

Document Pack



Wendy Walters
Prif Weithredwr,
Chief Executive,
Neuadd y Sir, Caerfyrddin. SA31 1JP
County Hall, Carmarthen. SA31 1JP

WEDNESDAY, 9 OCTOBER 2019

**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.
SA31 1JP. AT 2.00 PM ON TUESDAY, 15TH OCTOBER, 2019
FOR THE TRANSACTION OF THE BUSINESS OUTLINED ON
THE ATTACHED AGENDA.**

Wendy Walters

CHIEF EXECUTIVE



PLEASE RECYCLE

Democratic Officer:	Llinos Jenkins
Telephone (Direct Line):	01267 224088
E-Mail:	LISJenkins@carmarthenshire.gov.uk
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 – 3 MEMBERS

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

INDEPENDENT GROUP – 2 MEMBERS

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

NEW INDEPENDENT GROUP – 1 MEMBER

- | | | |
|----|------------|---------------|
| 1. | Councillor | Shahana Najmi |
|----|------------|---------------|

UNAFFILIATED – 1 MEMBER

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

NON ELECTED VOTING MEMBERS (2)

- | | | |
|----|------------------|--------------------------------------|
| 1. | Mrs V. Kenny | Roman Catholic Church Representative |
| 2. | Rev. D. Richards | Church in Wales Representative |

ELECTED VOTING PARENT GOVERNOR MEMBERS (3)

Term of office expires on the 31/03/2020

- | | | |
|----|----------------------|---------------------|
| 1. | Mrs M. Jones | Area 1 – Dinefwr |
| 2. | Mrs G. Cornock-Evans | Area 2 – Carmarthen |
| 3. | Mr J. Davies | Area 3 - Llanelli |

AGENDA

1. APOLOGIES FOR ABSENCE
2. DECLARATIONS OF PERSONAL INTEREST INCLUDING ANY PARTY WHIPS ISSUED IN RELATION TO ANY AGENDA ITEM.
3. PUBLIC QUESTIONS (NONE RECEIVED)
4. MODERNISING EDUCATION PROGRAMME - PROPOSAL TO RELOCATE YSGOL HEOL GOFFA TO A NEW SITE AND INCREASE ITS CAPACITY FROM 75 TO 120 5 - 42
5. MENTAL HEALTH PROVISION IN EDUCATION 43 - 66
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EDUCATION & CHILDREN SCRUTINY COMMITTEE 15th OCTOBER 2019

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO RELOCATE YSGOL HEOL GOFFA TO A NEW SITE AND INCREASE ITS CAPACITY FROM 75 TO 120

To consider and comment on the following issue:

1. The proposal as outlined in the report and attached consultation document;
2. Officers to initiate formal consultation on the proposal during the spring term;
3. That a report is submitted to the Executive Board at the end of the consultation period.

Reasons:

- To comply with statutory procedures and guidance in relation to school re-organisation.

To be referred to the Executive Board/County Council for decision: YES

Executive Board – 18 November 2019; County Council – NO

Executive Board Member Portfolio Holder: Cllr. Glynog Davies (Education & Children)

Directorate: Education & Children Name of Head of Service: Simon Davies Report Author: Sara Griffiths	Designations: Head of Access to Education Modernisation Team Manager	Tel Nos. / E-Mail Addresses: 01267 246471 SiDavies@carmarthenshire.gov.uk 01267 246618 SMGriffiths@carmarthenshire.gov.uk
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 15th OCTOBER 2019

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO RELOCATE YSGOL HEOL GOFFA TO A NEW SITE AND INCREASE ITS CAPACITY FROM 75 TO 120

Background

Ysgol Heol Goffa is a special school located in Llanelli and is maintained by Carmarthenshire County Council. The school caters for 75 pupils between the ages of 3-19 years old who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). All pupils have a Statement of Special Educational Needs or Individual Development Plan (IDP).

Ysgol Heol Goffa is currently over-subscribed and this trend is likely to continue for the foreseeable future. There is increased demand for places which is putting significant pressure on the Local Authority to place pupils. The current capacity of Ysgol Heol Goffa is 75 with 95 pupils on roll as at January 2019 PLASC.

As a result, the Local Authority are currently developing a scheme to increase the capacity of Ysgol Heol Goffa to 120 places for pupils aged 3-19 who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) by providing a new school with facilities fit for the 21st Century on a new site. The proposed new site is located next to the recently completed Ysgol Pen Rhos.

The Proposal

The proposal is to relocate Ysgol Heol Goffa to a new site and increase its capacity from 75 to 120.

Recommendation

E&C Scrutiny Committee is requested to consider the proposal and recommend to the Executive Board that a formal consultation be initiated.

DETAILED REPORT ATTACHED

YES: Draft Consultation Document

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: **S. Davies** Head of Access to Education

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

1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Corporate Strategy and the Modernising Education Strategic Outline Programme.

2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures and School Organisation Code 2018.

3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

4. ICT

None

5. Risk Management Issues

Continuing with the current capacity of the school would not address the capacity issues. The statutory consultation is required to relocate and increase the capacity of the school.

6. Staffing Implications

Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.

7. Physical Assets

As a result of the scheme to provide Ysgol Heol Goffa with a new school building, the school will re-locate to a new building with a capacity of 120 places.

CONSULTATIONS

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

Signed: S. Davies Head of Access to Education

1. **Scrutiny Committee** – Consulted on 15 October 2019.
2. **Local Member(s)** – Local members will be consulted during the formal consultation period.
3. **Community / Town Council** – Will be consulted during the formal consultation period.
4. **Relevant Partners** – Will be consulted during the formal consultation period.
5. **Staff Side Representatives and other Organisations** – Will be consulted during the formal consultation period.

