compromise the ability of future generations to meet their own needs
- Understanding the root causes of the issues to prevent them recurring
- Taking an integrated approach so that we look at all well-being goals and objectives of other services and partners
- Collaboration – Working with others in a collaborative way to find shared sustainable solutions
- Involving a diversity of population in decisions that affect them

6.3. Carmarthenshire’s Well Being objectives:

Start Well

1. Help to give every child the best start in life and improve their early life experiences
2. Help children live healthy lifestyles
3. Continue to improve learner attainment for all
4. Reduce the number of young adults that are Not in Education, Employment or Training

Live Well

5. Tackle poverty by doing all we can to prevent it, help people into work and improve the lives of those living in poverty
6. Create more jobs and growth throughout the county
7. Increase the availability of rented and affordable homes

- 8. Help people live healthy lives (tackling risky behaviour and obesity)
- 9. Support good connections with friends, family and safer communities

Age Well

- 10. Support the growing numbers of older people to maintain dignity and independence in their later years
- 11. A Council wide approach to support Ageing Well in Carmarthenshire

In a Healthy and Safe Environment

- 12. Look after the environment now and for the future
- 13. Improve the highway and transport infrastructure and connectivity
- 14. Promote Welsh Language and Culture

7. CONCLUSION

- 7.1. Currently the budget proposals assume the full delivery of all of the £25.6m savings proposals submitted, together with the identification and delivery of the shortfall in savings proposals of £0.198m in 2018-19, £2.4m in 2019-20 and £2.7m in 2020-21.
- 7.2. Further cost reductions need to be identified to deliver a balanced budget in each of the three years
- 7.3. The current budget proposals assume a Council Tax increase in line with the original MTFP of 4.12% in 2018-19, 3.88% in 2019-20 and 5.00% in 2020-21. A 1% movement in the Council Tax rise equates to +/-£820k

8. RECOMMENDATION

- 8.1. Note the contents of the report and approve as a basis for consultation on the three year budget strategy 3 year Budget Strategy and approve as a basis for consultation, and specifically seek comments from consultees on the efficiency proposals in Appendix A.
- 8.2. Give consideration as to what additional savings proposals can be identified to deliver a balanced budget in each of the three financial years

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	ORIGINAL TARGETS			
	2018/19	2019/20	2020/21	Total
	£'000	£'000	£'000	£'000
Chief Executive	570	563	483	1,616
Education & Children	1,285	1,270	1,088	3,643
Schools Delegated	4,989	4,933	4,226	14,148
Corporate Services	254	251	215	720
Community Services	3,646	3,605	3,088	10,339
Environment	1,783	1,763	1,510	5,056
	12,527	12,385	10,610	35,522

Original Proposals																	Variance
	MANAGERIAL				EXISTING POLICY PROPOSALS				NEW POLICY PROPOSALS				TOTAL PROPOSALS				ORIGINAL
	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total	Target
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Chief Executive	453	445	285	1,183	0	0	0	0	0	0	0	0	453	445	285	1,183	-434
Education	740	260	235	1,235	70	0	0	70	250	300	50	600	1,060	560	285	1,905	-1,738
Schools Delegated	0	0	0	0	4,989	4,062	4,381	13,432	0	500	0	500	4,989	4,562	4,381	13,932	-216
Corporate Services	227	271	222	720	0	0	0	0	0	0	0	0	227	271	222	720	0
Community Services	2,455	1,423	1,233	5,111	0	0	0	0	365	304	274	943	2,820	1,727	1,507	6,054	-4,285
Environment	1,351	1,018	496	2,865	0	165	455	620	110	289	578	977	1,461	1,472	1,529	4,462	-594
	5,225	3,417	2,471	11,113	5,059	4,227	4,836	14,122	725	1,393	902	3,020	11,009	9,037	8,209	28,255	-7,267

	REVISED TARGETS			
	2018/19	2019/20	2020/21	Total
	£'000	£'000	£'000	£'000
Chief Executive	453	502	482	1,437
Education & Children	1,060	1,175	1,128	3,363
Schools Delegated	2,326	4,562	4,381	11,269
Corporate Services	227	251	241	719
Community Services	3,007	3,334	3,202	9,543
Environment	1,471	1,630	1,566	4,667
	8,544	11,454	11,000	30,998

Current Proposals																	Variance	
	MANAGERIAL				EXISTING POLICY PROPOSALS				NEW POLICY PROPOSALS				TOTAL PROPOSALS				REVISED	
	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total	2018/19	2019/20	2020/21	Total	Target	
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Chief Executive	453	445	285	1,183	0	0	0	0	0	0	0	0	453	445	285	1,183	-255	* Assumes Yr 1 proposals changed
Education	740	260	235	1,235	70	0	0	70	250	300	50	600	1,060	560	285	1,905	-1,458	
Schools Delegated	0	0	0	0	2,326	4,062	4,381	10,769	0	500	0	500	2,326	4,562	4,381	11,269	0	
Corporate Services	227	271	222	720	0	0	0	0	0	0	0	0	227	271	222	720	1	
Community Services	2,455	1,423	1,233	5,111	0	0	0	0	365	304	274	943	2,820	1,727	1,507	6,054	-3,489	
Environment	1,351	1,018	496	2,865	0	165	455	620	110	289	578	977	1,461	1,472	1,529	4,462	-205	
	5,225	3,417	2,471	11,113	2,396	4,227	4,836	11,459	725	1,393	902	3,020	8,346	9,037	8,209	25,592	-5,406	

MANAGERIAL

Efficiency Proposals							
Department	2017-18 Budget	FACT FILE	2018-19 Proposed	2019-20 Proposed	2020-21 Proposed	Total	EFFICIENCY DESCRIPTION
	£'000		£'000	£'000	£'000	£'000	
Education & Children							
Director & Management Team							
Departmental - cross cutting		Casual travel budgets across the Department	25	25	25	75	Reduce all casual mileage budgets by 5% per annum through better journey planning, challenging the need for journeys, and utilising cheaper travel options including use of pool cars
Departmental - cross cutting		Budgets for supplies & services across the Department	75	50	25	150	Reduce budgets for supplies and services across the Department (e.g. training, stationery)
Departmental - cross cutting		Cross-departmental support costs including adminstration, financial processing, & premises management		100	100	200	Root & branch review of support services across the Department in order to realise savings and increase flexibility
Director & Management Team	788	Funds the management team including Director, Heads of Service & 2 senior management posts	30			30	Reduction in senior management costs
Total Director & Management team			130	175	150	455	
Strategic Development & Schools' Catering							
Catering Services	817	The management & administration of school meals income and banking	45	55	45	145	Provide the ability for parents to pay online for school meals (& other school payments, e.g. trips). Introduce electronic meal registers in primary schools, removing paper based systems. The changes will likely mean the removal of the School Meal Clerical role.
Catering Services	817	<ul style="list-style-type: none">• The Catering Service provides school meals in all Carmarthenshire primary schools and 11 of our 12 secondary schools.• The budget, including primary breakfasts, is some £7.7m. Taking account of income and Welsh funding for Free School Meals, the net cost of the service to the Council is in excess of £200k, not including indirect costs (such as Human Resources support, Health & Safety support etc).• Based on current charges for a primary school meal, Carmarthenshire prices are the joint highest in Wales.• Costs have been saved over recent years by reducing staffing levels and smarter purchasing of food and other supplies.			40	40	Remodel the central Catering Services Management Team in light of changes to school meal payment processes (reducing the full time equivalent)
Business Support	448	The central Business Support Team provides a range of support services to the Department and Building 2 at St. David's Park, Carmarthen. This includes reception duties, management of meeting rooms, management of pool cars, processesing applications for Free School Meals, School Milk, and School Clothing Grants, and processing creditor payments across the Department	20			20	Release of staff member through severance
Business Support	448	The central Business Support Team provides a range of support services to the Department and Building 2 at St. David's Park, Carmarthen. This includes reception duties, management of meeting rooms, management of pool cars, processesing applications for Free School Meals, School Milk, and School Clothing Grants, and processing creditor payments across the Department	20	30		50	Release of 2 staff members through severance and/or redundancy
Participation & Children's Rights	122	A team of 2 that leads on the statutory duty for children and young people to participate in decisions that affect them, including support for the Carmarthenshire Youth Council & School Councils, as well as promoting awareness of the United Nations Convention on the Rights of the Child	10			10	Remodel of service following resignation of staff member
Business Support	448	The central Business Support Team provides a range of support services to the Department and Building 2 at St. David's Park, Carmarthen. This includes reception duties, management of meeting rooms, management of pool cars, processesing applications for Free School Meals, School Milk, and School Clothing Grants. It is expected that a reduction of 1 member of staff will be managed by reviewing existing processes and reducing the level of support available in some areas.	10			10	Reduction in support to Departmental Management Team through severance (postholder left midway during 2017-18 financial year)
Total Strategic Development & Schools' Catering			105	85	85	275	
Education Services & Inclusion							
Strategic Management	161	Supports statutory & strategic education requirements - WJEC, ADEW contributions, legal fees, Copyright licence	10			10	Reductions across supplies & service areas - printing & postages (documents accessed on line), meetings expenses & reduced demand on legal costs.
Education Systems	688	The Education Systems Team support services across the department, incldung grant administration.	25			25	Reduction of match-funding requirement for EIG
Youth Support Services	840	YSS is an integrated service bringing together youth work and statutory youth justice provision. This allows for an holistic approach to youth support delivery for children, young people and young adults (aged 8-25 years) in Carmarthenshire, ranging from open access to specialised support.	40			40	Transfer some posts from core to grant funded; make others term-time only.
Home Tuition / EHE	1903	EHE Advisor currently paid on a daily rate. Efficiencies can be achieved by reviewing scope and magnitude of the role	10			10	Review EHE Advisor Post requirements & job profile
Educational Psychology	900	The educational psychology service provides advice to schools in relation to the educational needs of children with additional learning needs.	40			40	Review of staffing and workloads within service
Early Years Education	469	This budget funds the statutory requirement to fund '10 hours free education' in non-maintained settings for 3 year olds.	30			30	Reduce budget as a result of reduced demand, forecasting underspend in current year
Early Years Education	469	The Early Years Team provides support and guidance provision for all Carmarthenshire non-maintained settings.	30			30	Reprioritising part of Education Improvement Grant from Early Years Advisory Teachers to Athrawon Bro. Restructuirng of the service could provide additional support for the development of our Welsh continuum via the Athrawon Bro Team.
Total Education Services & Inclusion			185	0	0	185	
Children's Services							
Education Welfare	387	The Education Welfare Service supports schools and families in securing regular school attendance. The service has been restructured to include the Young Carers service and enhance the capacity of both service areas, therefore, the reduction of one FEW post is not expected to affect the level of service provided.	25			25	Review of staffing structure
Independent Reviewing Service	6,468	The Independent Reviewing Officers review all children in the care of the local authority. This is a statutory role required under regulation	60			60	Remodel of Independent Reviewing Service. Management responsibility for the service has been remodelled and as a result the manager of this service has been redeployed and the reviewing officers now directly report to the service manager.
Children's Services	6,468	There is potential to utilise grant funding; particularly in relation to Supporting People, to offset core funded activity	235			235	Make better use of existing grants in care services (support for care leavers etc). Additional funding to be drawn down from Supporting People. Maximise the benefit of current year grants being transferred into RSG.
Total Children's Services			320	0	0	320	
Education & Children Total			740	260	235	1,235	

Department	17-18 Budget	FACT FILE	2018-19 Proposed	2019-20 Proposed	2020-21 Proposed	Total	EFFICIENCY DESCRIPTION
	£'000		£'000	£'000	£'000		
Education & Children							
Catering Services - School Meals	817	<ul style="list-style-type: none">• The Catering Service provides school meals in all Carmarthenshire primary schools and 11 of our 12 secondary schools.• The budget, including primary breakfasts, is some £7.7m. Taking account of income and Welsh funding for Free School Meals, the net cost of the service to the Council is in excess of £200k, not including indirect costs (such as Human Resources support, Health & Safety support etc).• Based on current charges for a primary school meal, Carmarthenshire prices are the joint highest in Wales.• Costs have been saved over recent years by reducing staffing levels and smarter purchasing of food and other supplies.	70			70	Increase the cost of a primary school meal price to £2.60* in April 2018, £2.70 in April 2019 and £2.80 in April 2020. There will be similar increases in charges for food in secondary schools. The price has increased by 10p per meal for several years in a row. There has been a reduction in the number of children having school meals following recent price increases. In addition to this a £50k efficiency has been included in year 2 for the introduction of a charge for the care element of primary school breakfast provision (more work needed to model potential income and costs of collection). <i>*The school meal price will increase by 2.3% inflation taking it to £2.56 in 2018-19 therefore the efficiency proposal is 4p per meal</i>
Delegated school budget	108,746	<ul style="list-style-type: none">• This is the budget delegated to every school under the Fair Funding formula.• The budget is to meet all the costs associated with running a school e.g. staff costs, premises costs, SEN specialist support, Service Level Agreements for specific services such as HR, IT, legal, grounds maintenance, music.	2,326	4,062	4,381	10,769	<ul style="list-style-type: none">•The 2018/19 proposal is to provide a cash neutral budget to schools• Reduced school budgets will lead to schools having to review their spending and to consider staffing levels, class sizes and provision.• To manage this level of reduction there will be an impact on staffing as a high % of a school's budget is used to employ staff.• Schools have been encouraged to work in partnership and collaborate with other schools in matters of resourcing and employment, however the scale of the budget reduction will result in some redundancies.• Reduced provision could impact on the high standards achieved by Carmarthenshire's learners and the support provided for vulnerable/disabled pupils.
Education & Children Total		2,396 4,062 4,381 10,839					

NEW POLICY PROPOSALS

Efficiency Proposals							
Department	2017-18 Budget	FACT FILE	2018-19 Proposed	2019-20 Proposed	2020-21 Proposed	Total	EFFICIENCY DESCRIPTION
	£'000		£'000	£'000	£'000		
Education & Children							
Catering Services - School Meals	817	<ul style="list-style-type: none">• The Catering Service provides school meals in all Carmarthenshire primary schools and 11 of our 12 secondary schools.• The budget, including primary breakfasts, is some £7.7m. Taking account of income and Welsh funding for Free School Meals, the net cost of the service to the Council is in excess of £200k, not including indirect costs (such as Human Resources support, Health & Safety support etc).• Based on current charges for a primary school meal, Carmarthenshire prices are the joint highest in Wales.• Costs have been saved over recent years by reducing staffing levels and smarter purchasing of food and other supplies.		50	50	100	Increase the cost of a primary school meal price to £2.70 in April 2019 and £2.80 in April 2020. There will be similar increases in charges for food in secondary schools. The price has increased by 10p per meal for several financial years in a row. During 2015-16 & 2016-17 there has been a reduction in the number of children having school meals, likely in significant part due to the price increases. These include inflationary increases.
Catering Services - primary school breakfasts	817	The Catering Service delivers the Welsh Government's free primary breakfast initiative to all those primary schools in Carmarthenshire that request it (which is the majority). Savings have been delivered in the last 2 financial years by remodelling the staffing levels, and in some cases, the time that the provision is available, so that it sufficient to manage the breakfast provision but not extended to care wherever possible.		50		50	Introduce charge for care element of primary school breakfast provision (more work needed to model potential income and costs of collection, based on previous changes made)
Inclusion Service	363	The sevice provides a wide range of support, guidance and resources to all settings and areas of Additional Learning Needs including Sensory Impairment, Special Educational Needs (SEN), SEN Management, Dyslexia & Autistic Units.	50			50	Reduce support and provision for schools via revised Speech and Language Therapy SLA agreement. This will result in less input and impact within schools across the range of services currently provided (specialist S&L provision, support for key programmes such as ELKLAN, ChATT and behaviour management).
Respite Centres	884	The centres provide respite to families with children with very complex disabilities.	200	200		400	Consultancy (IPC) engaged in full review of disability services. This suggests that families would benefit from greater flexibility of service and more personal discretion would lead to a more diverse range of respite provision thereby requiring less residential respite.
Delegated School Budget	108,746	<ul style="list-style-type: none">• This is the budget delegated to every school under the Fair Funding formula.• The budget is to meet all the costs associated with running a school including staff, premises, SEN specialist support, Service Level Agreements for specific services such as HR, IT, legal, grounds maintenance, music.		500		500	Change the current admissions policy in primary schools so that children start full time the term after their 4th birthday, not the term they turn 4, saving one part-time term per pupil. This would bring Carmarthenshire's policy in line with that of neighbouring local authorities
Education & Children Total			250	800	50	1,100	

Demographic, Legislative or continuing pressures					
	2018-2019 £'000	2019-2020 £'000	2020-2021 £'000	Description	Proposed Allocation 2018-2019 £'000
Education and Children					
Childrens Services	423	100	50	Fostering rates and WG planned all Wales rates. New rates effective from Oct 17. As we currently pay the lowest, the impact will be greater for CCC.	350
Additional Learning Needs reform	50	100	150	WG have not quantified to date but hard to see how this won't need financial support	
WESP	50			CCC's impact on one million welsh speakers won't progress without funding.	
Behaviour Support Services Review Recommendations	50	100		Changing the nature & location of provision to meet pupil needs across the County through cluster bases, training, etc. report will be coming to CMT and will also link to MEP Band B.	
School meals	60			Food cost increases (above general inflation validation)	
Schools	45			A number of schools need to be closed to rationalise across the Authority – Corporate Approach. Possible 'invest to save' for resource into MEP team	
Music Service	100			Struggling to get to self-funded, not Statutory but well supported politically	
Total Education and Children	778	300	200		350

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EDUCATION AND CHILDREN SCRUTINY

2017-18			Statutory S/NS/Both	2018-19			2019-20			2020-21			
Expenditure	Income	Net		Expenditure	Income	Net	Expenditure	Income	Net	Expenditure	Income	Net	
£'000	£'000	£'000		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
			Director & Management Team	B	880	-255	625	897	-255	642	914	-255	659
994	-255	739	Director & Management Team	B	880	-255	625	897	-255	642	914	-255	659
994	-255	739	Total Director & Management Team		880	-255	625	897	-255	642	914	-255	659
			Education Services Division										
108,746	0	108,746	Schools Delegated Budget	S	108,764	0	108,764	106,380	0	106,380	104,137	0	104,137
20,425	-1,436	18,989	School Expenditure not currently delegated	NS	20,418	-1,436	18,982	20,419	-1,436	18,983	20,421	-1,436	18,985
1,843	0	1,843	School Redundancy & EVR	S	1,880	0	1,880	1,918	0	1,918	1,956	0	1,956
388	-250	138	School Modernisation	B	439	-250	189	446	-250	196	453	-250	203
490	0	490	Early Years Non-Maintained Provision	B	439	0	439	440	0	440	445	0	445
3,043	-1,484	1,559	Special Educational Needs	S	3,102	-1,518	1,584	3,155	-1,548	1,607	3,210	-1,579	1,631
2,036	-212	1,824	Education Other Than At School (EOTAS)	B	2,110	-217	1,893	2,178	-221	1,957	2,296	-226	2,070
371	0	371	Sensory Impairment	B	327	0	327	333	0	333	340	0	340
940	0	940	Educational Psychology	B	917	0	917	934	0	934	953	0	953
138,282	-3,382	134,900	Total Education Services Division		138,396	-3,421	134,975	136,203	-3,455	132,748	134,211	-3,491	130,720
			Strategic Development										
257	-244	13	School Milk & Uniform Grants	B	257	-244	13	257	-244	13	257	-244	13
529	0	529	Information & Improvement	B	540	0	540	550	0	550	562	0	562
591	0	591	Business Support	B	551	0	551	503	0	503	486	0	486
89	0	89	Participation	S	80	0	80	82	0	82	84	0	84
6,698	-5,271	1,427	School Meals & Primary Free Breakfast Services	B	6,917	-5,464	1,453	6,910	-5,624	1,286	6,939	-5,787	1,152
8,164	-5,515	2,649	Total Strategic Development		8,345	-5,708	2,637	8,302	-5,868	2,434	8,328	-6,031	2,297
			School Improvement										
572	-22	550	School Effectiveness Support Services	NS	584	-22	562	595	-23	572	606	-23	583
1,154	-56	1,098	National Model for School Improvement	B	1,180	-58	1,122	1,210	-59	1,151	1,241	-60	1,181
523	-176	347	Welsh Language Support	NS	361	-9	352	392	-10	382	398	-10	388
8,319	-7,642	677	Education Improvement Grant	B	8,294	-7,642	652	8,294	-7,642	652	8,294	-7,642	652
145	-12	133	Other School Grants incl PDG	NS	145	-12	133	145	-12	133	145	-12	133
10,713	-7,908	2,805	Total School Improvement		10,564	-7,743	2,821	10,636	-7,746	2,890	10,684	-7,747	2,937
			Learner Programmes										
5,921	-5,921	0	Post 16 Funding	S	5,921	-5,921	0	5,921	-5,921	0	5,921	-5,921	0
227	-119	108	Music Services for Schools	NS	226	-120	106	224	-122	102	222	-123	99
141	0	141	Behaviour Management	NS	144	0	144	297	0	297	453	0	453
1,720	-685	1,035	Youth Offending & Prevention Service	B	1,056	-43	1,013	1,067	-43	1,024	1,079	-44	1,035
707	-654	53	Families First Grant (Youth)	NS	53	0	53	53	0	53	53	0	53
566	-416	150	Adult & Community Learning	NS	150	0	150	150	0	150	150	0	150
881	-880	1	Cynnydd	NS	595	-594	1	2	0	2	2	0	2
10,163	-8,675	1,488	Total Learner Programmes		8,145	-6,678	1,467	7,714	-6,086	1,628	7,880	-6,088	1,792
168,316	-25,735	142,581	Education and Children's Services c/f		166,330	-23,805	142,525	163,752	-23,410	140,342	162,017	-23,612	138,405

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EDUCATION AND CHILDREN SCRUTINY