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
Carmarthenshire's Welsh in Education Strategic Plan	https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
21 st Century Schools Website	www.21stcenturyschools.org
School Organisation Code 2018	https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf

DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION DOCUMENT

Proposal to relocate Ysgol Heol Goffa to a new site and
increase its capacity from 75 to 120

*Our Vision.....Carmarthenshire is a community where children
are safe and nurtured and learners of all ages are supported
to achieve their full educational potential*

Gareth Morgans

Director of Education & Children's Services

School Modernisation Section

Sara Griffiths, Modernisation Team Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

Email: DECMEP@carmarthenshire.gov.uk

Telephone: 01267 246476

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the wellbeing of both children and their families. Schools of the future will need to serve as a focus for a wide range of services dedicated to serving the needs of the community through a joined up approach.

Carmarthenshire is blessed with many very able education leaders and teachers but the continuing changes to the curriculum places a heavy demand on their skills to meet the wide ranging demands of all children. Although the processes of learning, and skills of teaching, are extremely important, deep subject knowledge on the part of the teacher is essential if learners with their various gifts in different areas are to discover and develop their talents to the full.

Schools designed to meet current demands are expected to provide a broad and balanced curriculum through high quality and inspirational teaching. In the planning of new provision it will be important to ensure that our schools are properly equipped to enhance opportunities for social inclusion, sustainable development, equal opportunities and bilingualism. In practical terms we need to ensure that provision reflects the changing patterns of population, with schools based in the right location with accommodation and facilities fit to serve the needs of all learners in the twenty first century.

Consultation will follow the guidelines established by the Welsh Government and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans

Director of Education and Children's Services

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PMLD	Profound and Multiple Learning Difficulties
PT	Part time
SLD	Severe Learning Difficulties
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh medium

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1. Introduction / Background / Rationale for Change

Current Provision/ Status Quo/ Background

Ysgol Heol Goffa is a special school located in Llanelli and is maintained by Carmarthenshire County Council. The school caters for 75 pupils between the ages of 3-19 years old who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). All pupils have a Statement of Special Educational Needs or Individual Development Plan (IDP). Ysgol Heol Goffa is the only special school within Carmarthenshire that caters for pupils with SLD and PMLD and therefore the catchment area for the school is the whole of Carmarthenshire.

Learners are taught in 10 class groups and a typical class would have one teacher and three teaching assistants for eight pupils however the school has to be flexible to meet the needs of the children. The adult/pupil ratio ensures that the individual care and educational needs of the pupils can be met. The school is supported by the physiotherapy, occupational therapy service and the speech and language therapy service. The Local Authority's sensory impairment team, educational psychologist and behaviour teams also work with the school. The school facilities include a purpose built PMLD classroom, sensory rooms, a soft play area, outdoor sensory gardens, rebound therapy facilities, an adventure play area and outdoor learning areas.

Rationale for Change

Ysgol Heol Goffa is currently over-subscribed and this trend is likely to continue for the foreseeable future. There is increased demand for places which is putting significant pressure on the Local Authority to place pupils. The current capacity of Ysgol Heol Goffa is 75 with 95 pupils on roll as at January 2019 PLASC.

As a result, the Local Authority are currently developing a scheme to increase the capacity of Ysgol Heol Goffa to 120 places for pupils aged 3-19 who have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) by providing a new school with facilities fit for the 21st Century on a new site.

The proposed new site is located next to the recently completed Ysgol Pen Rhos which is approximately 3.8 miles from the current school site. The site is within the ownership of Carmarthenshire County Council.

The current site and layout of Ysgol Heol Goffa is poor, this is highlighted by the overcrowded mini bus collection and drop off at the start and end of each school day and the lack of sufficient car parking at the front of the school.

A more recent Estyn inspection completed in March 2017 reported that the Learning Environment was 'adequate' noting that areas of the school building in particular the school hall and teaching areas for the post 16 pupils limit significantly the range of learning opportunities that can take place on site. The lack of an on-site hydrotherapy pool was also reported as a shortcoming.

The proposed new school building would overcome these difficulties noted by Estyn by providing 21st Century Facilities to meet the needs of children with more complex needs and profound special educational needs. The proposed development would provide additional space and better provision for teaching post 16 pupils with life skills and vocational skills as well as more space and better play provision on the proposed new school site.

The proposed investment will be funded (75% Welsh Government, 25% Local Authority) subject to business case approval by Welsh Government.

The new school will have the following benefits:

- Increase places available for pupils in the area with complex and profound special educational needs;
- 21st Century School facilities to meet the needs of children with more complex needs and profound special educational needs;
- Hydro pool facility integrated within the school building;
- New facilities with the required resources such as sensory rooms, specialist therapy rooms, therapeutic external learning environments etc.
- Better learning environment for the children and young people attending the new school;
- More space and better play provision on the school site;
- More space and better provision for teaching young people life skills and vocational skills;
- Specialist provision and specialist resources with therapy rooms available at the new school site;
- A range of learning experiences to develop independence and life skills in preparation for adulthood; and
- Opportunity to share resources with the newly opened Ysgol Pen Rhos adjacent to the proposed new site.

2. The Consultation Process

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary) – Ysgol Heol Goffa	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians – Ysgol Heol Goffa Primary School	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors / Lliedi Community Council	Regional Transport Consortium
Assembly Member (AM) / Regional Members / Members of Parliament (MP)	*All schools within Carmarthenshire
Welsh Ministers	All relevant unions
SEN Partners	Communities for Work
LA Special Educational Needs Division	Legacy
ERW – Education through Regional Working	Fusion
Families First Carmarthenshire	Public Services Board
Child Care / Early Years	Local Police and Crime Commissioner
Communities First Partnership	Flying Start

Welsh Language Commissioner	
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** Consultation document sent to Headteacher and Chair of Governors of all Primary and Secondary Schools in Carmarthenshire.*

Consultation Period

The consultation period for this proposal starts on 13 January 2020 and ends on 23 February 2020.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined on page 11.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link:

INSERT LINK

Letters should be sent to the following address by no later than noon on 23 February 2020.