2017-18			Statutory S/NS/Both	2018-19			2019-20			2020-21			
Expenditure	Income	Net		Expenditure	Income	Net	Expenditure	Income	Net	Expenditure	Income	Net	
£'000	£'000	£'000		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
162,316	-25,735	142,581	Education and Children's Services b/f	166,330	-23,805	142,525	163,752	-23,410	140,342	162,017	-23,612	138,405	
			Children's Services Division										
7,940	-76	7,864	Commissioning and Social Work	S	8,145	-78	8,067	8,197	-80	8,117	8,247	-81	8,166
947	-52	895	Corporate Parenting & Leaving Care	B	966	-52	914	983	-52	931	1,001	-52	949
3,787	0	3,787	Fostering Services & Support	S	4,100	0	4,100	4,330	0	4,330	4,540	0	4,540
540	0	540	Adoption Services	S	551	0	551	562	0	562	573	0	573
743	-54	689	Out of County Placements (CS)	S	760	-55	705	775	-56	719	790	-57	733
562	-159	403	Garreglwyd Residential Unit	NS	579	-163	416	591	-166	425	604	-170	434
993	-55	938	Residential and Respite Units	NS	812	-56	756	624	-57	567	637	-58	579
437	-118	319	Childcare	B	333	-8	325	339	-8	331	345	-8	337
577	-79	498	Short Breaks and Direct Payments	S	509	0	509	519	0	519	530	0	530
181	-4	177	Children's/Family Centres and Playgroups	NS	184	-4	180	187	-4	183	189	-4	185
69	0	69	Flying Start Grant	NS	69	0	69	69	0	69	69	0	69
1,501	-1,219	282	Families First Grant	NS	288	0	288	292	0	292	297	0	297
0	0	0	Preventative incl Section 17 payments	S	0	0	0	0	0	0	0	0	0
13	0	13	Aids & Adaptions	B	14	0	14	14	0	14	14	0	14
238	0	238	Family Aide Services	B	244	0	244	249	0	249	253	0	253
292	-91	201	Other Family Services incl Young Carers and ASD	B	270	-62	208	275	-63	212	281	-65	216
151	0	151	Out of Hours Service	S	156	0	156	160	0	160	165	0	165
930	0	930	Children's Services Mgt & Support (incl Care First)	B	949	0	949	967	0	967	986	0	986
449	0	449	Education Welfare	S	457	0	457	463	0	463	470	0	470
20,350	-1,907	18,443	Total Children's Services Division		19,386	-478	18,908	19,596	-486	19,110	19,991	-496	19,495
188,666	-27,642	161,024	EDUCATION AND CHILDREN'S SERVICES TOTAL		185,716	-24,283	161,433	183,348	-23,896	159,452	182,008	-24,108	157,900

APPENDIX C

CHARGING DIGEST - Education & Children

2016/17 Actual £	2017/18 Budget £	2018/19 Budget £	Business Unit	Service Provided	2017/18 Charge Levied £	2018/19 Proposed Charge £	Comments
11,096	11,790	12,060	Learner Programmes	<u>Community Centres</u> Room Hire Hourly - No Refreshments - minimum 2 hours	£10.50 + VAT	£10.75 + VAT	2.3% increase.
18,249	15,000	15,000		<u>Welsh for Adults</u> Welsh for Adults charge for courses provided on behalf of the National Learning Welsh Centre (Full/Concessionary) Welsh for the family course (60 hours over 1 year) Welsh for the family course (45 hours over 1 year) Welsh for the family course (30 hours over 2 terms) Welsh for the family course (15 hours taster over 1 term)	£60 / £30 £20 £15 £10 £5	£60 / £30 £20 £15 £10 £5	2016/2017 charges will stand until 31/07/2018. Charges to be reviewed and amended by the National Learning Welsh Centre wef 01/08/2018.
5,440	6,000	6,140	Learner Programmes	<u>Adult Community Learning</u> LA courses - Full fee per course term Basic Skills & ESOL - One off registration fee at Basic Skills Centre Dyslexia Screening - 2.5 hours & resources Dyslexia Full Assessment - 9 hours & resources ESOL City & Guilds examination fee GCSE Maths and English (Initial paper / second maths paper)	£75 £10 £75 £250 £50 £60 / £30	£75 £10 £75 £250 £50 £60 / £30	No increase appropriate for client group Charge doubled in 2016/17. No further increase appropriate for client group No increase appropriate for client group No increase appropriate for client group No increase appropriate for client group No increase appropriate for client group

APPENDIX C

CHARGING DIGEST - Education & Children

2016/17 Actual £	2017/18 Budget £	2018/19 Budget £	Business Unit	Service Provided	2017/18 Charge Levied £	2018/19 Proposed Charge £	Comments
425	2,448	2,504	Education Services	<u>In Service Training (INSET) - Course/Consultancy Fees</u> Courses Fees - LA staff (ERW) (inc schools) Courses Fees - LAs (<u>non ERW</u>) and external applicants Cancellation Fees Consultancy Fees - LAs (ERW) Consultancy Fees - LAs (non ERW) Inspection Duties / Advisory Services	0.00 £82 / £52 Full Charge £410 £620 As per contract/tender	0.00 £82 / £52 Full Charge £410 £620 As per contract/tender	No charge except where there are additional costs for external providers or venues-costs to be split between course participants £82 per day for 1 or 2 day courses / 3 day + courses charged at £52 per day. Increase would need ERW agreement to ensure consistency. Applied if an alternative date cannot be arranged Charge includes preparation time and travel costs (any accommodation required extra). Increase would need ERW agreement to ensure consistency. Charge includes preparation time and travel costs (any accommodation required extra). Increase would need ERW agreement to ensure consistency
16,174	18,000	18,414	Learner Programmes	<u>Carmarthenshire Music Service</u> Concert Ticket Charges for concerts, including the Lyric & Ffrwnes Theatres	Adult 8.00 Concession 6.00	Adult 8.50 Concession 6.50	Concert charges will increase by 6% from the first concert in the 2018/19 academic year.
16,620	11,000	11,253		Parental charge for Intermediate and Senior Ensemble pupils attending weekly rehearsals.	£60 per pupil for the academic year	£65 per pupil for the academic year	The membership fee was frozen in 2017-2018 due to the changes in the rehearsal structure. Proposed increase of 8% from Sept 2018.

APPENDIX C

CHARGING DIGEST - Education & Children

2016/17 Actual £	2017/18 Budget £	2018/19 Budget £	Business Unit	Service Provided	2017/18 Charge Levied £	2018/19 Proposed Charge £	Comments
41,981	43,350	43,500		<u>Griffith Jones Training Centre</u> Lettings Griffith Jones Centre - Half Day/Full day	£54 / £87.50	£55.25 / £89.50	2.3% increase
0	2,000	3,000	Education Services	<u>Neuadd y Gwendraeth</u> Hall - Half Day / Full Day / Evening Sound & Light - System only / System & Technician Training Room - Half Day / Full Day / Evening Meeting Room - Half Day / Full Day / Evening Full building - Half Day / Full Day / Evening Performance package (practice & show) - full building Half day practice - full building	£100 / £150 / £130 £20 / £40 £52.50 / £85 / £72.50 £52.50 / £85 / £72.50 £150 / £200 / £180 £180 £50	£100 / £150 / £130 £20 / £40 £55.25 / £89.50 / £74 £55.25 / £89.50 / £74 £150 / £200 / £180 £180 £50	2.3% increase is proposed for the meeting and training rooms. Charges relating to the performance hall will remain as they are to encourage usage. These charges will be reviewed for the following year. Budget setting - net income received at year end transferred to Closed Schools Budget to offset costs paid.

APPENDIX C

CHARGING DIGEST - Education & Children

2016/17 Actual £	2017/18 Budget £	2018/19 Budget £	Business Unit	Service Provided	2017/18 Charge Levied £	2018/19 Proposed Charge £	Comments
5,157,342	5,240,867	5,433,017	School Meals	Primary Schools Pupil Meal Adult Meal Secondary Schools Free Meal Token (Adults & pupils)	 2.50 3.84 2.50	 2.60 3.96 2.60	 In line with efficiency proposals In line with efficiency proposals In line with efficiency proposals

APPENDIX C

CHARGING DIGEST - Education & Children

2016/17 Actual £	2017/18 Budget £	2018/19 Budget £	Business Unit	Service Provided	2017/18 Charge Levied £	2018/19 Proposed Charge £	Comments
0	0	7,500	Children's Services	<u>Childcare</u> Paediatric First Aid Course Child Protection Course Basic Food Hygiene Course Basic Food Hygiene - Refresher Playwork Training Level 1&2		£25 + VAT £10 + VAT £25 + VAT £20 + VAT £35 + VAT	Training provided to registered childcare workers with the County

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Education & Children Scrutiny Committee

21st December 2017

Agenda Item 6

Education & Children Departmental Business Plan 2018/19 - 2021

Purpose:

To give members an opportunity to review the Department's business plan alongside the budget.

To consider and comment on the following issues:

- The Education & Children Departmental Business Plan 2018/19 - 2021

Reasons:

- The integration of financial and business planning.

(This was also a proposal for improvement by Audit Office)

To be referred to the Executive Board / Council for decision: NO

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Cllr. Glynog Davies (Education and Children)

Directorate:
Education & Children

Name of Director:
Gareth Morgans

Report Author:
David Astins

Designations:

Director of Education &
Children's Services

Strategic Development Manager

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Education & Children Scrutiny Committee

21st December 2017

Subject and Purpose

Education & Children Departmental Business Plan 2018/19 - 2021

Purpose:

To give members an opportunity to review the Department's business plan alongside the budget.

1. BRIEF SUMMARY OF PURPOSE OF REPORT.

- The full business plan outlines the priorities for the department during 2018/19 - 2021.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: Gareth Morgans Director of Education & Children's Services

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NO	YES	YES	YES

1. Policy, Crime & Disorder and Equalities

The Well-being Future Generations Act (2015) requires that functions of the council should maximise their contributions the Well-being Objectives set by the Council.

(Our Well-being Objectives maximise our contribution to the seven Well-being Goals of the Act and demonstrate the five ways of working.)

2. Legal

See 1. above

3. Finance

The Well-being Future Generations Act (2015) requires that we ensure that resources are allocated annually to meet our objectives.

5. Risk Management Issues

Key risks are identified for each department and mitigating actions are outlined

6. Staffing Implication

See Workforce Planning section of the Business Plan (Section 5)

7. Physical Assets

See resources section of each Business Plan (Section 5)

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: Gareth Morgans Director of Education & Children's Services

1. Local Member(s) - None

2. Community / Town Council - None

3. Relevant Partners - None

4. Staff Side Representatives and other Organisations - None

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

Title of Document	File Ref No.	Locations that the papers are available for public inspection
Well-being of Future Generations Act		Well-being of Future Generations (Wales) Act 2015
Carmarthenshire County Council's Well-being Objectives		Carmarthenshire County Council's Well-being Objectives

Department for Education and Children

DRAFT Business Plan for

2018/19 – 2020/21

'Life is for living, let's start, live and age well in a healthy,
safe and prosperous environment'

Date: December 2017

The Council's Core Values



Customers First – we put the needs of our citizens at the heart of everything that we do

Listening – we listen to learn, understand and improve now and in the future

Excellence – we constantly strive for excellence, delivering the highest quality possible every time by being creative, adopting innovative ways of working and taking measured risks

Integrity – we act with integrity and do the right things at all times

Taking Responsibility – we all take personal ownership and accountability for our actions

Contents

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The purpose of this plan

This departmental business plan has been produced to give staff, customers, and elected members and partners a guide to the services provided by the department. It translates strategic objectives, to service objectives, to individual staff targets. It provides an open and transparent way of showing what is to be achieved and how we plan to do this.

It shows how resources will be used to achieve objectives and the service implications of budgetary increases or reductions. It shows what we get for what we spend and if we are making the most of what we have. The plan also aims to demonstrate and provide assurance on service standards so that the service can be held to account.

This plan will be supported by more detailed Divisional Plans and Team Plans.

Foreword

By Councillor Glynog Davies, Executive Board Member Responsible for Education and Children



TO BE AGREED WITH EXECUTIVE BOARD MEMBER

I have great pleasure in introducing the new Department for Education & Children Business Plan for 2018-21. I am satisfied that this Business Plan provides a comprehensive overview of the Departmental performance over the past year. It also provides the Department's aims and objectives for 2018-21.

I also feel that the delivery of the outcomes contained in Section 4 of this Plan will ensure that we are supporting the delivery of the outcomes in the Integrated Community Strategy, and the Well-being of Future Generations Act (2015).

Sign Off

Electronic Signature required

Cllr. Glynog Davies;

Date:

Section 1. Departmental Overview

Introduction by Director



As we embark upon a new financial year we do from a position of strength with regard to the quality and performance of our education and children's services. Our challenge is to sustain our high levels of performance and to continue to implement policies and programmes that will in time secure progression in outcomes for the education and wellbeing of the county's children and young people.

Our Business Plans for 2018/2019 set out an exciting programme of service activity and development. The main headlines of our ambition are summarised here in this departmental overview, with more detailed actions and objectives set out in more detailed plans at divisional and

service level.

2018/2019 brings new opportunities alongside financial challenges. We will continue with the exciting work of developing a uniquely engaging and motivating Carmarthenshire Curriculum for our learners, within the context of a new national curriculum framework. The newly enacted Well-being of Future Generations (Wales) Act 2015 will challenge us to consider the long-term implications of our services for people and communities and to consider how we can support the sustainable development of our communities by prioritising preventative action to reduce costs in the long-term whilst raising standards of wellbeing and achievement.

2017/2018 was a successful year for the Department with notable successes across education and children's services. Our Children's Services continue to be innovative and look for new ways of working which focus on the positives in respect to our children and families e.g. the 'Pod' and Signs of Safety approaches in Social Work. The 'Children First' Pilot is an exciting opportunity to make a real difference and to work collaboratively with partners to counteract the impact of poverty and deprivation.

At a national level, this year's GCSE results have hit the headlines with the impact of issues such as revised examination specifications triggering levels of variance in outcomes across our schools. We have to be cautious when considering any comparisons with the performance trends from previous years' data as Kirsty Williams, Education Cabinet Secretary stated "It is not fair to compare this year's results with previous years. They are not comparable. But this year gives us a baseline to measure performance in year's going forward."

Within Carmarthenshire, we continue to emphasise and focus on the progress our learners achieve from their individual starting point and firmly believe that this is the true measure of success and celebration.

Our Modernising Education Programme continued apace, with major school development projects completed or near completion with thousands of children benefiting. We look forward to a continuingly vibrant school investment programme and planning for Band B investment.

At a regional and national level we continue to contribute and influence national agendas and take advantage of grant funding to further improve and develop our services to children and young people.


These successes reflect the hard work and commitment of staff across the Department and in our schools. This year we will continue in the same vein, developing services wherever possible and managing change where funding has regrettably been reduced, always retaining our focus upon the children and young people that we serve.

As a Department we have clear priorities for the next five years focused around 6 key themes-

1. *Every Service an Excellent Service*
2. *Workforce Development/Succession Planning*
3. *The development of Welsh in all our services*
4. *Prevention and Early Intervention*
5. *An Excellent School in the Right Place*
6. *Partnership and Regional Working*

As Director I look forward to another successful year for our education and children's services in Carmarthenshire and in working in collaboration with all staff and partners.

Sign off

Signature:  Gareth Morgans; Director of Education and Children's Services;

Date: 13th December 2017

Departmental Overview

Mission statement for the Department:

- *To provide the highest quality services to children, young people, families and learners in ways that best meet their specific needs.*
- *We will do this by organising our professional expertise and resources in a fully integrated manner to deliver education and family support services that are configured around the needs of service users, children and young people, with particular consideration being given to those who are most vulnerable.*
- *Our services, whether provided directly or commissioned from others, will be equitable, inclusive, of the highest standards and offer good value for money.*
- *We will engage children and young people and providers in the design and monitoring of continuously improving services.*
- *We will protect children and young people from harm and our schools will offer high standards of comprehensive education, increasingly in modern environments that are fully equipped for 21st century learning*

The Director of Education and Children's Services directly reports to the Chief Executive. There are approximately **5,000** members of staff working within the Department centrally & in schools:

- Departmental staff – approximately **5,100** in total, with some:
 - 800 in School Catering
 - 270 in Education Services, including Curriculum & Wellbeing, Modernisation Services, Inclusion, and School Effectiveness
 - 460 in Children's Services, including Social Work Teams, Fostering & Adoption, Educational Psychology and Early Years Services
 - 30 in Strategic Development
- School based teaching staff - **1,700**
- School based non-teaching staff - **1,800**

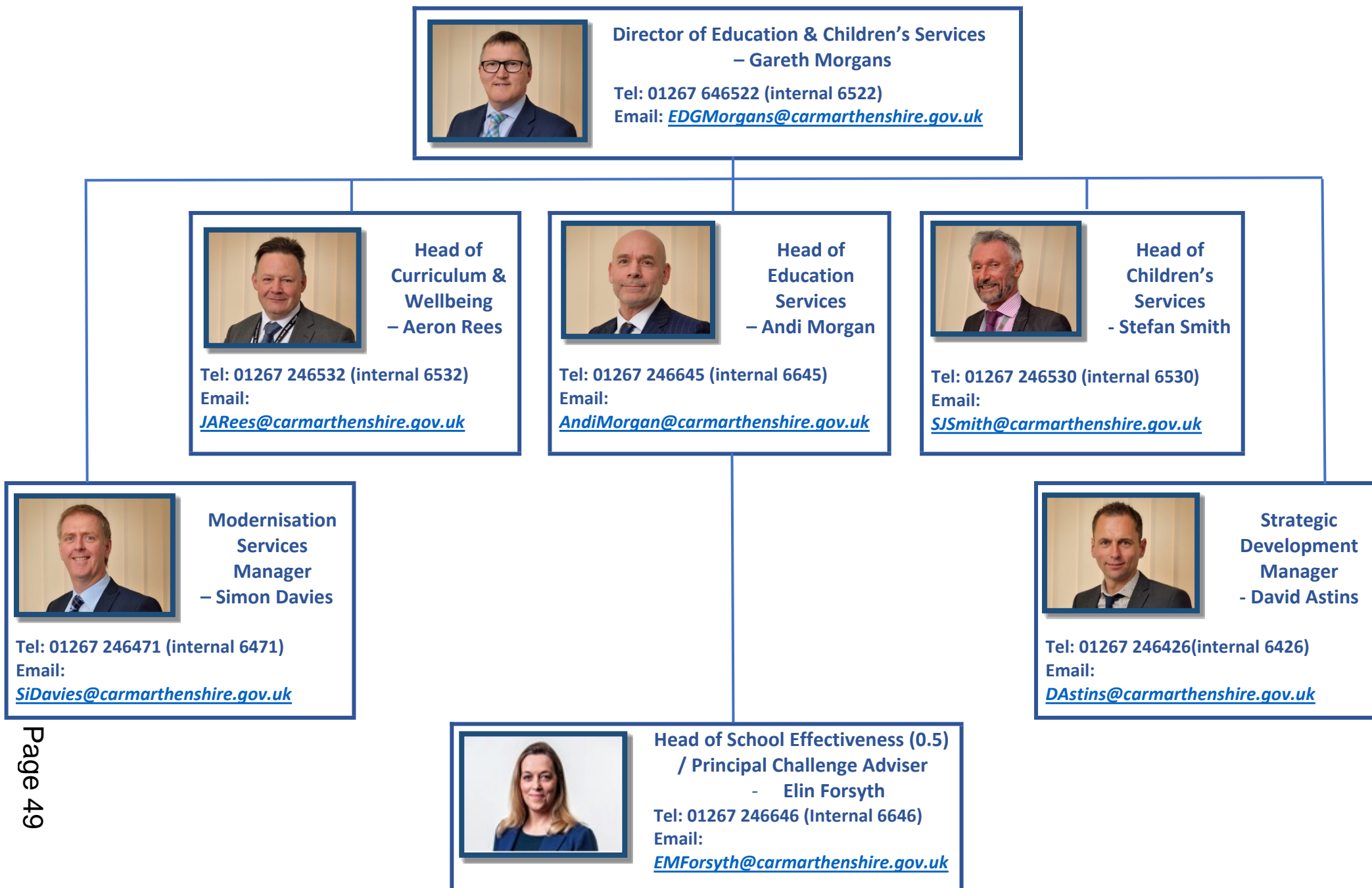
As at the January 2017 Pupil Level Annual School Census, there were **27,150** pupils registered in our schools:

- 1 Nursery School (78 pupils)
- 98 Primary Schools (15,914 pupils in total, ranging from 22 to 468)
- 12 Secondary Schools (11,036 pupils in total, ranging from 465 to 1,532)
- 2 Special Schools (122 pupils)
- 2 Pupil Referral Units (pupils are registered at 'home' school included in the count above)

The majority of office based staff are located at St David's Park, Carmarthen or at Ty Elwyn, Llanelli. Outside of schools, we have services based at:

- 3 Integrated Children's Centres (Llwynhendy, Morfa and Felinfoel);
- 2 Respite Centres (Blaenau and Llys Caradog);
- 29 Flying Start Settings in 17 areas (Betws, Richmond Park, Lakefield, Bigyn, Llwynhendy, Felinfoel, Carway, Morfa, Trimsaran, Pwll, Pembrey, Carmarthen Town North, Glanamman, Garnant, Bury Port, Pantyffynnon and Dafen);
- Flying Start and IFST teams based at Morfa;
- 3 Basic Skills Centres (Carmarthen Learning Centre, Llanelli Library and the Cennen Centre Ammanford)
- 3 Youth Centres (Pwll Seaside Llanelli, Glanamman Resource Centre and Streets Ammanford)
- Education Resource Centre, St Clears
- 2 Childrens Services Front Line Teams at the Old Library Ammanford and Cambrian Place
- Conferencing and Resource team based at Coleshill Terrace
- 2 Resource Centre's at Ty Gelli and Argel

Departmental Profile
Departmental Senior Management Structure



Director's Role

Director of Education & Children's Services – Gareth Morgans

Key Responsibilities:

- Chief Education Officer
- Statutory role of Lead Director for Children and Young People, acting as a strategic champion for children
- Support the Chief Executive in the overall management of the Council.
- Contribute to the corporate management of the Council as a member of the Corporate Management Team (CMT)
- Provide leadership and vision to the whole Department for Education and Children
- Co-ordinate the performance of the Department across all services and activities, promoting continuous improvement in all areas.
- To take a strategic lead in the continuing development and delivery of the Modernising Education Programme (MEP)
- To contribute to increased collaboration and regional working to secure improvements and efficiencies in the planning and delivery of services and professional functions.



Divisional Profiles

Curriculum & Wellbeing Division – Aeron Rees

Key Responsibilities:

- Youth Support Services
- National & Local Curriculum
- Education Systems Design
- Adult & Community Education
- Music Service
- 14-19 Learning Pathways
- Behaviour Management
- Alternative Education (EOTAS, EHE, NEETS)
- School Attendance / EWS
- Welsh Medium Education
- Healthy Schools



The Curriculum and Wellbeing division promotes and develops rich formal, non-formal and informal learning opportunities and experiences in our school, youth and special settings. Our aim is to work with Head teachers and key stakeholders in ensuring the holistic development of children and young people as happy, healthy, thriving and well rounded individuals. We wish our learners to be both well qualified and well educated, being offered valuable and lasting experiences through a vibrant, broad and balanced local curriculum, framed within the national context. A diverse array of enrichment and extension activities augment the pupil offer and entitlement. We are particularly proud of our Music Service, who continue to offer peripatetic tuition on a weekly basis to over 5000 learners, coupled with an impressive and sector leading extramural programme.