Mr Gareth Morgans, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB
Or E-mail to: DECMEP@carmarthenshire.gov.uk

Drop in Session

There will be an opportunity to attend a drop in session to ask question and discuss the proposal at the following location:

Location	Date	Time
Ysgol Heol Goffa School Hall	XX January 2020	4-5:30 pm

Consultation with Pupils

There will be an opportunity for the pupils of Ysgol Heol Goffa to participate in the consultation process during a session which will be conducted at the school.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A consultation report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. Hard copies of the report will also be available on request. The report will summarise the observations submitted by consultees and provide Carmarthenshire County Council's response to these observations. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and displayed at Ysgol Heol Goffa. Copies of the notice will be made available to the school to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email).

Statutory Objection Period

The statutory notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Decision Notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

13 January 2020	Issue of this consultation document to identified and other interested parties.
23 February 2020	Closing date for views on the proposal to be received by the Department for Education and Children.
18 May 2020	<p>A Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members.</p> <p>Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>

June 2020	End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received.
October 2020	Deadline to notify parents of intention to implement proposal. Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

3. School (s) affected by this proposal

The catchment area of Ysgol Heol Goffa covers the whole of Carmarthenshire therefore all schools will be notified of the proposal.

Estyn Inspections

As part of a national programme of school inspections, Estyn commissions

School Name		Ysgol Heol Goffa
School Location		SA15 3LS
County		Carmarthenshire
Age Range		3-19
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC]), Special		Special School
Language Medium Category		English Medium
Number of registered Pupils (January 2019)	Nursery	0
	Primary	40
	11 to 16	37
	Post-16	18
	Total	95
Number of pupils previously on the register	January 2018	86
	January 2017	76
	January 2016	75
	January 2015	74
Pupil Projections	January 2019	N/A
	January 2020	N/A
	January 2021	N/A
	January 2022	N/A
	January 2023	N/A
Capacity		75
Cost per pupil (2019-20)		£20,804
School Budget (2019-20)		1,976,409 (£k)
School Categorisation (2018)		GREEN
Estyn Inspection Result LINK		Estyn Inspection - Ysgol Heol Goffa
Building Condition Category		C

reviews of all schools. The most recent Estyn inspection for Ysgol Heol Goffa took place in March 2017 and consultees may access the finding either via the Estyn website at www.estyn.gov.uk or you may request a copy from the Local Authority (for which a charge in respect of photocopying may be made).

During each inspection, inspectors aim to answer three key questions:

- Key Question 1: How good are the outcomes?
- Key Question 2: How good is provision?
- Key Question 3: How good are leadership and management?

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

More detail on the common inspection framework can be accessed via this link-

<https://www.estyn.gov.wales/inspection/inspection-explained/common-inspection-framework>

The inspection judgements for Ysgol Heol Goffa are shown in the following table:

Inspection Area	Judgement
How good are outcomes?	Good
How good is provision?	Excellent
How good are leadership and management	Excellent

4. The Proposal – Ysgol Heol Goffa

The Proposal

Due to the increase in demand for pupil places the proposal is to:

Relocate Ysgol Heol Goffa to a new site and increase its capacity from 75 to 120 from Easter 2022 when occupation of the new school building is proposed.

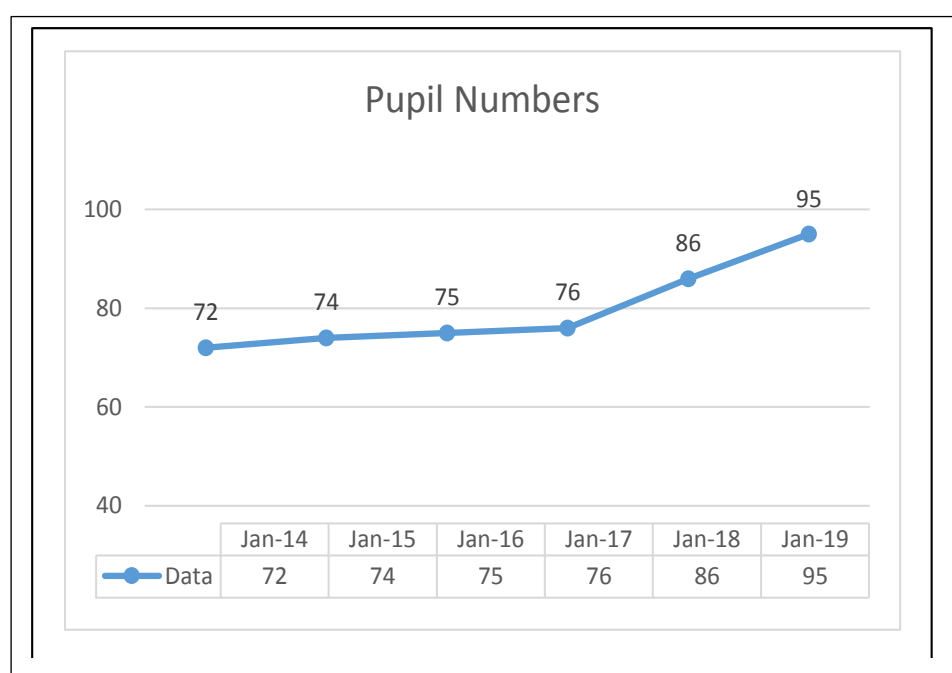
Background

Ysgol Heol Goffa is a special school located in Llanelli and is maintained by Carmarthenshire County Council. The school provides placements for pupils aged from 3 to 19 with severe or profound and multiple learning difficulties.