We promote a broad range of mainstream and alternative learning pathways, which aim to fully prepare our young people, as independent lifelong learners, for the challenges and opportunities of 21st Century life, living and the world of work. Learners' employability is therefore paramount, tying in closely with evolving requirements of the global, regional and local economies. Our 11-19 learning networks are taking this forward in tune with current and anticipated needs.

Adult Education is also within our remit and Basic Skills, ESOL and Welsh for Adults classes provide important and valuable experiences for our lifelong learners, which provides enrichment and support better career prospects for our adult learners.

Wellbeing is in the ascendancy and is a key component of our evolving service delivery, where equity, inclusivity and excellence go hand in hand in all areas of service provision. Students' engagement with learning is multi-faceted, and includes systems to promote good behaviour, so that every learner can have the best possible predisposition to learn, in purposeful learning environments which enable each student to fully realise, and surpass, their learning potential. Interesting developments in data informed practice and curriculum systems design are set to take this thematic area further forward next year.

A comprehensive offer of Youth and Youth Justice support is offered, which also sustains and bolsters young peoples' opportunities and life chances, so that we can nurture active and truly global citizens, who contribute actively to their bilingual communities in Carmarthenshire. The four pillars of service provision cover the 8-25 age range and offer open access and targeted provision and support throughout the count and there are strong plans and a clear steer o develop a quality service across the board.

Education Services Division – Andi Morgan

Key Responsibilities:

- ERW School Improvement Services
- Intervention in Schools Causing Concern
- School Leadership Development
- Inclusion / ALN Reform
- School leadership & reorganisation issues
- Education Systems Support
- School Finance
- School Governance & Governor Development



The Education Services Division is made up of a range of discrete services working in collaboration towards enhanced provision and outcomes for all Carmarthenshire learners. Our aim is to provide ongoing support and challenge for schools to ensure that all learners are provided with the essential skills, social attitudes and integrity necessary to become successful and responsible citizens in a constantly evolving social and economic world.

To achieve this, we work in close partnership with numerous partners including 'ERW' (the regional school improvement consortium) which is made up of six neighbouring Local Authorities (Carmarthenshire, Pembrokeshire, Ceredigion, NPT, Swansea and Powys). This alliance provides the framework for our school improvement services to implement effective support strategies across a wide range of specific areas of focus, for example curriculum provision, leadership development and securing progress for all learners.

We provide extensive support and guidance for all aspects of the inclusion and additional learning needs agenda in our schools. Our aim is to ensure the highest levels of inclusivity across all elements of provision within both our mainstream schools and specialist settings. We are currently focusing on preparing our schools to build capacity in readiness to successfully implement the forthcoming ALN Transformation in an

innovative and impactful manner.

We support the governance, finance and organisation of our schools through a variety of systems including practical and interactive workshops and training, emphasising engagement and collaboration with all school partners.

Our service remains committed to both the principles and priorities as outlined in the Welsh Government's most recent strategic document '[Education in Wales: Our National Mission](#).' Its four 'Enabling Objectives' serve to capture and embrace the direction of all our work:

1. Developing a high-quality education profession
2. Inspirational leaders working collaboratively to raise standards
3. Strong and inclusive schools committed to excellence, equity and well-being
4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Children's Services Division - Stefan Smith

Key Responsibilities:

- Safeguarding
- Safeguarding in Schools
- Fostering
- Adoption
- Complex Needs & Transition
- Residential & Acute Services
- Family Support Services (including Childcare, Families First & Flying Start)
- Education Psychology
- Out of Hours Service (incl. Adult social care services)



Children's Services Division provides a range of services and support, whose overall aim is to enable children and young people to continue to reside within their own families and within their own communities wherever it is safe to do so, and preventing the need for statutory involvement. Protecting children who are experiencing, or are at risk of abuse, neglect, or other kinds of harm is our priority. Our focus is on early intervention / prevention ensuring all children can reach their full potential whilst being healthy, happy and safe.

The Division is made up of the main statutory child care teams, early intervention and preventative services, along with more Specialist Teams.

Statutory child care teams provide services including; providing a single point of contact for anyone who has concerns over a child's welfare; working together with families and other agencies to co-produce and implement Care and Support Plans; undertake investigations into allegations of abuse and neglect; support Looked after children, Children on the Child protection register, Children with Complex needs and Transition; and provide support for Care Leavers.

We also provide a range of early intervention and preventative services in partnership with other agencies, including Families First (FF) programme, Team Around the Family (TAF), Flying Start, Family Information Service, and 3 Integrated Children's Centres. The service also supports 12 community family centres in partnership with Plant Dewi. We also link closely with schools on attendance and attainment, providing attachment awareness training in schools to ensure they are able to meet the emotional needs of vulnerable children.

Specialist teams include those providing a Psychology consultation service to pre-school settings, schools, children and young people and their families; and those who have responsibility for the recruitment, assessment, training and on-going support for foster carers and placements for looked after children.

In order to carry out our role effectively, as well as working together with families and partner agencies we also work as part of a region in specific areas, including IFST above, plus:

- Mid & West Wales Adoption Service – Carmarthenshire as lead authority, and includes Pembrokeshire, Ceredigion and Powys.
- Mid & West Wales Children Safeguarding Board (CYSUR), whose role is to protect children within the region who are experiencing, or are at risk of abuse, neglect or other kinds of harm, and to prevent children from becoming at risk of abuse, neglect or other kinds of harm.
- Mid & West Wales Regional Collaboration commissioning Programme Board

Modernisation Services Division – Simon Davies

Key Responsibilities:

- Development and delivery of the Modernising Education Programme (MEP)
- Statutory School Organisation & Federation Proposals
- Schools Estate Management
- Capital Investment Programme
- Programme and Project Governance
- Planning School Places
- Departmental link to Risk and School Transport



Modernisation Services is responsible for the development, management and delivery of the Modernising Education Programme (MEP) for the Department for Education and Children and the newly established Modernising Communities Programme (MCP) for the Community Services Department.

The Modernisation Services Manager is responsible for a small team consisting of 8 members of staff who facilitate the delivery of the following accountabilities:

- Development and implementation of the Council' 21st Century Schools Programme, incorporating all elements of the MEP serving as the Asset Management Plan for Schools.
- Development of HM Treasury 5 Case Model business cases for school reorganisation and investment projects for submission to the national 21st Century Schools Programme and other external funding sources.
- Commissioning of new or improved school premises in liaison with stakeholders, ensuring minimum disruption to the operation of schools.
- Statutory school organisation and federation proposals associated with improvement projects.
- Schools estate management including building maintenance, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation.
- Decommissioning of premises following the completion of statutory procedures to close or amalgamate schools.
- Departmental capital investment programme controlling and managing long-term and annual capital investment plans and budgets.
- Programme and project governance for capital investment projects.
- Planning School Places including school capacities, admission numbers, catchment areas, and school and pupil data reporting thereof to meet statutory obligations.
- Departmental responsibilities in relation to risk and school transport.

Key Responsibilities:

- School Catering
- School Admissions
- School Management Information Systems
- School Data & Service Performance
- Departmental Business Support
- Participation & Children's Rights
- Key link to TIC



The Division provides a range of functions to support the Department, Heads of Service, Senior Managers and others, as well as providing services and support to schools (e.g. school management information systems), children and young people (e.g. participation and children's rights) and the public (e.g. free school meal applications). In addition to this, specific responsibilities include support for the Departmental Management Team, lead for corporate matters and initiatives on behalf of the Department, in particular change projects in support of the corporate Transform, Innovate & Change programme.

The School Catering Team are responsible for:

- Providing school meals in all Carmarthenshire primary schools and 11 of the 12 secondary schools, serving some 18,000 meals every day
- Ensuring compliance with national standards including healthy eating, food hygiene and allergens
- Providing a free breakfast service in nearly all primary schools
- Providing an advisory service to the Communities Department for meals for older people in care homes and day centres as well as community meals

The Business Support Team are responsible for:

- Creditors and debtors processes including school catering
- Free School Meals applications
- Departmental Management Team support
- Food contract tendering and monitoring
- Mail handling, reception & meeting room management (St. David's Park & Griffith Jones Centre)
- School Milk & School Uniform Grant management

The Information & Improvement Team are responsible for:

- School Admissions
- School Management Information Systems (MIS) support, training & development
- Statutory school data returns, e.g. PLASC (Pupil Level Annual School Census), attendance & National Data Collection
- School data management and information requests
- Business planning & performance management
- Departmental service improvement projects

The Participation & Children's Rights Team are responsible for:

- Children & Young People's Participation Strategy
- Support for Carmarthenshire Youth Council
- Support for School Councils
- Participation of vulnerable groups
- Children's Rights

Section 2. Strategic Context

2.1 National Well-being Goals

For the first time in Wales, the Well-being of Future Generations (Wales) Act 2015, provides a shared vision for all public bodies to work towards. See Appendix 1 for an ABC guide to the Act.

2.2 The Council's Well-being Objectives

As a public body subject to the Act, we were required to publish Well-being Objectives that maximised our contribution to the National Goals by the 31st March 2017.

The Council's Well-being Objectives are:-

Start Well

1. Help to give every child the best start in life and improve their early life experiences
2. Help children live healthy lifestyles
3. Continue to improve learner attainment for all
4. Reduce the number of young adults that are Not in Education, Employment or Training

Live Well

5. Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty
6. Creating more jobs and growth throughout the county
7. Increase the availability of rented and affordable homes
8. Help people live healthy lives (tackling risky behaviour and obesity)
9. Supporting good connections with friends, family and communities

Age Well

10. Support the growing numbers of older people to maintain dignity and independence in their later years
11. A Council wide approach to supporting Ageing Well in Carmarthenshire

In a Healthy and Safe Environment.

12. Looking after the environment now and for the future
13. Improving the highway and transport infrastructure and connectivity
14. Promoting Welsh Language and Culture

In addition a Corporate Objective

15. Governance and Use of Resources (See more in Appendix 4)

2.3 The Departments contribution to the Council's Well-being Objectives:-

The department has a lead role on the following Objectives:-

1. Help to give every child the best start in life and improve their early life experiences
2. Help children live healthy lifestyles
3. Continue to improve learner attainment for all
4. Reduce the number of young adults that are Not in Education, Employment or Training

The department will further strengthen the action plans behind these Well-being Objectives during 2018/19 by:- (x refer to Section 4 Action Plan)

The department makes significant contributions to the following Objectives:-

5. Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty
9. Supporting good connections with friends, family and communities
11. A Council wide approach to supporting Ageing Well in Carmarthenshire

① See Appendix 2 To see how Divisions 'join-up' to contribute to each Well-being Objective

2.4 5 Ways of Working

To comply with the Well-being of Future Generations Act we must demonstrate the following 5 ways of working:

1. Long Term
2. Integrated
3. Involvement
4. Collaboration
5. Prevention

2.5 The County of Carmarthenshire's Well-being Plan – To be published by May 2018

The Well-being of Future Generations Act puts a well-being duty on specified public bodies across Carmarthenshire to act jointly and establish a statutory **Public Services Board (PSB)**. The Carmarthenshire PSB was established in May 2016 and is tasked with improving the economic, social, environmental and cultural well-being of Carmarthenshire. It must do so by undertaking an assessment of well-being in the County and then preparing a county Well-being Plan to outline its local objectives

- The assessment looks at well-being in Carmarthenshire through different life stages. The key findings can be found at www.thecarmarthenshirewewant.wales
- The PSB must publish a Well-being plan which sets out its local objectives to improving the economic, social, environmental and cultural well-being of the County and the steps it proposes to take to meet them. The first Carmarthenshire Well-being Plan will be published May 2018

The Well-being Objectives of the Carmarthenshire PSB are not intended to address the core services and provision of the individual partners, rather they are to enhance and add value through collective action. The statutory partners of the PSB (Council, Health Board, Fire & Rescue Service and Natural Resources Wales) each have to publish their own Well-being Objectives. See Carmarthenshire County Council's above.

Carmarthenshire PSB's draft Well-being Objectives are:-

- Healthy Habits: people have a good quality of life, and make healthy choices about their lives and environment
- Early Intervention: to make sure that people have the right help at the right time; as and when they need it
- Strong Connections: strongly connected people, places and organisations that are able to adapt to change
- Prosperous People and Places: to maximise opportunities for people and places in both urban and rural parts of our county

2.6 Carmarthenshire's Corporate Strategy 2015-20

- In September 2015 the Council published its Corporate Strategy and outlined its key areas of focus across seven outcome areas.
- This Strategy will need to be Consolidated with the Well-being Objectives and emerging Forward Work Plan for 2017/18
- The outcomes and focus of the strategy is attached in Appendix 3

2.7 Service Specific Strategies (Strategies with a clear interlink to the Well-being Act)

Legislation introduced recently that is changing the way we work includes:

- Social Services and Well-being (Wales) Act 2014
- Children & Families Act 2014

Section 3. Review and Evaluation

Departmental Self-Assessment on the 5 Ways of Working

To comply with the Act we must demonstrate the following 5 ways of working:-

The 5 Ways of Working (WOW)		How good are we at this? Strong Partial Weak	Self-Assessment
1	Looking at the long term so that we do not compromise the ability of future generations to meet their own needs	Partial	<p>Education and Children's Services as a long-term 'invest to save' service, laying down the foundations for life, living and the world of work, so that employable and well-qualified young people can be fully prepared to live and thrive as independent adults.</p> <p>For 18/19 we will 'X' reference to Section 4 Action Plans –JB to add ref nos (high level actions or themes)</p>
2	Understanding the root causes of the issues to prevent them reoccurring	Partial	<p>Promote high standards of attendance, behaviour, care, support guidance and application across services, so that learners can enjoy learning free from any major detrimental issues in safe learning environments; Promote restorative approaches in the Youth Support Service; The Social Services and Wellbeing (Wales) Act 2014 places a great emphasis on prevention work, requiring all agencies to engage proactively with families in order to avoid reaching thresholds for statutory intervention wherever possible, whilst always ensuring safety.</p> <p>For 18/19 we will 'X' reference to Section 4 Action Plans –JB to add ref nos</p>
3	Taking an integrated approach so that we look at all well- being goals and objectives of other services and partners	Partial	<p>Have regard for formal, informal and non-formal learning in partnership with other agencies locally and further afield; A recent CSSIW inspection (July 2016) recognised our need to work together with partners '<i>to develop an integrated approach to delivering information, advice and assistance, preventative services and statutory provision to achieve greater continuity and reduce duplication for children and families accessing these services</i>'; Multi-agency arrangements should be established to strengthen operational plans to support effective co-ordination of statutory partner's completion of Joint Assessment Frameworks.</p> <p>For 18/19 we will 'X' reference to Section 4 Action Plans –JB to add ref nos</p>
4	Collaboration - Working with others in a collaborative way to find shared sustainable solutions	Partial	<p>Promote a strong ethos of school-to-school working and collaborative activity across services and region; Build 'professional capital' to arrive at sustainable local solutions.</p> <p>For 18/19 we will 'X' reference to Section 4 Action Plans –JB to add ref nos</p>

5	Involvement a diversity of population in decisions that affect them	Partial	Promote participation of all children & young people; Promote voice of the learner, school councils and citizenship education so that learners develop as active participants in democratic society.
			For 18/19 we will 'X' reference to Section 4 Action Plans--JB to add ref nos

The 2017/18 Departmental and Divisional Business Plans contain a full review of 2016/17

Links:

[Departmental Business Plan 2017-20](#)

[Children's Services Divisional Business Plan 2017-20](#)

[Education Services Divisional Business Plan 2017-20 \(includes Curriculum and Wellbeing and Modernisation Services\)](#)

[Strategic Development Divisional Business Plan 2017-20](#)

Half year review of 2017-18 including issues arising since publication of last year's Business Plans

Children's Services Division

Current Strengths

- Children's Services continue to benefit from continuity in senior management
- We have a strong commitment in ensuring regular supervision, training and development, and caseloads are regularly monitored by senior management.
- We have seen a continued reduction in the number of looked after children over the last five years from 271 during 2012/13 to 192 at the end of September 2017 (29% reduction). Refocusing the work of front-line social work teams, and an increased emphasis upon preventative work has helped achieve this. Our focus on preventative services has been effective and has enabled us to support more children at home, preventing the need for more formal intervention.
- We have continued to perform well in maintaining looked after children (LAC) within the same school, (4.2% having had 1 or more changes of school between April-end Sept '17) much better than the Wales average during 2016/17 (12.7%), which has enabled good education outcomes.
- All childcare teams have now implemented the systemic model along with the 'Signs of Safety', and this way of working is also developing across all teams including Fostering Service. The format of assessments has been adjusted to suit. Feedback from families and other agencies has been positive.
- Since implementation there has also been a significant decline in the number of children on the child protection register from 104 (2014/15) to 77 at the end of September 2017.
- 1832 children (0-3) living in deprived communities are able to benefit from the Flying Start (FS) programme across 17 geographical areas in the county.
- We are continuing to extend the Team Around the Family (TAF) approach across the county for 0-25 year olds, and the Eligibility document regarding thresholds and access to TAF services has been completed
- Transition to the new Families First (FF) programme will be completed by April 2018 and will comprise of 13 projects focussing on three key areas: Parenting Support; Support for Young People; and disability support.

- Tim Camau Bach has extended their remit to provide services between the ages of birth to 16 years.
- We have continued to explore the potential of utilising school grounds outside of teaching hours to enable children greater access to play opportunities, and new schools are being designed to allow this access. Play training is being delivered to childcare and play settings along with primary schools across the county to raise the quality of play experiences for children.
- The Education and Well-being (LAC) Team are continuing to deliver Attachment awareness training, advice and support to all schools to better equip them in being able to meet the emotional needs of vulnerable children.
- The Young Carers services continues to work collaboratively with schools, health, and voluntary sector, to ensure they are 'young carers aware' and to deliver a range of initiatives for young carers. Schools are engaging in the Young Carers Awareness Award.
- Corporate Parenting Next Step team are increasingly providing a range of training and support for care leavers helping to reduce the number of NEET.

Since April 2016:

- 42 young people achieved employability qualifications including Emergency First Aid; Warehouse Operatives; Customer Service; Fitness & Wellness
 - 30 enrolled onto Further Education courses
 - 22 achieved permanent employment
 - 6 attending alternative curriculum
 - 4 enrolled on Undergraduate University courses
 - 4 attending work placements
 - 25 living independently
 - 6 passed driving theory & driving test
- Consultation is continuing in the Fostering Service with a number of activities being held during the year, including 'Sons and Daughters' of foster carers week during half-term, and a questionnaire for foster carers to provide feedback
 - Mid & West Wales (MWW) Regional Adoption Service continues to develop despite the challenges of the size and diversity of the region.

Since April 2017:

- 15 'should be placed' for adoption decisions made
 - 29 Placement Orders Granted
 - 12 children were 'placed for adoption'
 - 7 Adoption Orders granted
- We held our 8th annual 'Celebrating Success' event in October. Awards were presented for primary, secondary and further education students of the year; care leaver of the year; volunteer of the year. There were also special awards for music, sport and art. All GCSE and A Level students were also presented with awards. The Children's Commissioner and Education Minister attended and presented awards.

"The awards ceremony proves that this needn't be the case and showcases just what our looked after learners are capable of given the right support." Kirsty Williams

"It was an opportunity to thank foster parents, school and service staff for their valued work and support."

Areas for Improvement

- This year has been a challenging one with increased demand for services against a climate of financial austerity. We have seen an increase in referrals this year. However, this can also seen as positive due to

increased awareness-raising across agencies, including training in schools, together with the publicity following implementation of the SSWBA.

- We have seen an improvement in placement stability for looked after children (from 14.9% (15/16) to 4.2% of looked after children having had 3 or more placement moves since April '17). We will continue to monitor this through placement panel and permanency panel, alongside placement support meetings and the role of the senior practitioner in fostering whose focus is to support the more challenging teenage placements alongside other professionals such as CAMHS and Corporate Parenting service.
- Our new Edge of Care service will continue to focus is on prevention and maintaining children at home with families and friends and out of the care system wherever possible, utilising an integrated approach in collaboration with others.
- We are making steady progress in ensuring reviews of foster carers are carried out annually. (97% completed by end September '17). New systems of recording management information is in place and developments within the fostering service to ensure work is quality assured and workloads monitored.
- Recruitment and retaining foster carers across Carmarthenshire has become a struggle more recently. Allowances are under review to try and attract new applicants due to competition from neighbouring authorities. Also difficulty in recruiting carers for older children and young people who have complex needs.
- A guidance document has been completed for 'When I'm Ready' placements to strengthen this area of support to foster carers and young people who are cared for beyond their 18th birthday.
- We are also continuing to work with partners to improve appropriate accommodation options and housing support for all vulnerable young people (aged 16-25).
- Following an independent review undertaken by the Institute of Public Care (IPC) during 2016 which highlighted inconsistencies in the way resources were being allocated to disabled children and their families. In order to provide a more personalised approach to allocating resources, ensuring services are delivered on the basis of need, when they are needed, we have developed a Resource Allocation Tool which will help us allocate resources in a fair and equitable way, and give families greater choice and control over the services they wish to use. Following consultation with families and stakeholder groups we will be piloting this during 2018. It will change the way services are delivered as it will enable families to choose the support they want.
- We are continuing to try and attract new Welsh speaking child minders in areas of high demand/low supply, through increased awareness-raising and promotion. This has resulted in 12 potential new child minders, 5 of which are able to offer a Welsh medium service. We currently have 110 registered child minders offering 693 registered childcare places (292 of which are Welsh speaking places (at 30 September 2017). This is an area we are continually trying to improve.
- We are working with childcare providers and health visitors to encourage an increase on attendance rates across Flying Start settings after a disappointing result for the first term of childcare at 75% attendance (end Sept '17)
- We are continuing to develop and improve how children's services provide information, advice and assistance (IAA).

Education Services Division

Current Strengths

- The Division's Leadership Team continues to identify and support key areas of need and improvement for all our learners, staff and governors in an effective and responsive manner.
- We have continued to support Schools Causing Concern most effectively through a range of strategies including the utilisation of 'Improvement Panels' working in collaboration with Governors

and ERW partners. This work has witnessed much success and progress including removal from Estyn follow-up categories where appropriate.

- Ongoing support for all schools and their ALNCOs through bespoke seminar and workshop activities has focused effectively on key priorities including ALN reform.
- 'Best practice' sharing and collaboration between Inclusion, School Improvement and School-based colleagues has supported curriculum provision well, for example, the teaching and learning of literacy.
- All schools have benefited from detailed support packages implemented as a result of ERW Core Visits. This work has supported individual learner progress and end of Key Stage outcomes.
- Support for School Leadership and Governance has benefited from a wide range of seminar and workshop activities.
- We have further enhanced our Person-Centred Practice through the appointment and work of our Person-Centred Champions and undertaking of 'PCP Conferences.'
- We have provided all schools with useful resources such as 'One Page Profiles' and 'Individual Development Plan' templates. These have been developed well and are supporting higher levels of personalised learning for pupils.
- Guidance and support for school management and resource systems has impacted well on current practice.
- School-based Action Research projects have produced positive outcomes through innovative collaboration across Cluster Families.
- We have continued to implement a range of strategies to support school attendance across all phases. Secondary school attendance remains above the Wales average for the fourth year in succession.
- We have completed the remodelling of the Behaviour Support Service with the Behaviour Support Service now integrated with 'Canolfan Bro Tywi.' In addition, 'Canolfan Y Gors' provision has been further strengthened under the management of the Carmarthenshire Secondary Teaching and Learning Centre.

Areas for Improvement

- Continue to support schools to prepare for ALN transformation.
- Continue to support schools embed evolving curriculum, assessment and examination developments.
- Provide ongoing support, guidance and challenge for end of Key Stage 4 and Foundation Phase outcomes.
- Collaborate with departmental and school-based colleagues in support of the Behaviour Services Review recommendations.
- Continue to support the needs of the school leadership and 'provision footprint' agendas, collaborating closely with MEP colleagues.

Curriculum & Wellbeing Division

Current Strengths

- The Music Service continues to provide quality and challenging performing opportunities for all pupils
- The Music service has worked hard over the last twelve months to develop and improve the range of curriculum tuition offered to schools. This new offer is intended to pave the way for the new curriculum in light of the Donaldson report
- Wide range of support for and tracking of young people at risk of becoming NEET
- Wide range of support for schools including MAT, WB and digital and e-learning
- Carmarthen Learning Centre usage is at a high level, with a wide variety of private clubs and classes; community use and CCC provision

- Adult safeguarding training has been delivered to YSS staff
- The self-assessment against National Participation Standards has been completed; an Action plan has emerged out of the work done. The YSS is therefore working towards completion of identified actions.
- Welsh In Education Strategic Plan has been commended by Welsh Government and strong progress made in implementation planning
- Evolving vision on wellbeing provision, tied in to learner engagement, equity, inclusivity and excellence
- Information and communication systems developing well across the department
- Contribution to Governor training on data and providing strategic challenge

Areas for Improvement

- The Music Service must address the needs of the Service Level Agreement in relation to staffing as soon as possible in the next financial year and must review all staffing contracts with human resources
- Improving the awareness of for young people, parents and carers of local job opportunities
- Establishment of a framework for alternative curriculum provision in line with WG requirements
- Identification of a vision for Secondary education in Carmarthenshire
- Digital Literacy needs to be further embedded in all Essential Skills and ESOL classes
- Work with wider partnership to facilitate the integration of Refugees into the county
- Further bespoke safeguarding training is being planned for delivery across the YSS in order to ensure that staff possess the necessary knowledge and skills to safeguard children and young people
- The YSS has entered for the Bronze Youth Work Quality Mark and is preparing its submission for January 2018
- The YSS will work towards ensuring that Welsh Language Skills and development will be central to service delivery
- Behaviour Review must be implemented and taken forward by appointing the Behaviour and Wellbeing Transformation Manager
- WESP taken forward by Welsh Language Development Manager
- Further development of equity strategy, transferred into operational delivery

Modernisation Division

Current Strengths

The Modernising Education Programme (MEP) continues to make good progress:

- Carmarthenshire's Band A Programme:
 - Since April 2017, two business cases have been approved by the Welsh Government. This has meant construction has commenced on the Pontyberem scheme and will shortly commence on the Llangadog scheme.
 - Currently, 69% (11 out of 16) Band A projects have received Welsh Government Full Business Case (FBC) approval.
 - Construction continues at pace on the Pen Rhos (Seaside) Trimsaran, Parc Y Tywyn and St John Lloyd RC schemes.
 - Construction has been completed on the Coedcae scheme and the new buildings handed over to the school on time.
 - The MEP capital plan invested around £17 million across school infrastructure improvement projects in 2016/17, in varying stages of project development or delivery.
- School Rationalisation:

- The Authority determined to discontinue Llansadwrn and Llanwrda CP Schools with effect from 23rd April 2017.
 - Both school buildings have been decommissioned according to Authority procedures.
- School Capacity Calculations and Estate Management:
- The school reorganisation activities referred to above were supported through modelling revised capacity/admission Numbers.
 - An exercise on the wholesale revision of 3-11 capacity calculations was completed during the year and a number of capacities have been re-calculated on an ad-hoc basis in instances where schools were experiencing specific difficulties.
 - A programme of works to comply with the requirements of the Disability Discrimination Act (DDA) and Council's Inclusion and Equality Strategies is progressing well.
- Planning School Place - Pupil Forecasting:
- An annual exercise to predict the number of pupils expected to attend each of the County Council's maintained schools in the coming years has been in place since 2002. Since then the forecast numbers for the primary sector as a whole compared to actual numbers have varied between +2.25% and -1.31%, a very reliable statistical outcome.
 - The actual FTE number of primary pupils for January 2017 exceeded estimated numbers by 0.18% (27.5 pupils). In the secondary sector the forecast pupil population for January 2017 was less than actual numbers by 0.91% (101 pupils). Pupil forecasting methods are continually monitored and reviewed with comparisons made between different methods and actual numbers.

Areas for Improvement

- A couple of projects in development in Band A are causing concern as a result of some issues in relation to public objection to preferred sites and complex statutory processes. In order to mitigate the risk of delay, projects identified in Band B of the MEP programme are being developed early for acceleration should it be concluded that Band A projects are not be in a position to claim WG grant by March 2019.
- Decommissioned secondary schools as a result of school reorganisations are placing financial pressure on already stretched budgets. The sites are being retained for development as part of the Band B MEP Programme.

Strategic Development Division

Current Strengths

- Good progress has been made in delivering online payments for school meals & school payments, with a contract awarded to Parentpay following a competitive tender exercise. The pilot schools will go live in January 2018, with others following during 2018/2019.
- The Carmarthenshire Youth Council has made excellent progress, broadening its membership and developing links with secondary school councils, & delivering an excellent conference focussing on mental health in November 2017.
- Customer information on School Admissions has been developed, with improved website content, an online enquiry form, & a single point of contact for telephone calls.
- Provided good support to schools for their Management Information Systems, and submission of various statutory data returns, with a focus on data quality within these systems.

- Use of technology to streamline back office processes in the School Meal Service continues to be developed.
- Supported Rhydygors School to develop their catering service, improving nutritional standards, and saving costs
- Developed our electronic performance dashboard for use by the Departmental Management Team and senior managers
- Worked with University Trinity Saint David, and Departmental colleagues, to raise awareness of Children's Rights with professionals & children & young people
- Continued to seek further efficiencies with back office functions & costs, including promoting the use of pool cars, minimising the use of paper, and challenging the need for hard copy mail

Areas for Improvement

- There has been a further decline in the take-up of school meals during the year so far, for the second year in a row, causing concern that increasing school meal prices above the rate of inflation is having a detrimental impact in take-up. A lot of effort is focussed on promoting school meals, making them as attractive as possible to children & young people, whilst delivering on Welsh Government's requirements for healthy eating. Take-up will continue to be closely monitored.
- Delays, at times, dealing with applications for school places & the volume of appeals. This is being addressed by seeking improvements to the IT system where possible, working to minimise the number of appeals, and addition of temporary additional resources.
- Schools to work more strategically and collaboratively, including procurement of goods & services. This is being tackled through the TIC Schools workstream.
- Back office processes need further challenge & review to strip out waste & protect front line services. A Departmental Review will commence in December 2017 to focus on this.
- Ensuring there is sufficient resource to deliver the Children & Young People's Participation Strategy, including support for the Carmarthenshire Youth Council
- Internal Audit identified areas for improvement for school meals income collection & reconciliation, and the management of the School Uniform Grant. Action plans are in place to address the low/moderate) issues raised.

Section 4. Departmental Priorities for 2018/19 -2020/21

As a Department we have clear priorities for the next five years focused around 6 key themes-

1. *Every Service an Excellent Service-*

- Satisfied Customers who have had their needs met;
- High Standards- Well Educated and Well Qualified;
- Successful Inspection Outcomes- CSSIW, ESTYN, Internal Audit;
- Effective self-review and reflection- leading to remodelling.



2. *Workforce Development/Succession Planning-*

- Ensure effective performance management, support and development for all staff;
- A high quality workforce;
- Responding to the School Leadership and Teacher Recruitment Challenge;
- Further developing Service Leadership- Heads of Service, 3rd Tier Officers;
- Ensuring effective staff development and training- agile working, IT skills, resilience;
- Creating a robust, respected and resilient team.



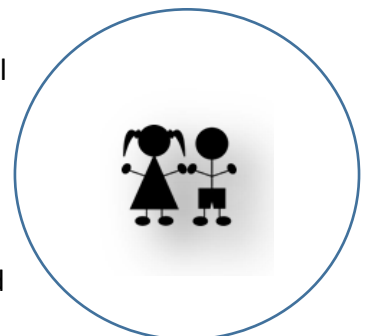
3. *The development of Welsh in all our services*

- Implementing our Welsh in Education Strategic Plan;
- Developing the Welsh language as a subject, a work and learning medium;
- A Departmental contribution to the 'A Million Welsh Speakers' challenge;
- Upskilling and supporting staff- within the Department and in Schools;
- Promoting the benefits of bilingualism.



4. *Prevention and Early Intervention*

- Safeguarding- making sure all children and young people are safe;
- Creating strong families by developing and providing successful programmes of support;
- Responding to the Wellbeing and Adverse Childhood Experiences agendas;
- Further developing responsive and proactive Youth Support Services ;
- Introducing the Children First approach based on integration and collaboration;
- Ensuring we provide high quality Early Years Education for all.



5. *An Excellent School in the Right Place*

- Engaged and motivated learners in 21st Century learning environments;
- A self-improving school system where every child and young person gains the skills and qualifications they need that are suited to the economic needs of the future;
- A suitable Primary School Footprint;
- Successful Futures- developing a local curriculum;
- Teaching and Learning- every lesson a good lesson;
- ALN Reforms- inclusion and person centred practice;
- Ensuring Value for Money- TIC approach, School Business Manager Pilot.



6. Partnership and Regional Working-

- Schools and Carmarthenshire working in partnership;
- Collaboration instead of Competition across all schools and services;
- Carmarthenshire a key partner- working for the common good, influencing at a regional and national level and sharing effective practice and learning from others;
- Working across services- City Deal, regeneration, workforce;
- Continue to work regionally as part of Mid & West Wales (MWW) Adoption Collaborative, MWW Children's Safeguarding Board (CYSUR), plus Integrated Family Support Service (IFSS)



To support the Departmental Priorities, High Level Actions are listed below. Well Being Objective Action Plans and Divisional Business Plans, when published, will give the full list of Actions undertaken by the Department.

Children's Services Division – Stefan Smith

Ref #	Key Actions and Measures	By When ^{#1}	By Who	Ref WBO, EC, *
	Sub Heading if required			
1	We will continue to transform children's social work practice by embedding and developing the systemic model of working (within Pod's), combining cohesively with Signs of Safety, including Disability and Fostering Services.	March 2019	Frances Lewis	WBO 1 EC200001 EC200003
2	We will continue effective management oversight and challenge of Assessments and Care and Support plans to ensure they are outcome focused, evidencing the voice of the child, and reflect the underpinning principles of the Social Services and Well-being Act (SSWBA).	March 2019	Frances Lewis	EC200001 EC200003
3	We will continue to develop the Mid & West Wales (MWW) Regional Adoption service in line with national, regional and local priorities.	March 2019	Frances Lewis	
4	We will continue to implement and consolidate the 'MACSE' (Multi-Agency Child Sexual Exploitation) model, and ensure we are conforming to regional thresholds and multi-agency arrangements.	March 2019	Noreen Jackman	WBO 1 EC200001
5	We will continue to develop and improve how Children's Services provide information, advice and assistance (IAA) to support families, ensuring information is easily available, accurate, accessible in different formats and progress links to the Dewis Directory of services	March 2019	Noeline Thomas (Noreen / Kelvin)	WBO 5 & 9
6	We will continue to extend and refine the Team Around the Family (TAF) approach across the county for 0-25 year olds. We will implement and evaluate the threshold document to help inform families and other agencies, and ensure people are getting the right help at the right time	March 2019	Yvonne H-Ruff / Noeline Thomas (Francis/ Noreen / Kelvin)	WBO 1 & 5
7	We will continue to develop the Flying Start programme, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners	March 2019	Nia McIntosh /Noeline Thomas	WBO 1, 2 & 5
8	We will implement the re-commissioned Families First (FF) programme (0-25yrs) incorporating the changes in response to Welsh Government Guidance, in delivering early intervention support services for disadvantaged children, young people and families across the county	March 2019	Janine Patrick / Noeline Thomas	WBO 1 & 5

9	We will continue to work towards addressing the childcare gaps identified in our most recent Childcare Sufficiency Assessment (2017-2022) in order to ensure that the Local Authority fulfils its statutory childcare sufficiency duty, and local parents/carers are supported to balance their working and caring responsibilities	March 2019	Lisa Grice / Noeline Thomas	WBO 1, 2 & 5
10	We will continue to work towards addressing the gaps identified in our most recent Play Sufficiency Assessment (2016-2019) in order to ensure that local children and young people have access to wide and varied play opportunities and experiences including the potential of utilising school grounds, outside of teaching hours	March 2019	Lisa Grice / Noeline Thomas	WBO 1, 2 & 5
11	We will implement the Carmarthenshire Family Support Strategy, including providing support services that promote family relationships and prevent family breakdown	March 2019	Noeline Thomas/ Sarah Howell / Janine Patrick	WBO 9
12	We will review our Corporate parenting strategy taking into account new guidance on the responsibility of the whole council as corporate parents.	March 2019	Bethan James	WBO 1
13	We will continue to provide attachment awareness training in schools to ensure they are able to meet the emotional needs of vulnerable children.	March 2019	Bethan James	WBO 1
14	We will continue to work with partners to improve appropriate accommodation options and housing support for all vulnerable young people (aged 16-25) and implement the care leavers accommodation framework.	March 2019	Wendy Thomas (Bethan James)	
15	We will continue to review and monitor processes to ensure Reviews of foster carers are undertaken on an annual basis in accordance with regulations to achieve 100% target	March 2019	Jayne Meredith	EC200001
16	We will continue to improve placement stability in line with the Carmarthenshire Children's Services Action Plan in respect of Looked After children (LAC) subject to 3 or more placement moves, and our Recruitment and Retention Strategy 2016-19.	March 2019	Jayne Meredith	EC200002 EC200003
17	We will continue to implement and develop the 'Signs of Safety' model and incorporate into practice in all children's services teams	March 2019	Jayne Meredith	EC200001 EC200003
18	We will implement our recruitment strategy action plan, along with the new National Fostering Framework (NFF), taking into account Special Guardianship Orders (SGO), and 'When I am Ready' guidelines	March 2019	Jayne Meredith	EC200002
19	We will implement a new electronic on-line processing of foster carer payments	March 2019	Jayne Meredith	EC200002
20	We will continue to reduce the number of children becoming Looked After and number of care proceedings	March 2019	Jayne Meredith	
21	We will continue to reduce the number of children on the Child Protection Register	March 2019	Jayne Meredith	
22	We will develop and implement a shared vision for disabled children and young people aged 0-25 across, education, health and social care services, ensuring that families can access the services they need, when they need them.	March 2019	Kelvin Barlow	EC200003
23	We will implement a personalised approach to allocating our resources for disabled children, ensuring that services are allocated on the basis of need and focus on meeting outcomes for the family.	March 2019	Kelvin Barlow	EC200003
24	We will extend the specialist provision at Garreglwyd as a centre of excellence for children and young people with Autistic Spectrum Disorder (ASD)	March 2019	Kelvin Barlow	EC200003
25	We will work with partners to ensure that the regional Integrated Autism Service complements our local services for children, young people and adults with Autistic Spectrum Disorder (ASD)	March 2019	Kelvin Barlow	EC200003

*WBO = Well-being Objective reference; EC = Departmental Risk Register
(see Appendix 4 for Full context Action Matrix)

Risks

EC201 - Failure to safeguard children

- Failure to protect Children at Risk;
- Failure to recruit and retain adequate number of social workers;
- Failure to appropriately manage social care caseloads;

EC202 - Foster Care payments;

EC203 - Failure to provide appropriate support for children with complex needs;

EC204 - Failure to manage the demand for Child Social Care.

Education Services Division – Andi Morgan

Ref #	Key Actions and Measures	By When ^{#1}	By Who	Ref WBO, EC, ERW*
	Sub Heading if required			
12722	Further enhancing programmes for safeguarding in schools, services and other settings to fully embed safe recruitment practices and strategies, including action to meet the Prevent duty to protect children and young people from the risks of radicalisation.	March 2020	tbc	
12511	Enhance outcomes for More Able and Talented pupils.	March 2019	Elin Forsyth	WBO 3 EC1 ERW8
12512	Improve the proportion of schools with a Green or Yellow categorisation in the National School Categorisation System.	March 2019	Elin Forsyth	WBO 3 ERW2
12513	We will support schools, in tandem with ERW (Education through Regional Learning), to further improve outcomes for all pupils outcomes at the end of the Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children.	March 2019	Elin Forsyth	WBO 3 EC1 ERW8
12515	We shall continuing to promote regular school attendance to maximise educational opportunities and child welfare, robustly challenging poor attendance and persistent absenteeism.	March 2019	Bethan James	WBO 3 EC1 ERW8
12516	We will consult with Headteachers to consider how to improve the % of absence due to authorised family holiday and absence due to illness.	March 2019	Bethan James	WBO 3
12514	Continue to hold all schools and ERW to account for further improving standards and outcomes for learners, intervening in schools where performance is not satisfactory.	March 2019	Andi Morgan	WBO 3 EC1 ERW2 & 4
PAM/006 (was EDU/017)	We will maintain the % of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and mathematics at 65.1%.	July 2019	Andi Morgan	
5.0.3.1	We will increase the % of pupils eligible for Free School Meals who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	July 2018	Andi Morgan	
12525	We will continue to support, challenge and improve the quality of leadership and its impact on improving provision and outcomes in collaboration with senior school leaders e.g. provision of Leadership Seminars and Networks.	March 2019	Andi Morgan	WBO 3
12526	We will support Governors in their strategic leadership role through focused training and briefing activities, including the mandatory governor training programme.	March 2019	Nia Thomas	WBO 3
12527	We will further develop systems to support school improvement, including ongoing Professional Development and Performance Management provision for school staff.	March 2019	Nia Thomas	WBO 3

12222	To support integrated approaches/planned developments at Rhydygors School to meet future curricular, behavioural, care and therapeutic needs of our most troubled/complex pupils and their families.	March 2019	Rebecca Williams	EC5
12726	Develop ALN outreach support working in partnership with specialist setting staff to share expertise to support pupils in mainstream settings.	March 2019	Rebecca Williams	EC3
12505	We shall implement the School Holiday Enrichment (Holiday Hunger) Programme (SHEP), supporting families and children during school vacations to cook healthy meals, particularly aimed at eFSM.	March 2019	Bethan James	WBO 2 & 5 EC5
12487	We will continue to delegate Additional Learning Needs (ALN) funding to schools and support them to map provision and meet all needs at a local level. We will consider future moves to develop a national needs-based school funding formula for ALN. #THIS DOESN'T APPEAR ON MY ACTIONS LITS JOHN	March 2019	Rebecca Williams	WBO 1 EC3
12488	We will continue to support schools to develop their person centred planning approaches to identify need, deliver personalised additional learning provision and provide holistic integrated responses through multi-agency working.	March 2019	Rebecca Williams	WBO 1 EC3
12489	We will continue to develop Individual Development Plans to meet all needs at all stages.	March 2019	Elinor Williams	WBO 1 EC5
12490	We will monitor, evaluate and celebrate achievements at key milestones of Additional Learning Needs (ALN) reform, especially the assessment and evaluation framework to provide schools with the confidence to innovate.	March 2019	Elinor Williams	WBO 1 EC5
12491	We will review workforce data in relation to a range of support services, e.g. Educational and Child Psychology and Sensory Impairment support and Advisory Teachers, to ensure support for low incidence high-complexity needs and high incidence low complexity needs.	March 2019	Rebecca Williams	WBO 1 EC5
EDU/006ii	We shall increase the percentage of pupils to receive a teacher assessment in Welsh (first language) at the end of Key Stage 3.	July 2019	Elin Forsyth	
12497	We shall continue to ensure that all schools are embedding the Food and Fitness Health topic, ensuring that schools are delivering 2 hours of quality PE lessons per week.	June 2020	Catrin Rees	WBO 2
12498	We will continue to support schools in their implementation of the Mental and Emotional Health and Well-being health topic as part of the Healthy Schools Scheme	March 2020	Catrin Rees	WBO 2
12507	We shall continue to work in partnership with the Sustainable Pre-School Healthy Schools Scheme in promoting the '10 steps to a Healthy Weight'.	March 2019	Catrin Rees	WBO 2

*WBO = Well-being Objective reference; EC = Departmental Risk Register; ERW = ERW Risk Register
(see Appendix 4 for Full context Action Matrix)

Risks

EC101 - Failure to raise standards at each key stage and especially the Level 2i indicator;

EC103 - Failure to support the implementation of the ALN reform;

EC105 - Failure to provide appropriate support for vulnerable learners;

EC107 - Failure to ensure that schools effectively manage their financial resources and respond to the challenges of reduced funding.

ERW Risks, which relate to the six Local Authorities, are to be added (where appropriate to Carmarthenshire) when published.