Rationale for Change

The current school is over-subscribed at present with 95 pupils on roll as at January 2019 and does not meet the needs of the learners, as a result the Local Authority are currently developing a scheme to provide Ysgol Heol Goffa with a new school building on a new site with facilities fit for the 21st Century.

The chart below shows the increase in pupil numbers attending Ysgol Heol Goffa between January 2014 and January 2019 (PLASC).



Capacity Information

	Jan 14	Jan 15	Jan 16	Jan 17	Jan 18	Jan 19
Ysgol Heol Goffa Capacity	75	75	75	75	75	75
Pupil Numbers	72	74	75	76	86	95
Surplus	3	1	0	+1	+11	+20

As can be seen from the table, Ysgol Heol Goffa has been over capacity for a number of years. This proposal will overcome these issues by providing a new school building with capacity for 120 pupils with facilities fit for the 21st Century.

School Catchment Area

The catchment area of Ysgol Heol Goffa covers the whole of Carmarthenshire. This will not change as part of this proposal.

Transitional Arrangements

There will be no change for pupils. Pupils will remain at the existing school site until the new build school is ready for occupation.

Advantages and Disadvantages of the Proposal / Scheme

Advantages

- New build school with 21st Century Facilities
- Hydro Pool integrated within the school building
- Increase capacity to 120 places
- More space and better play provision on the new school site
- Opportunity to share resources with the newly opened Ysgol Pen Rhos adjacent to the proposed new site.

Disadvantages

- Increase in travelling for some pupils
- Approval of business cases from Welsh Government for 75% grant funding to build the new school required.

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.
2.	Demand for provision diminishes.	- This is unlikely as the demand for places outweigh the number of places currently available.
3.	Increased travelling times for some pupils.	- Transport will be provided in accordance with the requirements of a Statement of Special Educational Needs issued by the Authority or where a pupil/learner is the

		subject of the statutory assessment procedure where learning difficulties which the LA considers makes transport 'necessary'. Assessments will be subject to regular review. The type and nature of transport provided will be determined by a Risk Assessment.
4.	Integration of pupils into the new school building.	- The Authority will work with the pupils to ensure smooth transition and integration into the new school.

WESP

Ysgol Heol Goffa has been categorised as an English medium language category special school.

The Local Authority is committed to providing a bilingual service to Carmarthenshire's learners. The Authority recognises that bilingual provision in our Special Schools and Units is limited. We will work with these settings in developing bilingual provision to ensure that learners with complex additional needs can access bilingual provision and support in their chosen language.

The majority of pupils respond appropriately to Welsh greetings and can use common greeting words in the correct context. Nearly all pupils develop their understanding of the culture and heritage of Wales effectively.

The school plans suitably to develop pupils' Welsh language skills. There are many opportunities for pupils to develop their understanding of Welsh culture and heritage, for example through the school's annual eisteddfod and residential trips to Llangrannog.

Financial Implications – Revenue

Ysgol Heol Goffa is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

Admission Arrangements

Admission to Ysgol Heol Goffa is via an inclusion panel made up of Headteachers and representatives of the Authority. Referrals to the admissions panel are made by the Education Department via the placement

panel following consultation with representatives from the Health and Social Services Departments.

Alternative options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1	Status Quo	Discounted due to insufficient capacity for current number on roll, confined site.
Option 2	Refurbish / Remodel current school site	Insufficient outdoor area to develop current school site.
Option 3	New build 90 capacity school providing 21 st Century facilities with a 5 bed respite centre.	Capacity insufficient as there are 95 pupils on roll (January 2019).
Option 4 (Preferred)	New build 120 capacity school providing 21 st Century facility with a 5 bed respite centre and small hydro pool.	Preferred option for the medium to long term.
Option 5	New build 120 capacity school providing 21 st Century facility with a 6 bed respite unit and full size hydro pool.	Discounted due to increase in capital costs.

Transport Impact Assessment

Transport will be provided in accordance with the requirements of a Statement of Special Educational Needs issued by the Authority or where a pupil/learner is the subject of the statutory assessment procedure where they have learning difficulties which the Local Authority considers makes transport 'necessary'. Assessments will be subject to regular review. The type and nature of transport provided will be determined by a Risk Assessment. The site for the new school is approximately 3.8 miles from the current site of Ysgol Heol Goffa.

Capital Receipts

Any capital receipts received as a result of this proposal will be re-invested into the Modernising Education Programme.

Community Impact Assessment

Please refer to Appendix A of this consultation document for full details of the Community Impact Assessment undertaken.

Welsh Language Impact Assessment

Please refer to Appendix B of this consultation document for full detail of the Welsh Language Impact Assessment undertaken.

Equality Impact Assessment

Please refer to Appendix C of this consultation document for full details of the Equality Impact Assessment undertaken.

5. Evaluation of Present Arrangements

Quality and standards in education

Standards

It is not appropriate to compare the standards that pupils achieve at the school with national averages or to analyse trends in overall performance over time because of the wide range of pupils' special educational needs. There is no significant difference between the performance of all pupils and that of boys and girls, those pupils eligible for free school meals or those who are looked after by a local authority.

By the time they leave the school, all leavers gain at least one or more qualifications in accredited courses that are well matched to their individual needs and abilities.

Teaching and learning experiences

The quality of teaching is consistently high across the school. All teachers have high expectations of what pupils can achieve. They challenge pupils appropriately to concentrate and complete tasks to the best of their ability.

Teachers and support staff work closely together as a strong and effective team. All staff manage challenging behaviour very skilfully and this enables pupils to remain engaged with their learning and to make progress.

The school provides a broad and balanced curriculum that meets the needs of the pupils exceptionally well. Teachers plan collaboratively to make highly effective use of the school's resources and ensure stimulating and engaging learning experiences across the school.