Ref #	Key Actions and Measures	By When ^{#1}	By Who	WbO Ref
	Sub Heading if required			WbOXX
Tbc1	Continue with the design of the Carmarthenshire Curriculum in partnership with ERW schools and other providers, framed within the national context.	March 2019	Aeron Rees	EC2
12530	Continue to support partnership working with other providers of adult community learning through the Carmarthenshire Adult Community Learning Group.	March 2020	Matt Morden	WBO 3 & 11
Tbc (12536)	We will implement the recommendations of the Carmarthenshire 11-19 Education Strategic Review by taking forward specific practical proposals to develop service delivery: by developing the commissioning model, implement actions stemming from performance data analyses and articulate a vision for the future of secondary schools in Carmarthenshire	March 2019	Matt Morden	WBO 4
12539	We will ensure that young people are afforded opportunities to be “well qualified and well educated” and develop young peoples’ employability so that they can thrive in the local, regional, and international jobs market, factoring in the Swansea Bay City Deal.	March 2020	Aeron Rees	WBO 4
Tbc2	We will commence implementing the review of behaviour management services and appoint a Transformation Manager to oversee developments	March 2019	Aeron Rees	EC5
Tbc3	We will develop further strategy for equity and inclusion, so that wellbeing and excellence go hand in hand – and implement a pilot project which will develop new operational practice in this area	March 2019	Aeron Rees	
Tbc4	We will develop practice so that The Youth Support Service can attain The Youth Service Bronze Quality Mark	March 2019	Gill Adams	
Tbc5	The YSS will work towards ensuring that Welsh Language skills and development will be central to service delivery, both in terms of staff skills as well as children, young people and young adults; and create positive environments for learning and use of the Welsh language.	March 2019	Gill Adams	
Tbc6	We will continue to ensure that a strong ethos of safeguarding pervades through Youth Support Service (YSS) and is manifested in its procedures, measures and actions taken.	March 2019	Gill Adams	
Tbc7	We will manage and oversee the successful piloting of support to schools in the Llanelli area who are planning to move along the language continuum	March 2019	Catrin Griffiths	
12534	We will develop a framework to commission support for vulnerable young people and alternative curriculum provision from January 2019 to replace the services offered through the Cynnydd European Social Fund (ESF) Project.	March 2020	Matt Morden	WBO 4
12641	Retention and promotion of Carmarthen Community Education Centre as a flagship hub venue for CCC Basic Skills and ESOL provision, private classes, community clubs and societies.	March 2019	Matt Morden	WBO 11
Tbc8	Continued efforts will be made to implement plans to ensure the sustainability of the Music Service as a thriving and innovative service for the children and young people of Carmarthenshire, increasingly linked into mainstream curriculum support. We will ensure that all Service Level Agreements (SLAs) must be returned by the 31 st March 2018 from schools across the county.	March 2019	Gareth Kirby	
Tbc9	The Music Service will continue to provide quality and challenging performing opportunities for all pupils, and build its growing profile in Wales, the UK and beyond	March 2019	Gareth Kirby	

Tbc10	We will further develop the data informed practice pilot, to ensure that all schools have access to appropriate and purposeful assessment materials, so that all learners' progress can be demonstrated	March 2019	Glenn Evans	
Tbc11	We will integrate the Healthy Schools Service into the division and incorporate their service delivery priorities into the overarching and emerging strategy for developing student well-being	March 2019	Glenn Evans	

WBO = Well-being Objective reference; EC = Departmental Risk Register
(see Appendix 4 for Full context Action Matrix)

Risks

EC102 - Failure to support schools to remodel curriculum in light of WG reviews;
EC104 - Failure to deliver the Welsh in Education Strategic Plan;

Modernisation Division – Simon Davies

Ref #	Key Actions and Measures	By When ^{#1}	By Who	WbO Ref
	Sub Heading if required			WbOXX
12517	We will deliver the Council's 21st Century Schools Programme, incorporating all elements of the MEP.	March 2019	Simon Davies	WBO 3 EC6
Tbc12	We will plan and manage the demand and supply of school places through coordination and analysis of pupil data, school capacities, admission numbers, and catchment areas.	March 2019	Simon Davies	
12518	We will manage school estate affairs including building maintenance, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation.	March 2019	Simon Davies	WBO 3 EC6
12519	We will prepare and undertake statutory procedures associated with federation, school organisation and/or improvement projects.	March 2019	Simon Davies	WBO 3 EC6
Tbc13	We will develop a Local Authority Federation Strategy for Schools.	March 2019	Simon Davies	

WBO = Well-being Objective reference; EC = Departmental Risk Register
(see Appendix 4 for Full context Action Matrix)

Risks

EC106 - Failure to manage the 2^{1st} Century School Programme and to invest in infrastructure and reduce the number of surplus places with the schools system;

Strategic Development Division – David Astins

Ref #	Key Actions and Measures	By When ^{#1}	By Who	WbO Ref
	Sub Heading if required			WbOXX
12729	Continue the roll out of online payments for school meals & school payments, in line with the project plan, to improve how income is collected & accounted for, reducing identified risks and making a significant contribution to the Council's Digital Transformation Strategy	March 2019	David Astins	

	Lead a review of Departmental Business Support Functions in order to minimise waste and deliver cashable efficiencies, protecting front line services	March 2019	David Astins	
12730	Lead the Department's contribution to corporate efficiency programmes through TIC, including schools, back office, finance / creditors functions, & agile / mobile working.	March 2019	Dave Astins	
12736	Lead the TIC Schools project, working with colleagues and schools to identify significant savings as set by the County Council through the budget efficiency programme.	March 2019	Allan Carter	EC7
12731	Support the work of the Youth Council, including seeking broader representation from across Carmarthenshire, and improve engagement with Council decision makers including Elected Members.	March 2019	Sarah Powell	
12732	Develop the participation of vulnerable groups, including in local and regional safeguarding arrangements and ensuring requirements of the Social Services & Well-being Act are met.	March 2019	Sarah Powell	
12733	Continue to improve School Admissions processes and procedures including the utilisation of Teacher Centre, and a stronger focus on customer contact to minimise waste	March 2019	Sue John	
12734	Implement agreed development plan for <i>Teacher Centre</i> , including FSM, ALN, & Transport, imported data from SIMS, wider use of TC by LA officers & sharing good practice across primary schools.	March 2019	Sue John	
12735	Move the FSM process into Teacher Centre, removing the need to maintain a separate FSM system.	March 2019	Helen Evans	
12503	Seek to further develop healthy eating in schools, beyond statutory Welsh Government regulations, working with dieticians from the health service (WB Objective).	March 2019	Helen Bailey	WBO 2

WBO = Well-being Objective reference; EC = Departmental Risk Register
(see Appendix 4 for Full context Action Matrix)

Risks

EC301 - Drop in school meal take-up as a result of budget efficiencies (including price increases) leading to unviability of the service.

Section 5. Resources

Budget Summary

The budget summary for 2018/19 will be included following the approval of the Council's budget in February 2018.

Savings and Efficiencies

Efficiency savings will be included here following the approval of the Council's budget in February 2018.

Workforce Planning

 [Workforce Planning Toolkit](#) and [Divisional Profile](#) to help complete this section

A Departmental Workforce Plan is being drafted by the Departmental Management Team with support from HR staff, this section will be updated early in 2018.

Section 6. Key Department Measures

Office use

Out turn data 2016/17

① [Enclose links to various forms of this data](#)

① [Reports to CMT and PEB](#)

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The table below shows the following information on measures that all 22 councils in Wales have to collect:-

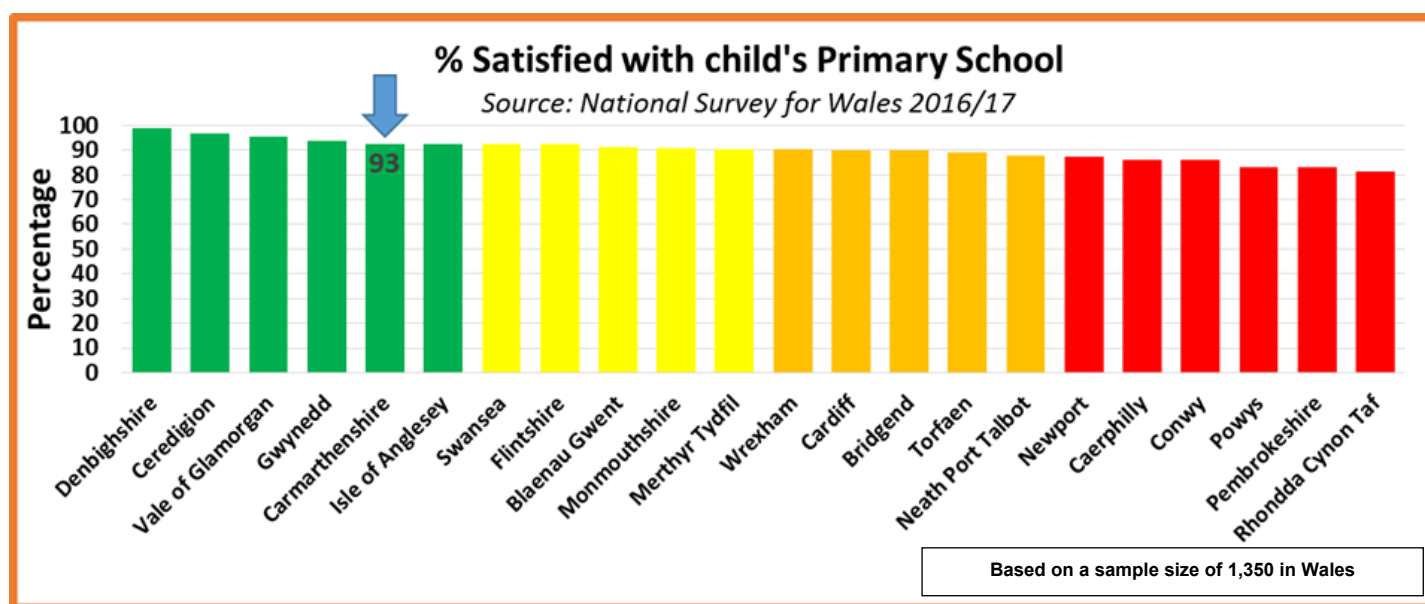
- Our 2016/17 result and whether it has improved on our 2015/16 result
- Our quartile (star rating) compared to other Council's in Wales
- Our Rank position for 2016/17 compared to our Rank position for 2015/16

The measures published by all councils in Wales				Has our result improved from 2015/16 to 2016/17		How good is our 2016/17 result?	22 nd	21 st	20 th	19 th	18 th	17 th	16 th	15 th	14 th	13 th	12 th	11 th	10 th	9 th	8 th	7 th	6 th	5 th	4 th	3 rd	2 nd	1 st
				Our 2016/17 result	Improved ↑ Standstill ↔ Declined ↓	★ = Bottom (Worst) ★★ = Bottom to Middle ★★★ = Middle to top ★★★★ = Top (Best)	Worst results											Best Results										
				→→→ Arrows start from our 2015/16 position											●● to our 2016/17 position													
People in Carmarthenshire fulfil their learning potential																												
8	% Pupils achieving Key Stage2 Teacher Assessment (EDU/003)	89.0	↑	★★★																								
9	% Pupils achieving Key Stage3 Teacher Assessment (EDU/004)	86.3	↑	★★																								
0	Average point score in external qualifications (EDU/011)	596.0#	↑	★★★★																								
1	% Achieved the Level 2 threshold (EDU/017)	65.1#	↑	★★★																								
2	Number of visits to Public Libraries per 1,000 population (LCL/001b)	7,646	↑	★★★★																								
3	% Pupils leaving with no qualification (EDU/002i)	0.2	↓	★★																								
4	% Pupils in care leaving with no qualification (EDU/002ii)	0.0	↔	★★★★																								same joint
5	% Pupil attendance in primary schools (EDU/016a)	94.8	↓	★★																								
6	% Pupil attendance in secondary schools (EDU/016b)	94.5	↑	★★★																								
7	% Of statements submitted < 26 weeks incl exceptions (EDU/015a)	43.9	↑	★																								
8	% Of statements submitted < 26 weeks excl exceptions (EDU/015b)	71.4	↓	★																								
9	% achieving Welsh (first language) Key Stage 3 (EDU/006ii)	42.2	↓	★★★★																								same
People who live, work and visit Carmarthenshire are safe and feel safer																												
0	% Looked-after children changing school (SCC/002)	3.4	↑	To follow																								
1	% Children in care with 3 or more placements in the year (SCC/004)	11.17	not comparable with previous year	To follow																								

Measures 10 & 11 - Our results are the same as the Welsh Government publication which is based on school Year 11 cohort and includes children educated other than at school (EOTAS) which is not truly comparable with the previous year. This differs to the Local Government Data Unit publication of data on 13th September 2017 based on the 'pupils aged 15 at the start of the school year' cohort and excludes children educated other than at school (EOTAS) or Independent schools which can be compared with the previous year but still shows an improved results for Carmarthenshire with 590.6 and 64.5% respectively.

National Survey for Wales 2016/17

Recently published results from the [2016/17 National Survey for Wales](#) shows that **93%** of residents in Carmarthenshire were satisfied with their child's **Primary School**. This is the **5th best** result in Wales.



Compliments and Complaints 2016/17

Compliments:

Compliments	Children Services	Education Services	Strategic Development	Cross Division
Compliments received per division	11 (9)	22 (14)	3 (6)	

Complaints:

	Children's Services		Education Services		Strategic Development	
Total Complaints	24 (14)		7 (5)		32 (2)	
Stage 1 Complaints Investigated	22		6		32	
Upheld	5	23%	1	17%	24	75%
Partially Upheld	5	23%	1	17%	2	6%
Not Upheld	12	54%	4	57%	6	19%
Stage 2 Complaints Investigated	2		1			
Upheld						
Partially Upheld			1	100%		
Not Upheld	2	100%				

(2015-16 totals shown in red)

Children's Services Division

Definition / Measure Reference		2015/ 16	2016/17				2017/18		2018/19	Cost Measure (£)
				All Wales Comparative data						
		Our Result	Our Result	Wales Average	Lower Quartile	Upper Quartile	Target set	Result	Target set (at EOY)	
SCC/24 WBO1 PAM 28	% of assessments completed for children within statutory timescales	New for 16/17	82.9%	90.8%	84.4%	95.2%	84.0%			
SCC/25 WBO1	% of children supported to remain living within their family	New for 16/17	79.7%	69.2%	63.8%	74.3%	80.7%			
SCC/26 WBO1	% of looked after children returned home from care during the year	New for 16/17	24.6%	13.6%	12.2%	15.0%	25.2%			
SCC/27 WBO1	% of re-registrations of children on local authority Child Protection Register (CPR)	New for 16/17	10.4%	6.3%	3.8%	9.4%	9.4%			
SCC/28 WBO1	Average length of time for all children who were on the CPR during the year	New for 16/17	274.8 days	245.1 days	230.2 days	267.1 days	273			
SCC/29a	% of children receiving care and support achieving the core subject indicator at key stage 2	New for 16/17	56.7%	56.5%	50.0%	63.0%	60			
SCC/29b	% of children receiving care and support achieving the core subject indicator at key stage 4	New for 16/17	18.0%	14.2%	12.5%	17.9%	20			
SCC/30 WBO2	% of children seen by a registered dentist within 3 months of becoming looked after	New for 16/17	71.4%	59.4%	54.0%	72.1%	74.3%			
SCC/31 WBO2	% of children looked after at 31 March who were registered with a GP within 10 working days of the start of their placement	New for 16/17	94.0%	91.7%	88.1%	99.4%	95.2%			
SCC/32 WBO1	% of looked after children who experienced one or more change of school during a period of periods of being looked after which were not due to transitional arrangements in the year to 31 March	New for 16/17	3.4%	12.7%	10.2%	16.0%	5.0%			
SCC/33 WBO1 PAM 29	% of children who are looked after, who have had 3 or more placement moves during the year	14.9%	9.2%	9.8%	6.7%	12.6%	10.7%			
SCC/34a	%of all care leavers who are in education, training or employment at 12 months after leaving care	New for 16/17	56.3%	52.4%	49.0%	63.3%	62.5%			

SCC/34b	% of all care leavers who are in education, training or employment at 24 months after leaving care	New for 16/17	50.0%	47.1%	44.6%	51.9%	55.0%			
SCC/35	% of care leavers who have experienced homelessness during the year	New for 16/17	2.6%	10.6%	7.1%	15.4%	10.0%			
PAM/27	% children satisfied with their care & support	New for 16/17	85.2%	87.8%	81.9%	91.9%	82.0%			

*Note: WG have noted “due to significant changes in policy set out in the SSWBA this has had an effect on the quality of national social services data collections. As a result data will only be published at a Wales level with no comparison data. Wales level data with averages and quartiles gives an ‘indication’ of the variance across LA’s”.

FLYING START

Ref	Measure Description	2015/16 Result	2016/17 Target	2016/17 Result	2017/18 Target
9.1.8.1 WBO1	The % of attendance at the free Flying Start Child Care placement	N/a	77%	78.9%	80%
9.1.8.2	Number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach	17	23	15	N/a
9.1.8.3	The % of high need families living in a Flying Start area receiving at least a monthly contact from the Flying Start Health Visiting Service	96%	93%	96%	96%
9.1.8.6	The % of families with additional social welfare needs linked to poverty, living in a Flying Start area receiving time specified interventions from the wider Flying Start Team	96%	95%	90%	93%
9.1.8.8	The % of unauthorised absence at the free Flying Start Child Care settings	N/a	6.0%	4.07%	4.00%
9.1.8.9	% of children in Flying Start areas reaching, exceeding or within one age band of their development milestone at age 2 years, (assessed within 23-25 month)	N/a	85%	84.90%	N/a
9.1.9.0	% of children in Flying Start areas reaching, exceeding or within one age band of their development milestone at age 3 years, (assessed within 35-37 month)	N/a	90.00%	87.13%	N/a

Mid & West Wales Adoption Services			
Performance Indicators for Service	15/16 Results	16/17 Results	Benchmark (Wales)
Number of children Referrals made to the Service during the year (Measure 1)	New 16/17	81	
Number of Should be Placed for Adoption decisions made during the year (Measure 2)	New 16/17	50	
Number of Placement Orders Made during the year (Measure 3)	21	31	
Number of children Placed for Adoption (Measure 4)	30	23	
Number of Adoption Orders granted (Measure 5)	New 16/17	24	
Number of children with an Agency Should Be Placed for Adoption Decision (SBPD) who have not yet been placed for Adoption as at 31st March (Measure 6)	18	33	
Number of children with agency Should be Placed for Adoption Decision as at 31st March who also have a Placement Order but have not yet been Placed for Adoption (Measure 7)	New 16/17	22 (67%)	40%
Number of Children with an agency SBPD who also have a Placement Order and have been matched but not yet placed for adoption as at 31 March (Measure 8)	New 16/17	1 (3%)	
Total days it has taken all children Placed for Adoption during the quarter to progress from start date of most recently becoming looked after to date of placement for adoption (Measure 9)	New 16/17	3977	
Longest length of time in days it has taken for a child Placed for Adoption to progress from the date of most recently becoming Looked After to the date of Placement for Adoption during the quarter (Q4) (Measure 10)	New 16/17	625	
Total days it has taken all children placed for adoption (in quarter (Q4) to progress from date of should be placed for adoption decision to date of placement for adoption (Measure 11)	New 16/17	2514 days	
Longest time in days it has taken any child Placed for Adoption in quarter (Q4) to progress from date of Should be Placed for Adoption Decision to date of Placement for Adoption (Measure 12)	734 days	455 days	
Total days it has taken all children who were placed for adoption during the quarter (Q4) to progress from the date of their placement order to date of placement for adoption (Measure 13)	New 16/17	1842 days	
Number of children Matched (approved by Agency Decision Maker) during the year (Measure 14)	33	22	
Number of children Matched who have waited longer than 6 months (or 3 months for a relinquished child under 6 months of age) to progress from date of Should be Placed for Adoption Decision (SBPD) to date of Agency Decision to approve Match (Measure 15)	15	8 (36%)	
Number of children with Placement Order who have Permanence Plan recommended to change from Adoption at LAC Review (Measure 16)	5	1	

Number of children whose Agency approved Match did not proceed to Placement with those specific adopters (Measure 17)	0	3 (14%)	8% or less
Number of children whose placement for adoption permanently disrupts between date of placed for adoption and before adoption order (Measure 18)	0	1	
Number of children looked after who are known to have been previously adopted (Measure 19)	0	3	
Number of children Placed for Adoption during the year for whom Life Journey material has been provided to adopters by the time of 2nd Adoption Review (Measure 20)	29	15 (79%)	
Number of Children who had their second adoption review during the year (% children at their 2nd review whose adopters had received life journey material) (Measure 21)	New 16/17	19	75%
Number of children placed for adoption during the year who have had an assessment for adoption support (Measure 22)	30	23 (100%)	
Number of children placed for adoption during the year whose plan for adoption support involved ongoing service provision at the point of placement, one-off and otherwise (Measure 23)	New for 16/17	11 (48%)	
Number of children placed for adoption during the year who have had an assessment for adoption support, the plan has been discussed with the adopters (Measure 24)	30 (100%)	19 (100%)	
Number of children placed for adoption where an ongoing adoption allowance was granted (Measure 25)	New for 16/17	6 (26%)	
Number of children placed for adoption where a 'one-off financial payment was involved (Measure 26)	New for 16/17	0	
Number of children placed for adoption where a non-financial adoption support service only was involved (Measure 26)	New for 16/17	5 (22%)	
Number of new assessments started in respect of children that are currently not receiving an adoption support service (Measure 27)	New for 16/17	17	
Number of completed new assessments in respect of children that are currently not receiving an adoption support service (Measure 28)	New for 16/17	11	
Number of new assessments completed during the year which resulted in an ongoing adoption allowance being agreed (Measure 29)	New for 16/17	3 (27%)	
Number of new assessments completed during the year which resulted in a 'one-off' financial payment being agreed (Measure 30)	New for 16/17	5 (45%)	
Number of new assessments completed during the year which resulted in a non-financial adoption support service being agreed (Measure 31)	New for 16/17	8 (73%)	
Number of Initial Enquiries regarding Adoption received during the year (Measure 32)	New for 16/17	82	
Number of Initial Enquiries regarding Adoption which receive a response by phone, email or letter within 5 working days (Measure 33)	101(85%)	81(100%)	
Number of Prospective Adopters receiving Agency Decision to approve as suitable to adopt (Measure 34)	23	22	

Total days it has taken all prospective adopters to progress from initial enquiry to date of receiving Agency Decision to approve as suitable to adopt (Measure 35)	New for 16/17	2597	
Number of adopter assessments started during the year (Measure 36)	New for 16/17	23	
Number of assessments commenced that do not result in a decision to approve the prospective adopter(s) (Measure 37)	New for 17/18	New for 17/18	
Number of Initial Visits (or attendance at Information Event)s to Prospective Adopters (Measure 38)	40	32	
Number of prospective adopters who do not proceed from initial visit to application to adopt (Measure 39)	25	9	
Number of Birth Parents of children referred to the adoption agency (Measure 40)	New for 16/17	59	
Number of Birth Parents of children referred to the adoption agency who were offered a service (Measure 41)	New for 16/17	59 (100%)	
Number of birth parents of children referred to the adoption agency who take up a service (Measure 42)	43 (91%)	44(75%)	50%
Number of other birth parents who took up a service (Measure 43)	New for 16/17	12	
Number of requests for an assessment for post adoption support from birth siblings (Measure 44)	New for 16/17	0	
Number of requests for an assessment for post adoption support from other adults (relatives/former guardians) affected by the adoption of a particular child (Measure 45)	New for 16/17	13	
Number of requests for access to birth records (Measure 46)	New for 16/17	39	
Number of requests for intermediary services (Measure 47)	New for 16/17	24	
Total days it has taken all prospective adopters to progress from formal application to approve as suitable to adopt (Measure 48)	New for 17/18	New for 17/18	

Education Services

Definition / Measure Reference (abbreviated definition is fine)		2015/16 (AY 2014/15)	2016/17 (Academic Year (AY) 2015/16)				2017/18 (AY 2016/17)		2018/19 (AY 2017/18)	Cost Measure (£)
		Our Result	Our Result	All Wales Comparative data			Target set	Result (when available)	Target set	
				Quartile * to ****	Welsh Median	Welsh Best Quartile				
PAM /007 (was EDU/016a)	% of pupil attendance in Primary Schools <i>(WBO 3)</i>	95.2	94.8	**	94.9	95.3	95.0			
PAM /008 (was EDU/016b)	% of pupil attendance in Secondary Schools <i>(WBO 3)</i>	94.2	94.5	***	94.2	94.5	94.6	94.3		
EDU/013	Number of pupils per teacher in Primary Schools	19.6	19.9	No comparable data available			19.7	20.2		
4.1.2.2	% of authorised absence in Secondary schools <i>(WBO 3)</i>	5.1	4.9		4.5		4.8	4.8		
4.1.2.3	% of authorised absence in Primary schools <i>(WBO 3)</i>	4.0	4.4		4.0		4.2			
EDU/006i	% of pupils receiving Teacher Assessment in Welsh First Language at KS2 (Year 6) <i>(WBO 3)</i>	51.9	50.5	No comparable data available			51.0			
PAM /004 (was EDU/003)	% KS2 pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science) <i>(WBO 3)</i>	88.2	89.0	***	89.9	89.9	89.2	88.8		
EDU/006ii	% of pupils receiving Teacher Assessment in Welsh First Language at KS3 (Year 9) <i>(WBO 3)</i>	43.2	42.2	No comparable data available			42.5			

		2015/16	2016/17 (Academic Year (AY) 2015/16)				2017/18		2018/19	
PAM/005 (was EDU/004)	% KS3 pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science) (<i>WBO 3</i>)	85.1	86.3	**	86.1	88.2	86.5	88.4		
PAM/006 (was EDU/017)	% of pupils age 15 achieving Level 2 threshold incl. GCSE A*-C in English or Welsh and mathematics (<i>WBO 3</i>)	61.1	65.1	****	60.3	65.0	65.1			
EDU/002i	% of pupils age 15 leaving secondary school without a qualification	0.0	0.2	**	0.2	0.0	0.0			
EDU/002ii	% of pupils age 15 in local authority care leaving secondary school without a qualification	0.0	0.0	****	1.1	0.0	0.0			
EDU/011	Average wider point score of pupils aged 16 (all exam results score) (<i>WBO 3</i>)	580.3	596.0	****	529.3	555.6	600.0			
EDU/009a	Average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision	0.0	0.0	No comparable data available			0.0			
EDU/009b	Average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision	0.0	0.0	No comparable data available			0.0			
EDU/010a	% of school days lost due to fixed-term exclusions in Primary Schools	0.015	0.013	No comparable data available			0.011			

		2015/16	2016/17 (Academic Year (AY) 2015/16)				2017/18		2018/19	
EDU/ 010b	% of school days lost due to fixed-term exclusions in Secondary Schools	0.039	0.046	No comparable data available			0.040			
PAM/ 003 (was 5.0.2.9)	% of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development) <i>(WBO 1 & 3)</i>	86.8	85.9		87.0		86.5	85.6		
5.0.2.2	% of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent <i>(WBO 3)</i>	87.0	89.2		84.0		89.5			
5.0.2.6	% of 15/16 yr olds achieving Core Subject Indicator (expected performance in English or Welsh first language, maths and science) <i>(WBO 3)</i>	58.2	62.3		57.6		62.5			
5.0.2.3	% of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A Levels Grades A-E) <i>(WBO 3)</i>	98.1	99.5		98.0		99.6			
5.0.2.8 a	Number of pupils permanently excluded from Primary Schools per 1000 pupils	0.0	0.0	No comparable data available			0.0			
5.0.2.8 b	Number of pupils permanently excluded from Secondary Schools per 1000 pupils	0.0	0.1 (1 pupil)	No comparable data available			0.0			
5.0.2.8c	Number of pupils permanently excluded from Special Schools per 1000 pupils	0.0	0.0	No comparable data available			0.0			

		2015/16	2016/17 (Academic Year (AY) 2015/16)				2017/18		2018/19	
EDU/015a	% of final statements of special education need issued within 26 weeks including exceptions (WBO 1)	34.8	43.9	*	77.4	99.1	45.0			
EDU/015b	% of final statements of special educational need issued within 26 weeks excluding exceptions (WBO 1)	80.0	71.4	*	95.4	100.0	90.0			
5.0.3.1	% of FSM pupils who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	33.7	41.5	****	35.6	tbc	42.0			
8.3.1.4	% of schools achieving phase 3 of the Healthy Schools Initiative	86	88	No comparable data available			discontinued			

Curriculum & Wellbeing

Definition / Measure Reference (abbreviated definition is fine)		2015/16 (AY 2014/15)	2016/17 (Academic Year (AY) 2015/16)				2017/18 (AY 2016/17)		2018/19 (AY 2017/18)	Cost Measure (£)
			All Wales Comparative data							
		Our Result	Our Result	Quartile * to ****	Welsh Median	Welsh Best Quartile	Target set	Result (when available)	Target set	
PAM/009 (was 5.1.0.1)	% of Year 11 leavers Not in Education, Employment or Training (NEET's) <i>(WBO 3 & 5)</i>	3.5	2.1		tbc		2.0			

		2015/16	2016/17 (Academic Year (AY) 2015/16)				2017/18		2018/19	
5.1.0.2	% of Year 13 leavers Not in Education, Employment or Training (NEET's) <i>(WBO 3 & 5)</i>	2.8	2.0		tbc		1.9			
8.3.1.5	% of schools achieving phase 4 of the Healthy Schools Initiative <i>(WBO 2)</i>	59	63	No comparable data available			79			
8.3.1.6	% of schools achieving phase 5 of the Healthy Schools Initiative	New PI for 2017-18	26	No comparable data available			42			

Modernisation Services

Definition / Measure Reference (abbreviated definition is fine)		2015/16 (AY 2014/15)	2016/17 (Academic Year (AY) 2015/16)				2017/18 (AY 2016/17)		2018/19 (AY 2017/18)	Cost Measure (£)
				All Wales Comparative data						
		Our Result	Our Result	Quartile * to ****	Welsh Median	Welsh Best Quartile	Target set	Result (when available)	Target set	
4.3.1.7	School places removed as a result of Modernising Education Programme	394	141	n/a	n/a	n/a	0	0		
4.3.1.8	% of schools graded as "Good" or "Satisfactory" for school building condition <i>(WBO 3)</i>	55	57	n/a	n/a	n/a	57			

Strategic Development

There are no statutory measures for this services. The Division is working on meaningful and useful performance / management measures.

Appendix 1

Well-being of Future Generations Act 2015

This is a new Act introduced by the Welsh Government, which will change aspects of how we work. The general purpose of the Act is to ensure that the governance arrangements of public bodies for improving the well-being of Wales take the needs of future generations into account. The Act is designed to improve the economic, social and environmental well-being of Wales in accordance with sustainable development principles.

A. The Sustainable Development Principle of the Act

The new law states that we must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. **The sustainable development principle** is

‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’

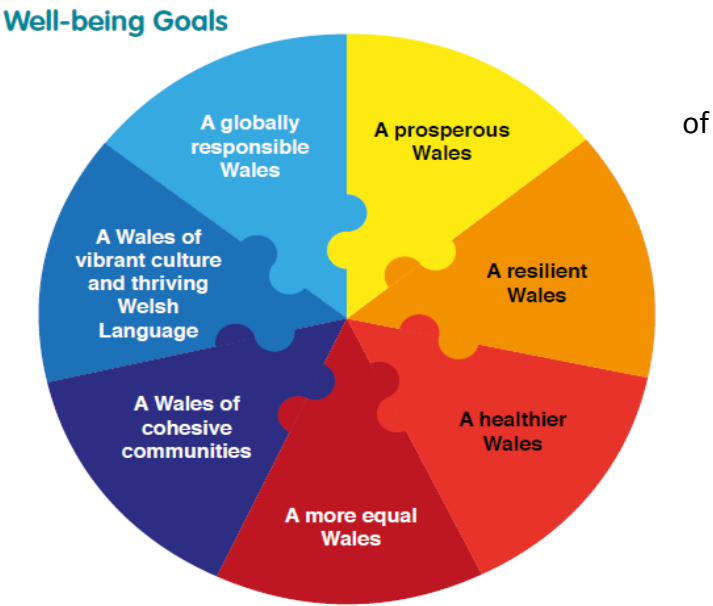
B. The Five Ways of Working required by the Act

To show that we have applied the sustainable development principle we must demonstrate the following 5 ways of working:-

- 6. Looking to the long term so that we do not compromise the ability of future generations to meet their own needs;
- 7. Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their priorities;
- 8. Involving a diversity of the population in the decisions that affect them;
- 9. Working with others in a collaborative way to find shared sustainable solutions;
- 10. Understanding the root causes of issues to prevent them from occurring.

C. The Seven Well-being Goals of the Act

There are **7 well-being goals** in the Act. Together they provide a shared vision for public bodies to work towards. We must work towards achieving all them.



As a public body subject to the Act we had to publish Well-being Objectives by the 31st March 2017

Appendix 2

Carmarthenshire County Councils Well-being Objectives

Key for the following table [Link to the Corporate Map of WbO and HOs](#)

1=Lead role – Key contributions identified in the Action Plan in this business plan

2= Significant Support - Significant contributing Actions identified in this plan

3- Some contributing Actions

[Link to Spreadsheet- with all Well being Objectives and action plans – filtered by Department and Division](#)

Council Well-being Objective	Children’s Services Division	Curriculum & Wellbeing Division	Education Services Division	Modernisation Services	Strategic Development Division
Page 86					

						Division	
			Stefan Smith	Aeron Rees	Andi Morgan	Simon Davies	David Astins
Start Well	1	Help to give every child the best start in life and improve their early life experiences.	1	3	2	3	3
	2	Help children live healthy lifestyles	2	1	2	3	2
	3	Continue to Improve learner attainment for all	3	2	1	2	3
	4	Reduce the number of young adults that are Not in Education, Employment or Training	3	1	2	2	3
Live Well	5	Tackle poverty by doing all we can to prevent it, help people into work and improve the lives of those living in poverty	2	2	2		
	6	Create more jobs and growth throughout the county					
	7	Increase the availability of rented and affordable homes					
	8	Help people live healthy lives (tackling risky behaviour & obesity)					
Age Well	9	Support good connections with friends, family and safer communities	3				
	10	Support the growing numbers of older people to maintain dignity and independence in their later years					
	11	A Council-wide approach to support Ageing Well in the county		3			
In a Healthy & Safe Environment	12	Look after the environment now and for the future					
	13	Improve the highway and transport infrastructure and connectivity					
	14	Promote Welsh Language and Culture		2	2		
	15	Governance and Use of Resources					

Appendix 3

Corporate Strategy 2015-2020

Key for the following table

1= Lead role – Key contributions identified in the Action Plan in this business plan

2= Significant Support - Significant contributing Actions identified in this plan

3= Some contributing Actions

Ref	Corporate Strategic Expected Outcomes and Strategic Focus	Children's Services Division Stefan Smith	Curriculum & Wellbeing Division Aeron Rees	Education Services Division Andi Morgan	Modernisation Services Division Simon Davies	Strategic Development Division David Astins
	Making Better Use of Resources					
1	Managing and making best use of the Council's property and assets with a focus on rationalising office accommodation and sharing with other partners as well as facilitating community ownership of assets for community benefit				2	
2	Providing services as efficiently as possible, ensuring value for money and supporting staff in order to reduce sickness absence rates	3	3	3	3	3
3	Investigating and developing new ways of working and providing services					2
4	Working in collaboration with other organisations to identify areas for shared services and economies of scale to reduce running costs	3	3	3	3	3
5	Reviewing management and 'back office' costs in order where possible to safeguard 'front line' services.					2
	Improved public satisfaction levels with the services provided by the Council					
	Reduction in organisational 'running costs'					
	Increased on line activity to address public queries and transactions					
	Building a Better Council					
6	Promoting local democracy and transparency by further developing approaches to engaging and communicating with our residents and stakeholders including the increased use of digital technologies					
7	Ensuring the Council's governance arrangements and constitution are fit for purpose for future requirements in line with the findings and recommendations of the 2014 WLGA 'Peer Review'					
8	Managing and supporting our workforce to provide better outcomes for our residents through appropriate recruitment, retention and development of our staff.					
9	Developing an integrated workforce plan that supports the Council's strategic objectives.					
10	Increasing collaboration with our partners and communities in order support the delivery of services					
11	Responding to the need to reform local government and ensuring Carmarthenshire is well positioned in any future arrangements.					
12	Strengthening the position of the Welsh language in Carmarthenshire by implementing the recommendations of the 'Welsh Language in Carmarthenshire's report (March 2014)		1			
	Increasing public communication, consultation and engagement					
	Improved staff satisfaction levels					
	Reduced staff sickness absence levels					
	People in Carmarthenshire are healthier					
13	Ensuring further integration of community focused Council support services with health services					
14	Enhancing the range of community options to support older people to remain independent in their later years		3			

Ref	Corporate Strategic Expected Outcomes and Strategic Focus	Children's Services Division Stefan Smith	Curriculum & Wellbeing Division Aeron Rees	Education Services Division Andi Morgan	Modernisation Services Division Simon Davies	Strategic Development Division David Astins
15	Supporting disadvantaged children and families to build their resilience with early intervention through targeted intervention programmes such as Flying Start, Families First and Communities First and embedding this practice within our core services	1				
16	Increasing the availability of rented and affordable homes to support the needs of local people by building new homes, bringing empty homes back into use and ensuring an allocation of affordable homes on new developments					
17	Mitigating the local impacts of welfare reform by supporting effected residents through the changes	1				
18	Supporting residents suffering from fuel poverty and introducing renewable energy technology to our tenants homes in order to save them money on energy costs					
19	Getting more Carmarthenshire people more (physically and creatively) active, more often in order to improve the health and well-being of our residents.		2			
	Reduction in referrals to adult and children's social services					
	Increased availability of rented and affordable homes					
	Increased use of leisure facilities					
	People in Carmarthenshire fulfil their learning potential					
20	Ensuring continuous improvement in education outcomes for all children and young people across all learning phases			1		
21	Successfully introducing and translating the new national curriculum and qualifications into an inspiring and engaging local curriculum			1		
22	Developing a self-improving school system across the County making every school a good and improving school			1		
23	Continuing to improve school attendance			1		
24	Ensuring a range of youth support services to foster the engagement of young people in education, work and community life		1			
25	Continuing to improve the condition, suitability and resource efficiency of our schools network through the Modernising Education Plan by investing a further £170m in the improvement of school premises through the 21 st Century School Programme				1	
26	Further developing the 'Un Sir Gâr - Yr Hwb' service approach by simplifying access to learning and employment support services for young people and working age people.		1			
27	Further developing Welsh medium and bilingual education provision within the County in accordance with the Welsh in Education Strategic Plan		1	2		
	Improved educational attainment					
	Improved school attendance rates					
	Reduced number of young people Not in Education, Employment or Training					
	Improved condition of schools					
	People who live, work and visit Carmarthenshire are safe and feel safer					

Ref	Corporate Strategic Expected Outcomes and Strategic Focus	Children's Services Division Stefan Smith	Curriculum & Wellbeing Division Aeron Rees	Education Services Division Andi Morgan	Modernisation Services Division Simon Davies	Strategic Development Division David Astins
28	Protecting and safeguarding children and adults from harm	1				
29	Supporting children, young people and families at times when they are facing challenging circumstances and enabling them to build their resilience to cope in the future	1				
30	Being good corporate parents to children and young people who come into the care of the Authority	1				
31	Reducing speeding and road traffic accidents					
32	Reducing anti-social behaviour by working in partnership with other agencies and communities to tackle local problems	2	2			
33	Reducing drug and alcohol misuse within the county	2				
	Appropriate support provided to children, young people and families as required					
	Reduction in road casualties					
	Reduction in total recorded crime					
	Reduction in anti-social behaviour					
	Carmarthenshire's communities and environment are sustainable					
34	Enhancing and utilising our rich natural environment whilst at the same time adapting to future needs as a result of climate change					
35	Supporting resilience with our rural and urban communities	3	3	3	3	3
36	Taking further steps to reduce waste and increasing recycling working towards achieving the national target of 70% recycling by 2024/25 (from 59% in Carmarthenshire in 2014)					
37	Improving digital inclusion within the county but ensuring access to IT equipment, developing digital literacy and supporting connectivity for our communities		2	2		
	Increased rates of recycling					
	Improved digital access					
	Improved transport links					
	Increased use of renewable energy					
	Carmarthenshire has a stronger and more prosperous economy					
38	Creating jobs and growth throughout the County					
39	Developing training and learning opportunities for local people		1			
40	Improving the highway infrastructure and communication network to support further economic development and connectivity					
41	Ensuring long-term economic and social benefits for Carmarthenshire through the Swansea Bay City Region and future European and external funding avenues		2			
	Increased employment					
	Reduction in working age population in receipt of out of work benefits					
	Increased economic activity and productivity					

Action Matrix to Join Up Departmental Priorities to Council Well Being Objectives:

The Matrix shows the relationship between the Authorities Well Being Objectives, the Departments Key Themes, sub Themes and Key individual Actions in the Action Plan.

Matrix to be completed when Well Being Objective Action Plans and Divisional Action Plans are reviewed, amended and agreed by April 2018

WBO	Key Themes (6)	Sub Themes (32)	Actions and Measures (81)
WBO15 - Governance and use of reserves	Every Service is a Good Service	Develop a shared vision;	
		On Line Payments for School meals, etc	12729
		Satisfied Customers who have had their needs met;	12733;19
		High Standards- Well Educated and Well Qualified;	
		Successful Inspection Outcomes- CSSIW, ESTYN, Internal Audit;	
		Effective self-review and reflection- leading to remodelling.	
	Workforce Development/Succession Planning	Ensure effective performance management, support and development for all staff	12734; 12735
		A high quality workforce	
		Responding to the School Leadership and Teacher Recruitment Challenge	12525; 12526; 12527; tbc2
		Further developing Service Leadership- Heads of Service, 3 rd Tier Officers	
		Ensuring effective staff development and training- agile working, IT skills, resilience;	
		Creating a robust, respected and resilient team	
WBO14 - Prioritising Welsh Language	The development of Welsh in all our services	Deliver an aspirational Welsh in Education Strategic Plan	
		Developing the Welsh language as a subject, a work and learning medium;	EDU/006ii; tbc7
		A Departmental contribution to the 'A Million Welsh Speakers' challenge;	tbc5
		Upskilling and supporting staff- within the Department and in Schools	
		Promoting the benefits of bilingualism	
WBO1 - Help to give every child the best start in life and improve	Prevention and Early Intervention	Safeguarding- making sure all children and young people are safe	3; 4; 12; 14; 15; 17; 12722; 13/12481
		Reduce number on Child Protection Register and Looked After Children	
		Creating strong families by developing and providing successful programmes of support	5; 6; 7; 8; 11; 12505

their early life experiences		Responding to the Wellbeing and Adverse Childhood Experiences agendas;	9; 10; 16; 18; 20; 21; 22; 23; 24; 25;
		Further developing responsive and proactive Youth Support Services	1; 2; tbc4; tbc6
		Introducing the Children First approach based on integration and collaboration	
		Ensuring we provide high quality Early Years Education for all	
		Additional Children's Services priority (to link to ALN Reform)	
		We will implement the Leaner engagement and Behaviour Review	
WBO3 (KIOP) Continue to improve learner attainment for all	An Excellent School in the right Place	National Categorisation	12514
		Complete Band A Capital Spend	
		A suitable Primary School Footprint	
		We will ensure that young people are afforded opportunities to be "well qualified and well educated and develop young peoples' employability so that they can thrive in the local, regional and international jobs market, factoring in the Swansea Bay City Deal.	
		Engaged and motivated learners in 21st Century learning environments;	tbc2; tbc10; tbc11; 12517; tbc12; 12518; 12519; tbc13; 12503(?)
		A self-improving school system where every child and young person gains the skills and qualifications they need that are suited to the economic needs of the future	12511; 12512; 12513; 12515; 12516; PAM/006; 5.0.3.1
		Successful Futures- developing a local curriculum	12497; 12498; 12507; tbc1; tbc3; 12534; tbc8; tbc9
		Teaching and Learning- every lesson a good lesson	
		ALN Reforms- inclusion and person centred practice	12222; 12726; 12487; 12488; 12489; 12490; 12491;
WBO4 Reduce the	Partnership and Regional Working	Ensuring Value for Money- TIC approach, School Business Manager Pilot	12730; 12736
		Schools and Carmarthenshire working in partnership	12731; 12732
		Collaboration instead of Competition across all schools and services	

number of young adults that are Not in Employment, Education or Training (NEET)		Carmarthenshire a key partner- working for the common good, influencing at a regional and national level and sharing effective practice and learning from others	
		Working across services- City Deal, regeneration, workforce	12530; 12536; 12539; 12641

EDUCATION & CHILDREN SCRUTINY COMMITTEE

21.12.17

Subject: Behaviour Support Review

Purpose: This report proposes a remodelling of Carmarthenshire's Behaviour Services which support behaviour management within our schools and special settings. Following a review of current services and engagement with practitioners, recommendations have been developed in order to adapt the way we work and better meet the needs of our learners.

To consider and comment on the following issues:

- To consider the recommendations
- To offer observations before progressing to final consultation with all schools.

Reasons: Maintaining and further improving educational standards is linked to good behaviour and therefore it is timely to review our current practice. There is a demonstrable link between learner engagement with learning, wellbeing, behaviour and attainment. Practitioners report that they have to deal with increasingly challenging behaviour and the capacity of our current behaviour services to provide effective support is limited.

There is now a greater focus on learner wellbeing with a growing trend in pupil anxiety and stress, which has repercussions for learning. This report proposes a remodelling of services with a greater focus on provision in schools and in the three geographical areas rather than in discrete settings.

To be referred to the Executive Board / Council for decision: NO

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Cllr. Glynog Davies

Directorate; Department for Education and Children

Name of Head of Service: J. Aeron Rees

Report Author: J. Aeron Rees

Designations:

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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE

21ST DECEMBER 2017

BEHAVIOUR SUPPORT REVIEW

There is a demonstrable link between learner engagement with learning, wellbeing, behaviour and attainment. That said, there's a general consensus in research literature and a firm view amongst our staff, that **behaviour management is becoming more challenging** with more pupils with complex emotional and behavioural difficulty (EBD); mental health issues, the impact of Adverse Childhood Experiences (ACEs), societal pressures such as social media, family breakdown and parenting concerns etc. Furthermore, schools report complexity and poor engagement with learning earlier in pupils' school careers (e.g. Years 1-3/4).