There is a strong emphasis throughout the school on ensuring pupils develop the skills they need to become more independent. The school provides an extensive range of extra-curricular activities, clubs and residential experiences, including music, drama, netball and gardening. These are highly effective in developing pupils' confidence and the wider skills they will need in their future lives. Post-16 pupils have relevant opportunities to participate in work experience and enterprise activities which prepare them well for the world of work.

Care support and guidance

The school provides a very high level of care, support and guidance for its pupils. The school's procedures to promote awareness of healthy lifestyles and to develop pupil' wellbeing are exemplary. There is extensive provision for pupils to engage in activities that develop their physical and emotional wellbeing.

The school works very effectively with professionals from a suitable range of agencies, which ensures effective collaborative planning for pupils' individual health needs.

The school provides extensive opportunities for pupils to develop important life skills, such as learning how to be safe online, how to shop and how to prepare healthy meals.

There are highly effective policies and procedures in place for managing pupil behaviour, which staff apply exceptionally well. Staff build positive relationships with pupils and manage pupil behaviour skilfully.

Leadership and Management

The Headteacher and members of the senior leadership team provide exceptional leadership for the school. They communicate a clear strategic direction for the school that focuses well on developing pupils' academic and social skills through providing relevant, enjoyable and challenging learning experiences.

The senior leadership team are highly effective in developing the leadership skills of the many staff who have responsibility for co-ordinating subjects and leading school improvement projects.

Impact of the proposal

If approved, the proposal will provide a high quality learning environment in support of enhancing outcomes for all learners. Much research has demonstrated that learners achieve better outcomes when the learning environment is of the highest quality.

This proposal will ensure that the already excellent standards will be maintained and indeed improved as a result of this proposed investment.

Need for places and the impact on accessibility of schools

The County Council has considered the sufficiency of places and the likely demand for places in the future.

Resourcing of education and other financial implications

As can be seen on page 13 there is currently a shortfall of places available at the current Ysgol Heol Goffa. This proposal will ensure that there are sufficient pupil places in a special school for the medium to long term.

Surplus Places / Capacity Issues

The capacity of Ysgol Heol Goffa is 75 however based on January 2019 pupil data there are 95 pupils on roll which is 20 places over capacity. To meet current and future demand an increase in capacity is required for the medium to long term. If provision is not increased pupils may have to travel out of county to receive the specialist care they require at a substantial cost to the Local Authority.

Transport Costs

Transport arrangements will be made in accordance with the County Council's home to school transport policy.

Capital Costs / Capital Receipts

If the proposal is approved the new school will address the current shortfall in capacity as part of the Council's 21st Century Schools Programme.

This investment will be funded (75% Welsh Government, 25% Local Authority) subject to business case approval by Welsh Government.

6. Appendix A- Community Impact Assessment

Ward Profiles – Ysgol Heol Goffa is currently within the Lliedi ward, the ward profile can be viewed by clicking on the following link [Ward Profile Lliedi](#)

The Lliedi ward is within a community's first area.

Proposed Development

If approved the proposed new school improvements would bring significant benefits to pupils and the community as noted below:

- **Pupils**

This proposal seeks to ensure a high quality learning environment increasing places available for pupils in the area with complex and profound special educational needs. The improved facilities will directly enhance teaching and learning for learners developing a school with the necessary resources namely sensory rooms, therapy rooms, therapeutic external teaching environments etc. It would offer learners more space and better play provision and more space and better provision for teaching young people life skills and vocational skills. Pupils would benefit from sharing a 3G pitch with Ysgol Pen Rhos located adjacent to the proposed new site for Ysgol Heol Goffa.

- **The Community**

The proposed new school would benefit the community from the use of the specialist facilities outside of school hours.

- A range of easily accessible outdoor spaces (a useful learning and teaching environment invaluable for recreational, social and extended school and community use). The outdoor space will include access to a MUGA (Multi Use Games Area).
- Community use of ICT resources such as Braille keyboards for visitors as well as for the pupils and staff.
- Sharing of a 3G pitch with Ysgol Pen Rhos located adjacent to the proposed new site.
- A purpose built 5 bed respite centre.
- A hydro pool to share with the community.

Secure access points will be designed into the scheme which will allow the community to access the school building and external hard play areas during the evenings and weekends in co-operation with the Headteacher.

7. Appendix B- Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

The language category of Ysgol Heol Goffa is English medium and English is the main language of nearly all pupils.

The majority of pupils respond appropriately to Welsh greetings and can use common greeting words in the correct context. Nearly all pupils develop their understanding of the culture and heritage of Wales effectively.

The school plans suitably to develop pupils' Welsh language skills. There are many opportunities for pupils to develop their understanding of Welsh culture and heritage an example being the school's annual eisteddfod and residential trips to the Urdd camp in Llangrannog.

8. Appendix C- Equalities Impact Assessment

Carmarthenshire County Council

Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the

obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

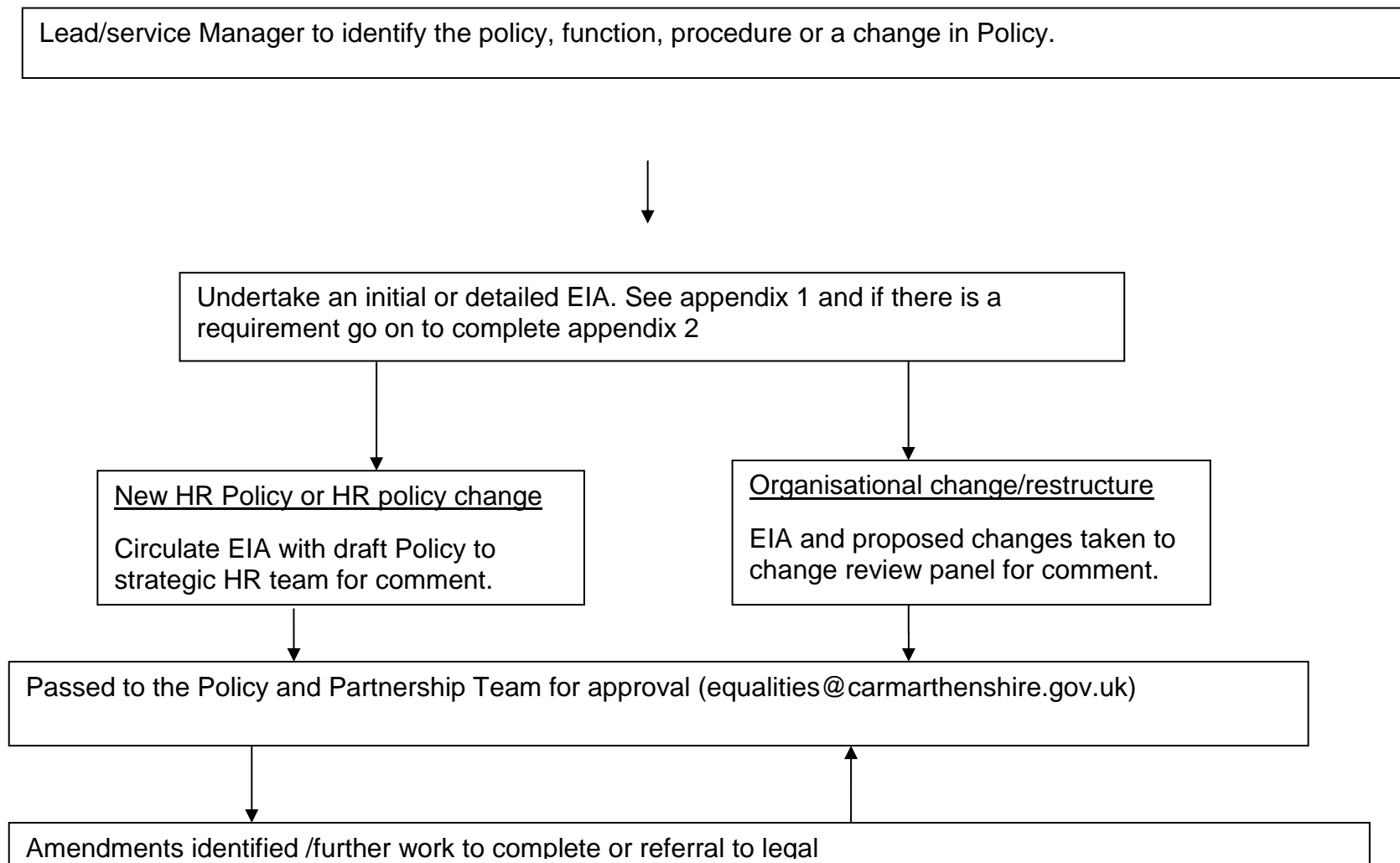
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: June 2019 Revision Dates: June 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	To increase the capacity of Ysgol Heol Goffa and re-locate to a new school site with 21 st Century Facilities.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • Welsh Government Guidance School Organisation Code 2018 • PLASC Data 2019 • The Well-being of Future Generations (Wales) Act 2015 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.		To provide a new build 120 capacity special school for the pupils of Ysgol Heol Goffa on a new school site with 21 st Century facilities to meet the needs of children with more complex needs and profound special educational needs. The increase in capacity will benefit the special school by addressing the capacity issues experienced in recent years and will also ensure that the school can accommodate future demand. A 5 bed respite centre will also be located in the site of the new school and a small hydro pool facility.			
The Public Sector Equality Duty requires the Council to have “due regard” to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes)		2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?		4. If there is a disproportionately negative impact what mitigating factors have you considered? N/A
characteristics	Age	M	Risk Neutral	The new school will cater for pupils aged 3-19	
	Disability	M	Risk Neutral	21 st Century Facilities for pupils with complex and profound special educational needs	
	Gender reassignment	N	Risk Neutral		
	Race	N	Risk Neutral		

	Religion/Belief	N	Risk Neutral		
	Pregnancy and maternity	N	Risk Neutral		
	Sexual Orientation	N	Risk Neutral		
	Sex	N	Risk Neutral		
	Welsh language	M	Risk Neutral		
	Any other area	N	Risk Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?	YES <input checked="" type="checkbox"/> Informal and formal consultation will be undertaken as stated in Welsh Government guidance. We will consult informally with the Headteacher and Chair of Governors. As part of the Formal Consultation period key stakeholders will be consulted with as detailed on page 8 of this consultation document. NO <input type="checkbox"/>
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6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that parents, staff and governors are fully informed at each stage of the consultation.

7. Procurement Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A

8. Human resources

Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be an increase in capacity, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted.		
9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Approved by: Head of Service	Simon Davies	Date: June 2019

Thank you for completing this assessment.

For further information regarding Assessing Impact, please contact the -

Policy & Partnership Team

Chief Executive's Department

01267 22(4914) / (4676)

equalities@carmarthenshire.gov.uk

Please send a copy of the assessment to the above e-mail address upon completion.

LAST PAGE

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EDUCATION & CHILDREN SCRUTINY COMMITTEE 15th OCTOBER 2019

Mental Health Provision in Education

Purpose: To identify any areas of concern or possible areas of improvement, with a view to recommending policy changes to the Executive Board.

To consider and comment on the following issues:

For Members to review available data on the following:

- Emotional wellbeing - in relation to youth suicide.
- What schools are doing to support young people at risk of developing significant mental health issues?
- Are teaching staff sufficiently skilled/trained to identify 'at risk' pupils?
- What schools are doing at present - noting the range of schools and demographic.
- Overview of good practice and national overview.

Reasons:

- During the forward planning process the Committee identified this area as one of interest and Members have requested a report on the matter.