Our Behaviour Support Services were developed in the mid-2000s and, in light of recent concerns, it is timely to review our current practices. This coincides with a departmental realignment with Behaviour Support Services transferring to the Curriculum and Wellbeing portfolio to dovetail curriculum, learner support and wellbeing. This has enabled us to undertake a holistic review of Behaviour Support.

Our aim is to move from a silo focus on behaviour to a more universal approach to include pupil wellbeing and engagement. We wish our learners to be well qualified and well educated, develop as well rounded young people and be fully prepared for the challenges and opportunities of adult life. To achieve this aim we require that standards of engagement and behaviour in our schools are consistently good. Furthermore:

- **Mainstream schooling is the over-riding norm** for the clear majority of our learners:
- **Inclusive** practice and **equity** is firmly based on **high quality teaching and learning**, supported by an **engaging and motivating curriculum**
- **We need well communicated firm, fair, just and positive behaviour management policies and procedures** based upon **mutual respect and trust**
- We will provide **early support and targeted therapeutic intervention** in order to ensure inclusivity, whilst also striving to **de-escalate** incidents and individual cases
- Where this is not possible, we offer a short or longer term structured **graduated response** and access to specialist provision when appropriate (**Mainstream Outreach** provision and/or **access to specialist settings**)
- In cases where specialist placement is required, there are plans and exit strategies to enable **re-inclusion** into mainstream provision whenever possible

We need to:

- **Understand behaviour**- with a mature and professional understanding of **emotion coaching, trauma and attachment awareness**
- Further disseminate and normalise a **person-centred** approach;
- Develop **restorative practice** and **widen its deployment**
- Be **responsive to need**, be able to react rapidly at times of crisis but, conversely, adopt a proactive mind-set so that crisis situations become more of a rarity
- Funding for specialist, bespoke provision devolved and developed locally
- A major system wide training programme;
- Clarity of what's available and what's being done in different parts of the system.

Key principles:

Amongst the priorities for practitioners are:

- A faster referral process;

The mixed economy model (mainstream and specialised provision) needs to be further developed to support inclusivity.

The following actions and timetable are offered:

Phase 1: 2018 – Summer 2019:

- Feasibility study to explore, and consult upon, a **non-residential model** for **Ysgol Rhydygors**, to include reviews of residential pupils (as a means of planning alternative options for high end need)
- Establish a Task and Finish Group to scope out the features of an indicative Inclusion Base
- Pilot **Inclusion Bases** on up to:
 - 6 secondary school campuses,
 - 3 area primary cluster bases, co-located on a suitable mainstream campus
- Plan possible decentralisation of **Canolfan Bro Tywi** to be potentially co-located with a primary area cluster base
- Possibly relocate **Canolfan y Gors** to Pwll Site as an interim measure
- Enhance capacity of **Behaviour Outreach Service** and make fuller use of specialist expertise
- Develop mainstream and specialist staff expertise and train school-based **Emotional Literacy Support Assistants** (ELSAs)

Phase 2: Autumn 2019- Summer 2020:

- **Implement recommendations of the Phase 1 Rhydygors feasibility study**
- Consider feasibility of further decentralisation, including **future of Rhydygors day school** and consider plan to redeploy specialist centre staff as an outreach service
- **Co-locate PRU and Canolfan y Gors** close to a secondary school
- Extend **inclusion base concept** to remainder of secondary schools and largest primaries

Phase 3: Autumn 2020 - Summer 2022:

- Evaluate Phase 2
- Implement final stage of decentralisation model as agreed in prior evaluations and phase 2 feasibility study

Other recommendations include:

- Lobby Welsh Government and Estyn regarding factors currently working against inclusivity
- Evaluate behaviour data capture and data sharing systems at school and departmental levels, to ensure better communication and promote collaboration/multi-partnership working
- Develop a wider menu of interventions which bridge between mainstream and specialist provision
- Consider formulating a pre-exclusion panel

- Vulnerability Assessment Profile to be used at start of KS3/end of KS2, with strategies to meet increasing demand/remedial action resulting from this work
- Intervene earlier e.g. School Based Youth Work, Educational & Child Psychology, Counselling
- Cut down waiting times and waiting lists
- Commission external challenge process for the Education Welfare Service
- Establish a Multi-disciplinary panel for Elective Home Education
- Commission a rolling programme of reports on specific components of the service

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: *J. Aeron Rees*

Head of Curriculum and Wellbeing

Policy, Crime & Disorder and Equalities YES	Legal YES	Finance YES	ICT NONE	Risk Management Issues YES	Staffing Implications YES	Physical Assets YES
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Policy, Crime & Disorder and Equalities

Local authorities, schools and the police, as public authorities, must act compatibly with rights under the European Convention on Human Rights (Human Rights Act 1998). The Welsh Government's vision is that all children have access to their rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC).

- The Equality Act 2010 protects pupils from discrimination based on protected characteristics. The relevant protected characteristics are disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. [Fair, consistent and equitable treatment of pupils is considered vital in maintaining good order in learning settings]
- Under section 175 of the Education Act 2002, local authorities and the governing bodies of maintained schools must have regard to keeping learners safe for the purpose of meeting their duties and to exercising their functions in a way that takes into account the need to safeguard and promote the welfare of children.'

This strategy also addresses two wellbeing goals in the Well Being of Future Generations Act (Wales) 2015, namely: A More Equal Wales and A Healthier Wales.

Legal

Welsh Government circular 203/2016 'Inclusion and pupil support'¹ covers the inclusion and support of pupils in considerable detail, including the promotion of positive behaviour in mainstream and special settings. Several general aspects of legislation need to be taken into account in applying this guidance (paraphrased below):

- 'Section 21(2) of the Education Act 2002, requires governing bodies to conduct a maintained school with a view to promoting high standards of educational achievement at that school.
- Section 88 of the Education and Inspections Act 2006 requires a governing body to ensure that its school pursues policies designed to promote good behaviour and discipline on the part of its pupils. In particular it requires:
 - a governing body to make and review a written statement of principles to guide the head teacher in determining measures for promoting positive behaviour

Finance

Time Period	Capital/MEP Band B (£)	Revenue (growth) (£)	EiG (£)	Other Grant bid (£)
2018/19	0	50,000	1,800	0
2019/20	0	100,000	51,750	0
2021 and beyond	8,200,000	0	0	5,000
Total	8,200,000	150,000	53,550	5000

* Note: Would request consideration that savings accrued from decentralisation be re-invested into the service.

Risk Management Issues

Risks in not implementing these proposals are mooted as follows:

- Deterioration in student engagement and behaviour
- Learners not fully realising their potential/ deterioration in educational standards
- Needs of many learners not met
- Welfare, care, support and guidance of learners will suffer
- Additional pressure on waiting lists to specialist settings and delays in accessing appropriate provision
- Additional pressures on school staff (leading to more stress related absence and illness)
- Impact on teacher recruitment and retention difficulties

6. Staffing Implications

There is no fundamental additional staffing demand, albeit there will be a strong focus on upskilling and developing existing staff i.e. officers, school and special setting leaders and practitioners. Training will focus upon realising the vision and philosophy for enhanced practice outlined in the report, and will concentrate on procedures, behaviours, pedagogy and practice which propagate our inclusive and preventative approach.

Physical Assets

To realise Recommendation 3 of the report requires MEP Band B capital investment (8.2m). This will be used to decentralise specialist services so that an inclusion base is established in each secondary school (via refurbishment and/or new build). In addition, 3 area cluster bases (co-located on existing school campuses) provide additional specialist support to learners in our three sub-regions, namely Taf Myrddin, Dinefwr and Llanelli. The rationale which underpins this strategy is outlined in the detailed report. It should also be noted that this approach needs to be scoped further and is consistent with the emerging TIC strategy.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: **J. Aeron Rees**

Head of Curriculum and Wellbeing

1. Local Member(s)

2. Community / Town Council

3. Relevant Partners

4. Staff Side Representatives and other Organisations:

Stakeholder event on 30.3.17

Bethan T James	Service Manager, Corporate Parenting
Angela Davies	Principal Educational & Child Psychologist
Iwan Davies	Youth Support Service Manager
Rebecca Williams	Additional Learning Needs Provision Manager
Elin Forsyth	Principal Challenge Adviser
Rhona Evans	Team Manager, Education Welfare Service
Helen Davies	Headteacher, Richmond Park Primary School
Anthony Stevenson	Headteacher, Penygaer Primary School
Dave Williams	Deputy Headteacher, Bryngwyn/Glan y Môr
Noeline Thomas	Service Manager, Children's Service
Non Neave	Headteacher, Old Road Primary School
Julie Griffiths	Headteacher, Ysgol Bro Dinefwr
Wyn Evans	Pennaeth, Ysgol Maes y Gwendraeth
Siôn Watkins	Deputy Headteacher, Ysgol Dyffryn Aman
Yvonne Hutchinson-Ruff	TAF Manager, Education Welfare Service
Nicky Symmons	Headteacher, Ysgol Heol Goffa
Rebecca McMillan	Head, Canolfan y Gors
Lee James	Headteacher, Llandybie Primary School
Ashley Howells	Headteacher, St John Lloyds Comprehensive
Tracy Senchal	Headteacher, Coedcae School
Karon Oliver	Senior Educational & Child Psychologist; Behaviour
Jo Antoniazzi	Head, CSTLC PRU
Janine Patrick	Families First, Planning and Performance Manager

Stakeholder events 22.5.17 and 3.7.17

Sarah Tiddy, Ysgol Bro Dinefwr	Graziella Fiorella, St John Lloyd
Karen Taylor, Bryngwyn / Glan- y-Mor Federation	Rhian Adams, Maes y Gwendraeth
Jonathan Thomas, Ysgol Bro Myrddin	Darrel Campbell, Ysgol Dyffryn Aman
Delyth Phillips, Ysgol Dyffryn Taf	Claire Jones, Llandeilo CP
Nic Lloyd, CSTLC	Jan Oysten, Heol Goffa
Claire Scotty, Coedcae	Kathryn Morgan, Ysgol Pentip
Sian Rowe, Ysgol y Tymbl	

Other consultees

DMT (18.5.17 & 5.7.17) Paul Williams, EOTAS Manager Helen Etherington, Senior Educational Psychologist, Angela Davies, Principal Educational Psychologist Rebecca Williams, Additional Needs Provision Manger	Elinor Williams, Additional Needs Process Manager Ian Berryman, Headteacher Ysgol Rhyd y Gors 23.6.17
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Learners – 177 in total, across 12 settings

School	Session Date
Ysgol Gyfun Emlyn	Tuesday 20 th June 2017 – 10.00 am
Coedcae	Wednesday 21 st June 2017 – 12.00 pm
Ysgol Y Strade	Friday 23 rd June 2017 – 9.00 am
Dyffryn Aman	Tuesday 27 th June 2017 – 8.50 am
Maes Y Gwendraeth	Wednesday 28 th June 2017 – 11.00 am
Betws County Primary School, Ammanford	Monday 19 th June 2017 – 9.15 am
Old Road Primary	Wednesday 21 st June 2017 – 10.00 am
Ysgol Y Castell Kidwelly	Friday 23 rd June 2017 – 1.00 pm

	Ysgol Teilo Sant / STREETS- Ammanford	Thursday 29 th June 2017	
	Alternative Curriculum	Friday 30 th June 2017 – 11.30 am	
	CSTLC	Monday 3 rd July 2017 – 11.15 am	

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

THESE ARE DETAILED in the reference section on Page 53 of the main report ([link](#))

Abridged report (appended with this top copy): ([link](#))

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DEPARTMENT FOR EDUCATION AND CHILDREN

Ymgysylltiad Disgyblion yn Sir Gaerfyrddin Pupil Engagement in Carmarthenshire

Adolygiad Cynnal Ymddygiad Behaviour Support Review

Draft Abridged Report for Consultation / Adroddiad Drafft Talfyredig er Ymgynghori

Our vision...Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential

J. AERON REES

Pennaeth Cwricwlwm a Lles

Head of Curriculum and Wellbeing



EICH CYNGOR arleinamdani
www.sirgar.gov.uk
YOUR COUNCIL doitonline
www.carmarthenshire.gov.uk

Vision Statement

There are numerous qualities and attributes sought for behaviour in schools and special settings within Carmarthenshire. Our moral duty is to base this vision on a strong set of core values, which complement the very high level of public service sought within DEC and the County Council.

We wish our learners to be well qualified and well educated, develop holistically as well rounded young people, and are fully prepared for the challenges and opportunities of adult life. We have a duty to ensure that our young people are safe from harm, bullying, harassment and discrimination of any kind. Good behaviour in our education settings is integral to achieving these ideals and can be realised as follows:

We wish that standards of **engagement** and **behaviour** in our schools and settings is, at the very least, consistently good.

We aspire to maintain and develop an **inclusive** and **equitable** education system, as evidenced in our ethos, culture, policies and practices, so that all our young people are provided access to an education appropriate to their needs, thus affording them the opportunity to achieve and surpass their personal potential

The locus of the debate can profitably shift from a compartmentalised focus upon behaviour to a more holistic approach with respect to the wider topic of pupil engagement, a feature which can evolve in the Department's work going forward

This will entail the use of different language and terminology, translated to tangible deeds

We state categorically that **mainstream schooling is the over-riding norm** for the clear majority of our learners:

- Inclusive practice is firmly based on **high quality teaching and learning**, supported by an **engaging and motivating curriculum**, designed locally with reference to strategic ideals which are also consistent with the emerging new curriculum for Wales
- **Firm, fair, just** and **positive behaviour management policies and procedures** are advocated for all our learning settings, based upon **mutual respect** and **trust**
- We will provide **early support and targeted, therapeutic intervention** in order to preserve and uphold inclusivity
- Where this is not possible in the short or longer term, that we offer a more refined and structured **graduated response** and permit access to specialist provision when deemed pertinent – in terms of **Mainstream Outreach** provision and/ or **access to specialist settings**
- In cases where placement at a special centre is required, that there are plans **for de-escalation** and exit strategies to permit **re-inclusion** into mainstream provision in as many cases as practicable

We need to:

- **Understand behaviour** – instilling a mature and widely held professional understanding of **emotion coaching, trauma and attachment awareness**
- Further disseminate and normalise a **person centred** approach;
- Develop **restorative practice and widen its deployment**
- Be **responsive to need**, be able to react rapidly at times of crisis but, conversely, adopt a proactive mindset so that crisis situations become more of a rarity
- Enhance our **therapeutic practice**

Executive Summary & Recommendations

There is a demonstrable link between learner wellbeing, behaviour and attainment, considered important components whilst ensuring pupils' engagement with learning.

Statutory mainstream schooling is the backbone of our education system in Carmarthenshire. In addition, special schools and resourced specialist provision attached to, or remote from, mainstream schools continue to play a very important role for those children and young people requiring particular specialist support¹.

Behaviour Support in Carmarthenshire has been subject to recent and on-going realignment. The ongoing remodelling of the Learner Programmes Division involves dovetailing curriculum, learner support and wellbeing. This has permitted officers to undertake a holistic view of Behaviour Support and to consider the strategic alignment of services and external agencies which supplement behaviour support.

In lieu of these developments, the debate can shift from a compartmentalised focus upon behaviour to a more unified approach with respect to the wider topic of pupil wellbeing and engagement, a feature which needs to evolve in the Department's work going forward.

This report re-affirms and develops a vision for evolving what we currently term as behaviour services- with inclusivity as an over-riding theme, coupled with an emphasis on early intervention and prevention, graduated response and de-escalation whenever possible. Mainstream Outreach Services are to play a prominent role in ensuring that as many young people as possible can receive their education in a mainstream setting whilst also providing an important link between schools and our specialist settings.

27 thematic recommendations are offered, being variously strategic and operational in nature. These are presented for implementation over the short, medium & longer term. Key recommendations have implications for MEP Band B and TIC programmes.

Introduction

It's a given fact that the majority of children and young people of statutory school age will attend their local mainstream school. Education is also provided by special schools and specific specialist provision for those children and young people requiring specialised support.

EOTAS (educated other than at school) refers to any type of education outside the school where local authorities fund individual school placements². There is an increasing range of EOTAS provision, including:

- Pupil Referral Units (PRUs)
- Further Education (FE) colleges
- Maintained school
- Non-maintained school
- individual tuition and tuition at pupils' homes or at hospital
- Youth Gateway
- work-related education
- training providers
- third sector organisations
- bought in private sector provision
- Independent school
- Tailor-made packages.

Note that the term EOTAS does not apply to pupils who receive home education (Elective Home Education – EHE). Also, alternative curriculum (e.g. Cynnydd) that schools provide is not classified as EOTAS. School contract out and are responsible for outcomes.

Current provision in Carmarthenshire is a mix of mainstream and specialist provision

Fig 1: Numbers and Percentages of Pupils in Mainstream and Special Settings (January 2017)

Setting	Numbers	%
TOTAL NUMBER OF PUPILS	27,150	100
Nursery School	78	0.28
Primary Mainstream	15,914	58.61
Secondary Mainstream	11,036	40.64
PRU Setting	Pupils are registered at 'home' school included in the count above but number 61	(0.22)
Other EBD Setting	122	0.44

Fig 2: Present Mixed Economy Model in Carmarthenshire

	Mainstream Provision	Mainstream Outreach	Canolfan Bro Tywi *	Canolfan y Gors PRU *	CSTLC PRU*	Ysgol Rhyd y Gors School *	Facility for out-of-county placements
Location	Pan-county	Universal	Carmarthen	Carmarthen	Burry Port	Carmarthen	Pupils with profound needs
Provision / Specialism	Full age and ability range	Behaviour Support Community Team- Behaviour support in schools and settings	Primary- 2 term placement with re-inclusion that have not responded to School intervention/ BSCT input	Secondary Significant SEBD & require additional support to attend school	Secondary Learners at risk of permanent exclusion	Special School (Day and Residential) Significant EBD requiring a specialised placement as recommended by ECP	
Age Range / Key Stage	3-16 (16+) FP-KS4	3-16 FP-KS4	7 – 11 (14) FP-KS2	11-16 KS3 and 4	11-16 KS3 and 4	8-16 KS2,3 and 4	
No. Pupils	27,150		6	24	21 + 21	45	
FTE	1,476	4.4 +1HLTA	6 (+3 TAs, 1 HLTA)	3.6 (+3 TAs + 1 HLTA)	8.2 (6.96 TAs)	tbc	

Whilst the concept of **Student engagement** seems straightforward, it can take fairly complex forms in practice':

Intellectual engagement- To increase student engagement in a course or subject, teachers may create accessible lessons, assignments, or projects that appeal to student interests or that stimulate their curiosity

Behavioural engagement- Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviours more conducive to learning

Physical engagement- Teachers may use physical activities or routines to stimulate learning or interest e.g. kinaesthetic learning

Emotional engagement- Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviours, or keep students from dropping out.

Social engagement- Teachers may use a variety of strategies to stimulate engagement through social interactions. For example, students may be paired or grouped to work collaboratively on projects

Cultural engagement- Schools may take active steps to make students from diverse cultural backgrounds—particularly recently arrived immigrant or refugee students and their families—feel welcomed, accepted, safe, and valued^{1,2}.

The vast majority of educators would readily agree that ensuring good order and behaviour is an essential prerequisite for successful education. Research findings back up this assertion:

Key findings from a **Department for Education (Dfe) study (2012)**³ illustrate authoritatively, but unsurprisingly, that:

- Children with higher levels of emotional, behavioural, social and school wellbeing have, on average higher levels of academic achievement and are more engaged in school
- For academic progression, better emotional wellbeing is a key factor in primary school, whereas low levels of troublesome behaviour and challenges to school engagement emerge as significant factors in adolescence.
- Children with better attention skills experience greater progress across the four key stages in England.
- Those engaged in less troublesome behaviour also make more progress and are more engaged in secondary schools

The **National Attendance and Behaviour Review (NBAR)**(2008)⁴ finds that ‘the majority of schools in Wales are orderly and well-managed.’

Conversely, the **Bennett Report** into school behaviour in England (2017)⁵ asserts that ‘*numerous indicators suggest that [behaviour] can be better in a great number of schools and contexts*’

Estyn’s thematic study into pupils’ wellbeing and behaviour management in pupil referral units (2012)⁶, concludes that ‘many do it well’ in reference to the difficult job undertaken by PRU staff.

That said, there’s a general consensus in literature and a firm view amongst consultees, that **behaviour management is becoming more challenging**, quoting: complex emotional and behavioural difficulty (EBD); mental health issues; Adverse Childhood Experiences (ACEs); societal pressures such as social media and family breakdown, parenting concerns etc⁷, which is confirmed by NBAR (*op cit.*).

These trends may also be more prevalent in schools which serve certain communities within Carmarthenshire. This is also more prevalent in schools that have Looked After Children from other Local Authorities

In addition, consultees report complexity and poor engagement with learning manifesting itself earlier in pupils' school careers (e.g. years 1-3/4). Colleagues also point out that, increasingly, pre-schooling and early parenting deficiencies entail that children present in school with issues such as poor early language and speaking acquisition, ongoing issues with toilet training, inability to use a knife and fork etc. Consultees therefore express a desire to operate schools as educational institutions rather than being increasingly and overtly drawn into the realms of surrogate parenting, as is evident in a growing number of cases.