To be referred to the Executive Board for decision: to be decided

Executive Board Member Portfolio Holder: Cllr. Glynog Davies (Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Head of Service: J. Aeron Rees</p> <p>Report Author: J. Aeron Rees</p>	<p>Designations: Head of Curriculum and Wellbeing</p>	<p>Tel No.: 01267 246532</p> <p>E Mail Addresses: JARees@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN

SCRUTINY COMMITTEE

The report aims to address the purposes laid out in the Scrutiny Forward Programme brief and template & covers the following areas:

- Issues of Definition and Context
- Policy Context
 - National
 - Carmarthenshire
- Salient National and County data
- Provision in Carmarthenshire Schools
 - Pastoral Structures
 - Case Study material/evidence
 - Screening and Baseline Assessment
 - Training Delivery for schools
- Support Services for Schools
- Wider Support Services
- Groups and Fora
- Issues arising
- Plans already in place
- Possible further recommendations

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: *J. Aeron Rees* Head of Curriculum and Wellbeing

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
--------------------------------------------------	-------	---------	-----	------------------------------	--------------------------	--------------------

YES	YES	YES	NONE	YES	YES	NONE
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Policy, Crime and Disorder

The 2018 publication of the Children, Young People and Education Committee's 'Mind over Matter' report called for a step change in the way in which the emotional and mental health needs of children and young people are met. The report also sets out the view that schools should play a much greater role in supporting children's emotional and mental health needs. Ministers have responded to the report, with The Minister for Education indicating in June 2019 that she would be consulting on framework guidance for schools to support them in embedding a whole school approach.

Legal

The New Curriculum for Wales will be statutory from September 2022 for nursery years to year 7. The Health and Wellbeing area of learning will be a statutory component of that new curriculum.

Finance

There are likely to be growth pressures on this area of provision towards the future – e.g. for additional staffing and training. These pressures will become clearer when further Welsh Government guidance is issued.

Risk Management

There are many risk factors when dealing with young people who display vulnerabilities. School staff are being required to play a more prominent role in the mental and emotional needs of pupils, an area in which they may not necessarily have been afforded rigorous initial training. Realistic expectations of the teaching profession and support workers are required, coupled with clear referral pathways and unambiguous signposting from the profession to specialist services – for those pupils who present as acute cases.

Staffing Implications

There is a demand for additional training and a requirement for greater specialism. Sourcing this from present staffing capacity needs to be carefully considered.

CONSULTATIONS

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

Signed: *J. Aeron Rees*

Head of Learner Programmes

1. Scrutiny Committee

Scrutiny Committee to be consulted on January 15th 2019

2. Local Member(s)

N/A

3. Community / Town Council

N/A

4. Relevant Partners

5. Staff Side Representatives and other Organisations

Various colleagues have assisted in amalgamating information for the report.

The report is underpinned by two other strategies which have previously gone through the Corporate Process:

- Equity and Wellbeing Strategy
- Behaviour Support Review

(There were appropriate consultations for these reports)

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
Equity and Wellbeing Strategy		On request from ECS or link
Behaviour Support Review		On request from ECS or link
Services and support for children and young people with mental Health Issues		Social Care & Health Scrutiny 17.4.19 http://democratiaeth.sirgar.llyw.cymru/documents/g2181/Pe cyn%20adroddiadau%20cyhoeddus%2017eg-Ebr-2019%2010.00%20Pwyllgor%20Craffu%20Gofal%20Cymdeithasol%20ac%20Iechyd.pdf?T=10&LLL=1 pages 5-16
References for paper		See final page of main report

Mental Health Provision in Education

1. Introduction

1.1. Preamble: Presenting this report, at the request of ECS Scrutiny, is considered timely. Child and young peoples' emotional and mental health and overall wellbeing is a subject of much debate at this time. This is manifested by a burgeoning policy landscape; strategic fora and a plethora of operational programmes and techniques now at the disposal of professionals. Addressing this very broad and fast-evolving topic will be attempted, by giving due diligence to portraying the range of provision **in and around** schools. The report will also strive to capture, within the narrative, the report brief as required from the Scrutiny forward plan template.

1.2. Issues of Definition and context:

- Wellbeing – arriving at a precise and universally accepted definition is the subject of much academic debate, which resides outside the scope of this report. As the World Health Organisation maintain, *'[wellbeing]...is a broad-ranging concept affected in complex ways by the person's physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment.'*¹

For the purposes of clarity and simplicity:

"Wellbeing is about feeling good and functioning well, meaning that the person's condition and experiences are positive"

(for further examination of the concept, see Appendix of CCC 'Ever Learner Matters' report)

- Mental Health can be subsumed within the wider wellbeing definition. According to the Welsh Audit Office (WAO 2019) and, in relation to young people aged 16-24, mental health resides alongside other wellbeing considerations such as homelessness, being a young parent, young adult caring responsibilities and skills and employability.

'Mental health is about how we think, feel and behave.'

Mental health symptoms have, in the main, been divided into groups. They are classed as either:

- *'neurotic' symptoms: which refer to those symptoms which can be regarded as severe forms of 'normal' emotional experiences such as depression, anxiety or panic. 'Neuroses' are now more often called 'common mental health problems.'*
- *'Psychotic' symptoms, which are less common, are those that interfere with a person's perception of reality. This may include the person having hallucinations. That is they see, hear, smell or feel things that no one else can.'*⁵
- *'Children's mental health is often defined as different from adult mental health and more multifaceted because of the unique developmental milestones that children experience. Characteristics of the child (e.g., gender, genetics) are important determinants of that child's well-being. However, child mental health also includes those conditions that directly affect or modify mental health, including aspects of a child's family, community, and broader society.'*
- *The mental health problems children may experience may be reflected as difficulties in psychological and emotional development, social relationships, and behaviour.'*
- *Well-designed mental health promotion and prevention programs and interventions can enhance the well-being of children and mitigate the escalation of problems.'*⁶ This raises the possibility to **plan for, and ensure, good general wellbeing, predicated also upon early support and intervention** when neurotic or psychotic symptoms begin to manifest themselves. This entails

addressing both general wellbeing and mental health issues in our schools – **both of which** will be referenced in this report.