The full report addresses the following-

- | | |
|--|--|
| 1. Department for Education and Children policy | 5. Qualitative data |
| 2. Evolution of Learner Programmes Division | 6. National Policy |
| 3. Literature Review | 7. Links with other policy areas e.g. |
| 4. Quantitative data | Transform, Innovation and Change (TIC), |
| | Modernising Education Programme (MEP) |

Recommendations – nominally arranged into various categories:

	Recommendation	Strategic / Operational	Themes	Short Medium Long term
1	The LA and our PRUs should re-visit recommendations cited in the two recent Estyn thematic reports (2012 and 2015) and ensure that progress towards achieving the recommendations listed is secured as a baseline. This to be supplemented by continually working on any subsequent recommendations from more localised inspections & action plans and ascertain any capital/space requirements to feed the MEP programme	Operational	Standards	short
2	The existing Behaviour Support Services Realignment is to proceed to its conclusion, with new arrangements and processes outlined in the January 2017 report to be monitored, evaluated and reviewed as per normal within the existing DEC management cycle.	Operational	Realignment	Short
	The Behaviour Support Intervention Framework (outlined in departmental documentation) and Behaviour resource pack to be updated and supplemented with the most up to date school leadership and classroom practice so that officers, school leaders and practitioners can deliver and receive the most pertinent and authentic professional development available.	Operational	Training	Medium
3	TIC proposals X & Y (see main report) are taken further – to option appraisal and feasibility, factoring in the strategic thrust of this report and considering the specific proposals bulleted above	Strategic	Capital; Financial	Medium
	MEP programme is responsive to TIC proposal Y and provides practical assistance as necessary	Strategic	Capital; Financial	Medium
	Scope out a cost effective mixed economy model - mainstream schooling with inclusion bases (Hafan/Encil) established and staffed in every secondary school and largest primaries (n=?).	Strategic	Capital; Financial	Short
	Pilot additional local cluster or sub-regional capacity in three specialist secondary campuses/large primaries and/or shared provision by school cluster	Strategic	Capital; Financial	Medium
	Supplement Behaviour Support Service Outreach Team (BSSOT) with: a school-based cadre of ELSA s who can help operate the decentralised sub-regional pods, thus adding capacity for Behaviour Support by training suitable employees from the current school support staff workforce. In addition, the decentralised pods can act as a field base for BSSOT staff.	Operational	Training	Medium
	Instigate a Task and Finish Group to develop: <ul style="list-style-type: none"> indicative provision for a Typical Inclusion Base audit current practice and existing models plan further developments investigate how The Behaviour Outreach Team can interact Develop a training offer for TAs who wish to develop further expertise in behaviour management as SEBSAs decide entry/exit criteria and who will manage the process – head teachers or LA 	Strategic	Planning	Medium
	Plan three phases for the rollout of the decentralised mixed economy model	Strategic	MEP	Long

4	Mainstream Outreach team to review <u>re-integration</u> support procedures and work to coordinate person-centred curriculum delivery between mainstream and specialist settings	Operational	Delivery	Medium
5	Mainstream Outreach Team to consider further developing rapid response/crisis intervention protocols and procedures, so that the system is seen to be more responsive	Operational	Delivery	Medium
6	DEC to: Provide clear leadership and support in further embedding and supporting nurturing, inclusive and holistic practice in schools and settings e.g. emotion coaching, Attachment & Trauma Awareness.	Strategic	Leadership	Medium
	Curriculum and Well-being Division to work with school leaders to embed inclusivity and wellbeing as a pervading corporate and departmental ethos, ensuring synergy between policy, practice and procedures. Also, to plan for the introduction of the new curriculum for Wales: consider transposing Foundation Phase pedagogy to current KS2 and promote purposeful play and readiness to learn approaches.	Strategic	Leadership	Medium
	Investigate mechanisms for facilitating flexible, proactive and responsive budgetary support to schools, within given parameters, thus offering procedural assistance with devolved decision making within school clusters. This can include making different use of PDG funding and considering cluster based models of delivery	Strategic	Finance	Medium
7	Behaviour and Well Being Manager & team to ensure: Consistent behaviour and EBD monitoring and data sharing / data informed practices in all learning settings. Specific data e.g. ACEs to be shared at vital transition points e.g. primary secondary transfer, during managed moves	Strategic	Information	Long
	Evolve triggers to therapeutically intervene when pupils move between several schools, thus avoiding effective, long-term remedial action. Intervene proactively as early as possible at primary phase	Operational	Provision	Medium
	Coordinate, disseminate and signpost appropriate quality EBD training for schools and officers/trainers in a range of behavioural strategies. Provide more guidance how to manage most challenging students and potential for PRU staff to facilitate with mainstream colleagues	Operational	Training	On-going
	Scope out the feasibility of having a dedicated training officer for EBD training OR develop this expertise within the existing departmental team (see also recommendation 12)	Strategic	Training	Short
	Training Gap Analysis to look at: modelling; nurture; child development; personalised approaches to understand behaviour; use of contextualised information e.g. social deprivation; emotion coaching; attachment; looking behind behaviour; extra support to ensure consistency of expectations; building relationships; welfare of staff and pupils; revisiting and reinforcing; de-escalation; play therapy; therapeutic approaches; physical intervention; speech and language programmes; updated substance misuse training and consider set days for pastoral issues and be adaptive to changes over time e.g. via PLC model to counteract any potential professional isolation. Evaluate PROActSkip, DeEscalate and Team Teach to ascertain which is best for schools.	Strategic	Training	Short
	Facilitate school to school working for experiencing visits to context-similar settings which demonstrate excellent practice; Ensure quality assurance and broker external challenge and evaluation for the evolving service (in whole, and in component parts e.g. EWS,EHE)	Operational	Training	Medium

8	<p>Learning Transformation Manager to: conduct an updated audit and review of qualifications within 14-19 learning networks, so that there is an appropriate range of formal, non-formal and informal learning for disengaged learners, tied in with the 11-19 review, world of work, learners' employability and future prospects within the evolving local and regional economy – tying up with the generic thrust of behaviour support at vital transition points within the system, with particular emphasis upon re-integration to mainstream.</p> <p>Learning Transformation Manager to: investigate collaborative links between mainstream providers and specialist settings with respect to collaborative curriculum delivery within the 14-19 network to include the Llanelli Vocational village.</p> <p>Learning Transformation Manager to: provide an updated review of EOTAS provision (see also rec. 15)</p>	Operational	Information	Short
9	Review best practice re the available array of parental engagement strategies (e.g. School-based family engagement days, TAF/EWS) to further build relationships and timely/early family engagement with pupils' learning, incl. parenting support for managing behaviour, attachment support etc. Further modelling for school staff on conducting difficult conversations with parents.	Operational	Provision	Medium
10	School leaders to ensure the importance of ensuring an engaging curriculum and its associated pedagogy, is implemented so that learners are fully and gainfully applied in their studies.	Strategic	Planning	Long
	Innovative Curriculum Design stemming from the local implementation of the Successful Futures review needs to ensure a suitably challenging curriculum, properly accessible and differentiated for the needs of all learners. Design process to emphasise the importance of vocational routes, literacy and numeracy and out of class experiences	Strategic	Planning	Long
	The new curriculum for Wales offers added flexibility so that alternative provision can be offered earlier at secondary level. Study to scope out potential for alternative curriculum in years 8&9.	Strategic	Planning	Long
	Local curriculum development fully considers developing the Health And Wellbeing of pupils and, particularly in regard of vulnerable learners, considers social skills, self-esteem, confidence and emotional literacy	Strategic	Planning	Long
	Consider economies of scale in respect of cluster working to assist with staffing capacity issues at individual school level to provide more time for key staff to address pastoral workload	Strategic	Planning	Long
11	Welsh Government and Estyn to be lobbied regarding factors in current arrangements which are working against inclusivity, thus working towards systemic change which ensures intelligent accountability and data informed practice, including how mainstream and special settings are inspected	Strategic	Lobbying	Medium
12	DEC Senior Education Consultant to evaluate behaviour data capture and sharing systems, at school and ECS levels and:	Strategic	Information	Medium
	Produce a report with recommendations to streamline, accelerate, and avail data at vital transition points e.g. primary/secondary transfer and slim down inclusion panel documentation	Strategic	Information	Medium

	Also to recommend data systems to facilitate a standardised method of capturing data on school behaviour and ensure better communication and synergy in multi-agency partnership working (see also recommendations 7 above) which can potentially dovetail with an evolving Early Years Pathway process. Also, consider the Development Pathway, tied in to explicit early child developmental milestones to aid foundation phase person centred planning. ¹⁸	Strategic	Information	Medium
	Capture the Voice and Participation of the Learner	Operational	Information	Medium
	BWBM to evaluate all administrative processes associate with referral and inclusion Panel and implement efficiencies, possibly working with TIC team	Operational	Information	Medium
	Scope out viability of adopting a suite of assessment tools	Operational	Information	Medium
13	Develop a wider menu of interventions (making full use of Pastoral Support Programmes) which bridge between mainstream and specialist schooling, rather than e.g. PRU being the only option in cases of pre-exclusion. See Fig. 7 below and also consider formulating pre-exclusion incorporating the TAPPAS model, particularly for those showing anxiety impacting on school attendance. Also, further develop transition protocols to and fro from specialist provision to mainstream.	Strategic	Provision	Medium
	Elective Home Education trends to be further analysed.	Strategic	Analysis	Medium
14	In the short term, increase staffing capacity in this area	Operational	Staffing	Short
	For the medium to longer term, commission a specific and complementary report to galvanise strategic development in this area and develop an external challenge component	Strategic	Provision	Medium
15	It is recommended that, in respect of the Pupil Participation survey: <ul style="list-style-type: none"> Outcomes are analysed in greater detail prior to being shared with head teachers and school pastoral leads Individual institutions receive bespoke feedback Negatives are turned to positives and strengths identified inform further refinement of school behaviour, rewards and sanctions policies, consistent with the vision articulated in section 4 	Operational	Provision	short
	The Cynnydd Programme is: evaluated to ensure that it continues to meet need, and make adjustments as deemed necessary	Strategic	Provision	Short
16	The Cynnydd Programme is: further developed by developing an exit strategy (post funding), so that there is a continuation in delivery. Exit strategy to consider remodelled outreach service and some local delivery from inclusion hubs.	Strategic	Leadership	Medium
	The Vulnerability Assessment Profile (VAP) is extrapolated back to KS3 and possibly KS2, with strategies devised to meet the increased demand resulting from this work.	Operational	Logistical	Short
17	Further general focus on early intervention, particularly at key points: pre-school; during primary-secondary transition and year 8/9	Operational	Logistical	Short
	School based youth work: Work earlier in primary schools in some cases, where resources permit	Operational	Provision	Medium
18	School based youth work: Build upon, and further diversify, the alternative curriculum delivery leading to recognised accreditation and qualifications	Operational	Provision	Medium
	School based youth work: Greater consistency to make service quality less reliant on particular individuals	Operational	Staffing	on-going

19	School Based Counselling : Lower the age for accessing counselling (e.g. to year 5)	Operational	Provision	Medium
	School Based Counselling : Added supervision when dealing with complex cases	Operational	Provision	Medium
	School Based Counselling : Greater emphasis on therapeutic intervention work	Operational	Provision	Medium
	School Based Counselling : Add further capacity and consider developing group work	Operational	Provision	Medium
20	Health Services : Further clarity and awareness raising as to options and health pathways available e.g. ADHD and also re criteria for CAMHS	Operational	Provision	Medium
	Health Services : Curb time involved e.g. access to paediatrician	Operational	Provision	Medium
21	Build on good practice in Educational and Child Psychology and, in particular, faster access/shorten waiting list to the service (particularly in crisis situations)	Operational	Provision	Medium
	Educational and Child Psychology : attain greater reach by shared training across schools	Operational	Provision	Medium
	Educational and Child Psychology : Review ECP role on Inclusion Panel	Operational	Provision	Short
	Educational and Child Psychology : Pilot multiagency support model in a selection of mainstream settings (BSCT/ EP/ SBYW /PCPOs /EWS/Social Work) and consider having an EP on site 1xmonth	Operational	Provision	Short
22	ALN funding review in light of ALN transformation agenda, to concentrate on personalised learning and further consideration for most complex cases	Strategic	Provision	Medium
	Review of inclusion panel practice re statement / IDP when new legislation is implemented	Strategic	Provision	Medium
23	FF/TAF : Look at best practice re parental engagement (e.g. parenting for parents) to surmount some negative perceptions and explore links with Communities First	Operational	Provision	Short
	FF/TAF : Ensure consistency of approach and better communication between all involved, including feedback to schools about successes.	Operational	Provision	Medium
24	Attendance and Education Welfare Service : Build on existing good practice. E.g. better links between EWS and other education staff	Operational	Provision	Medium
	Attendance and Education Welfare Service : Widen remit to consider other factors impinging on engagement	Operational	Provision	Medium
	Attendance and Education Welfare Service : Multi agency approach to targeting children from complex backgrounds	Operational	Provision	Medium
	Attendance and Education Welfare Service : More ongoing forward working to ensure that pupils surpassing the 85% move towards 90%	Operational	Provision	Medium
	Attendance and Education Welfare Service : Strategies to improve attendance of schools which plateau	Operational	Provision	Medium
25	Review protocols for pupils kept on roll who don't attend mainstream	Operational	Provision	Medium
	Further develop e-learning for <u>Home Tuition</u> .	Operational	Provision	Long
26	Review allocation of PDG between schools to more accurately reflect need.	Operational	Provision	Long
27	Subject to receiving the report, produce a more detailed implementation and funding plan for all recommendations, with clear success criteria	Strategic	Logistical	Short

A SWOT analysis of the decentralisation concept (refer to vision and recommendation 3):

Strengths <ul style="list-style-type: none"> • Supports greater inclusivity and firmer links with mainstream • Specialist provision within child/young person's catchment area • Provides interim solution short of PRU • Helps with stepping up – graduated response • Helps with stepping down – re-integration • Review strategy supported by officers and practitioners • More universal approach to engagement and behaviour mgt. 	Weaknesses <ul style="list-style-type: none"> • Specialist provision diluted/dispersed • Scaling down centralised specialist provision must be counterbalanced by commensurate provision elsewhere prior to transition • Behaviour support decentralising, ALN support centralising – potentially leading to mixed messages • Plans need to definitively demonstrate added value
Opportunities <ul style="list-style-type: none"> • Cuts down on transport costs (meets TIC objective) • Puts downward pressure on waiting lists to specialist existing provision • Addresses capacity issues in existing specialist provision • Builds practitioner capacity and expertise • Accentuates strengths 	Threats <ul style="list-style-type: none"> • May not be immediately palatable for all mainstream settings and requires universal adoption of inclusivity mindset • Registration issues/accountability measures may impede development • Specialist mainstream providers may be concerned about plans to decentralise • Most vulnerable of all need to be properly catered for

Indicative timetable for the Decentralisation of Specialist Services

Phase 1: 2018 – Summer 2019:

- Feasibility study to explore, and consult upon, a **non-residential model** for **Ysgol Rhydygors**, to include reviews of residential pupils (as a means of planning alternative options for high end need)
- Establish a Task and Finish Group to scope out the features of an indicative Inclusion Base
- Pilot **Inclusion Bases** on up to:
 - 6 secondary school campuses,
 - 3 area primary cluster bases, co-located on a suitable mainstream campus
- Plan possible decentralisation of **Canolfan Bro Tywi** to be potentially co-located with a primary area cluster base
- Possibly relocate **Canolfan y Gors** to Pwll Site as an interim measure
- Enhance capacity of **Behaviour Outreach Service** and make fuller use of specialist expertise
- Develop mainstream and specialist staff expertise and train school-based **Emotional Literacy Support Assistants (ELSAs)**

Phase 2: Autumn 2019- Summer 2020:

- **Implement recommendations of the Phase 1 Rhydygors feasibility study**
- Consider feasibility of further decentralisation, including **future of Rhydygors day school** and consider plan to redeploy specialist centre staff as an outreach service
- **Co-locate PRU** and **Canolfan y Gors** close to a secondary school
- Extend **inclusion base concept** to remainder of secondary schools and largest primaries

Phase 3: Autumn 2020 - Summer 2022:

- Evaluate Phase 2
- Implement final stage of decentralisation model as agreed in prior evaluations and phase 2 feasibility study

Figure 3: General outcomes of the Pupil Participation Survey

Issue	Positive Comments	Negative Comments	Mixed Comments
Awareness of Issues / Triggers of Poor Behaviour	Pupils demonstrated a good understanding of triggers	School and classroom environment factors Home Issues Tiredness / Hunger Social Media Problems spilling in to school	
Respect	Mutual respect promotes good behaviour Quiet word with pupil outside class/after lesson is effective	Public showdowns between pupil and teacher can often escalate as both parties want to save face	
Seeking Help	Buddy system / Friendship Bench		
Reputation / Identity with peers		Pupils act up to enhance reputation Keeping face is important Unfair treatment unhelpful – e.g. comparing pupil to older sibling/parent	
School Discipline System	Clear, staged levels helpful Needs to be followed through Knowing which member of senior management team i/c of discipline is helpful Earlier removal of disruptive pupil is helpful Separating unruly pupils is positive	Ineffective when not enforced or monitored Frequent visitors to detention eventually don't find it effective Suspension doesn't work Exclusions take too long and is now for more extreme behaviour	
Rewards and Sanctions		Lack of consistency/regularity Disruptive pupils awarded Rewards sometimes seen as unfair	
Supply Cover	Cover supervisors are better as they build up a relationship with pupils	Lack of relationship and more pupils play up	
Parental Contact	Positive influence if promoted Dojo system links well with parents		School contact book use is sometimes helpful, sometimes petty use
One rule for me and one rule for you		Teachers using mobile phones, eating in class and wearing jewellery when this is banned for pupils - undermines respect	
Reporting, recording and monitoring	Recording on SIMS is good generally – provides feedback on progress Dojo - a constructive and efficient way to track progress	Consistency with recording Some teachers have better practice than others	
Pupil Voice	Suggestion Box Problem Solving box	Not enough voice Meaningful consultation Balance view required – e.g. teacher/ adult/bus driver believed more than pupil	
Support in Schools	Counselling and Youth Support service are very positively supported	Not able to access service instantly Problems with booking a slot	

Strategic Alignment of Ancillary Services

The Behaviour Support Service cannot exist in a vacuum. There are numerous complementary services which support and enrich service delivery. With a shrinking resource base, colleagues are finding that pooling financial resources, expertise, training and evolving multi agency and multi-disciplinary working is helping to cope with increasing demand and expectations. The list below shows the alignment of:

Services within the Curriculum and Well Being Division:

- Youth Support Service (including School Based Youth Work and Youth Justice)
- Education Welfare Service
- School and Alternative Curriculum
- EOTAS
- Identification of Vulnerable learners
- Youth Engagement and Progression Framework (YEPF) and Cynnydd
- Elective Home Education

Services within the Wider Department

- Children's Services, including TAF and FF
- Educational and Child Psychology

Outside Agencies

- Health – e.g. CAMHS
- School Counselling

Recommendations 16-26 address developments in, and further links between, these ancillary services.

Concluding comments

This draft report requires further enrichment by additional consultation. They may well be further recommendations, whereas existing proposals may be modified, deleted or re-worded. An open and honest debate is welcomed.

There is a universal acknowledgement that need is getting greater and that there's an imperative to take action.

Getting the right recommendations to take service delivery forward is vital. Detailed timings, costings, capacity issues, feasibilities and practicalities can follow in an implementation plan.

This report is an amalgam of many valued professional opinions and throws down the gauntlet to all who have vested interest in realising its findings.

Amongst the priorities for practitioners are: a faster referral process; funding for bespoke provision locally; a major training programme throughout the system; clarity of what's available and what's being done in different components of the system.

Supporting good behaviour and engagement amongst the pupil and student populace is everyone's business.

Together we can proactively address challenges, seize upon opportunities and, by rowing in the same direction, ensure that our schools and settings are even more orderly, productive and safe. Higher standards will follow as more children and young people realise their full potential, in learning spaces that are happy, purposeful and nurturing. All our pupils and students deserve the best possible conditions, in order that they can be more predisposed to learn effectively - so that they become the great people we all aspire them to be.

Rough Costings

The above recommendations have been roughly costed, factoring in Capital outlay, growth, Education Improvement and other grant sources. Currently the estimated costs are as follows:

Time Period	Capital/MEP Band B (£)	Revenue (growth)* (£)	EiG (£)	Other Grant bid (£)
2018/19	0	50,000	1,800	0
2019/20	0	100,000	51,750	0
2021 and beyond	8,200,000	0	0	5,000
Total	8,200,000	150,000	53,550	5000

*** Note: Would request that savings accrued from decentralisation be re-invested. It should be noted that almost 70% of recommendations are cost neutral or require additional time input from officers**

Glossary of Terms

EOTAS	Educated other than at School
PRU	Pupil Referral Unit
FE	Further Education
EHE	Elective Home Education
EBD	Emotional and Behavioural Difficulty
LA	Local Authority
MEP	Modernising Education Programme
LENQ	Leaving Education without a Qualification
NEET	Not in Employment, Education or Training
Cynnydd	European funded programme to reduce NEETs
SEBD	Social, Emotional, Behavioural Difficulty
BSS	Behaviour Support Service
BSCT	Behaviour Support Community Team (Mainstream Outreach)
RhDC	Rhyd y Gors Day Centre
DEC	Department of Education and Children
EWS	Education Welfare Service
TIC	Transform, Innovation and Change Programme
HCWB	Head of Curriculum and Wellbeing
Hafan	Ceredigion terminology for an inclusion centre
Encil	Ceredigion terminology for a facility that supports pupils with behavioural difficulties and provides an alternative to exclusion
CSTLC	Carmarthenshire Secondary Teaching and Learning Centre
TA	Teaching Assistant
SEBSA	Social, Emotional and Behavioural Support Assistant
ELSA	Emotional Literacy Support Assistant
ACE	Adverse Childhood Experience
BSO	Business Support Officer
EWS	Education Welfare Service
TAF	Team Around the Family
FF	Families First
PDG	Pupil Deprivation Grant now Pupil Development Grant
LAC	Looked after Children
NQT	Newly Qualified Teacher
BWBM	Behaviour and Wellbeing Manager
CAMHS	Child and Adult Mental Health Service
YSS	Youth Support Service
SBYW	School Based Youth Work
PSP	Personal Support Plan
IBP	Individual Behaviour Plan
IDP	Individual Development Plan
EP	Educational Psychology
YEPF	Youth Engagement and Progression Framework
ADHD	Attention Deficit Hyperactivity Disorder
ALN	Additional Learning Needs
KS	Key Stage (KS2:yr3-6) (KS3: yr7-9) (KS4:yr10-11)
TAPPAS	Team around Pupils, Parents and School

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**EDUCATION & CHILDREN SCRUTINY
COMMITTEE
21ST DECEMBER 2017**

**EXPLANATION FOR NON-SUBMISSION
OF SCRUTINY REPORT**

ITEM	RESPONSIBLE OFFICER	EXPLANATION	REVISED SUBMISSION DATE
5-year Capital Budget Consultation	Director of Corporate Services	This item will be considered by the Policy and Resources Scrutiny Committee only.	Policy and Resources Scrutiny Committee – 12 th January 2017

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 18TH DECEMBER 2017

FORTHCOMING ITEMS FOR NEXT MEETING 25TH JANUARY 2018

Discussion Topic	Background
School Performance and Achievement 2016/17 – (including discrepancies between WG Categorisation & Estyn Judgements)	This report provides a comprehensive overview and celebration of the outcomes achieved and provision enjoyed within our schools during the academic year 2016-17. A key focus within the text is the impact and success of effective partnership working and collaboration between schools, the Local Authority and ERW region.
School Leadership - Footprint/Federation of schools (including update on recent Stats Release including school sizes and leadership info.)	This report presents an informative overview of our current school settings and provision. Its content is a useful precursor and aide-memoire to ensuring we provide all Carmarthenshire learners with the highest quality of education provision.
11 – 19 Learning Network Update (TBC)	This report provides a useful update on the implementation of the 11 - 19 Review in Carmarthenshire. It focuses on the challenges and opportunities of enhanced delivery models for our learners.
Actions & Referrals Update	These quarterly updates provide details on progress made in relation to actions and requests which arose at previous meetings.

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