- A WAO report notes that:
 - One in four people in the UK will experience a mental health problem in their lifetime – **with half of all mental health problems starting by age 14**
 - In 2019, the Prince's Trust Youth Index showed that:
 - Young people's happiness and confidence across all areas of their life was the lowest since the index began in 2009
 - Around three quarters of respondents from Wales said they feel stressed or anxious 'often' or 'always'
 - Data from 2018 indicated that young people in Wales *"were more likely than those in England to worry about: their future, finances, 'not being good enough' in general, not knowing what they want in life and the economic climate"*²
- Suicide – 'An intentional, non-accidental act that results in death'. Contrary to some beliefs, suicide is not a common occurrence among children and young people and is a rare event. The latest Office of National Statistics (ONS) data shows that:
 - There were 20 registered deaths in Wales in 2017 amongst those aged 15-19.
 - ONS data for 10-14-year olds shows that there are generally no such deaths or one such death in any given year
 - That said, one death is one too many
 - Nationally available data for Counselling services in Wales (2017-18) shows that of the 11,365 young people who received counselling in that year, 2.7% received support which was related to suicide
- Self-harm - 'any intentional self-poisoning or self-injury that does not result in death, regardless of motive or the degree of suicidal intent' is more common with around one in ten adolescents reporting having self-harmed, though most young people who self-harm stop before adulthood³. 6.1% of young people counselled in 2017-18 in Wales received support relating to self-harm. Self-harm is more common in girls than boys.
Most young people do not self-harm in an attempt to end their lives but sometimes it can be a suicide attempt.

NOTE: Self-harm is a behaviour, often a coping mechanism signalling distress, not a mental illness, though there is an association between self-harm and mental illness such as depression, anxiety and trauma disorders.³

2. Policy Backdrop

2.1. National

- Mind over Matter Report – published in 2018 by the Welsh Government's Children, Young People and Education Committee – this influential report called for a step change in the way in which the emotional and mental health needs of children and young people are met. The report contained 27 recommendations and set out a view that schools should play a much greater role in supporting children's emotional and mental health needs.

Responding to the report, the Ministers for Education and Health and Social Services established a joint Task and Finish Group of education and health experts to advise them on the work needed to embed a whole school approach to emotional and mental wellbeing.⁴

- New Curriculum for Wales – The new curriculum will be implemented for nursery children to year 7 from September 2022. Planning for the new curriculum is underway. There are:
 - Four core purposes to the curriculum, one being to develop and nurture: **Healthy, confident Individuals**
 - Six areas of Learning and Experience, one being **Health and Wellbeing**. Significantly, this area of learning is considered of equal status to other AOEs such as languages, Science and Mathematics.

(see below as to how this part of the new curriculum is being approached locally in Carmarthenshire). This AOE is further sub-divided in to 5 'What Matters' statements:

- Developing physical health and well-being has lifelong benefits
 - **How we process and respond to our experiences affects our mental health and emotional well-being.**
 - This statement will help learners to understand how mental health and emotional well-being influence the way people think, feel and behave. It will also help learners explore the connections between life experiences and mental and emotional well-being. Through understanding the conditions that promote and impact on mental health and emotional well-being, learners will be supported to manage the experiences that they encounter. They will also be supported to develop their ability to focus their attention and to be aware of how they are thinking and feeling during their experiences. In addition, they will explore how experiences are perceived.
 - Our decision-making impacts on the quality of our lives and the lives of others.
 - How we engage with different social influences shapes who we are and our health and well-being.
 - Healthy relationships are fundamental to our sense of belonging and well-being.
- Wales Audit Office – Its September 2019 report (previously cited) focuses on 5 dimensions of young people's wellbeing and was instigated to examine the current Welsh Government focus on wellbeing and healthcare services to young people. In terms of overall desirable improvements to young people's wellbeing, WAO recommend:
 - A need to listen more to young people and understand what matters
 - Communicating a clear purpose for public services that inspires and empowers people to work together to improve the wellbeing of young people
 - Being brave – encouraging experimentation and taking well-managed risks

In addition, with specific reference to Mental Health, it's recommended to:

- Understand what services exist and gaps
 - Understanding costs
 - Joining up policy making
 - Working out who does what
 - Learning from, and improving, delivery on the ground
- The Association of Education Directors Wales (ADEW) are in the process of presenting a report to the Joint Ministerial Task Force, following a comprehensive survey of schools in Wales, with the aim of canvassing views on current practice in relation to emotional wellbeing and mental health. This report aims to identify the range of strategies deployed by schools; examine training currently available; highlight difficulties experienced in gaining support for intervention for pupils, whilst also inviting suggestions to further inform a national approach to supporting pupils' emotional health and wellbeing. Usefully, several schools in Carmarthenshire took part in the survey (see below).

- Other policy Links: (not exhaustive)
 - *The Wellbeing of Future Generations Act (2015)* – CCC has embraced the 7 wellbeing goals of the Act, one being of particular significance, namely ‘A healthier Wales’
 - *Education in Wales: our national mission* (action plan 2017-21) – Four key enabling objectives are offered, the third being of particular relevance, namely ‘strong and inclusive schools committed to excellence, equity and wellbeing’
 - *Estyn common inspection framework (2017)* – has five inspection areas which include ‘wellbeing and attitudes to learning’ and ‘care, support and guidance.’
- National Data

Figure 1: Counselling Sessions – predominant discussion topics – top 5 issues

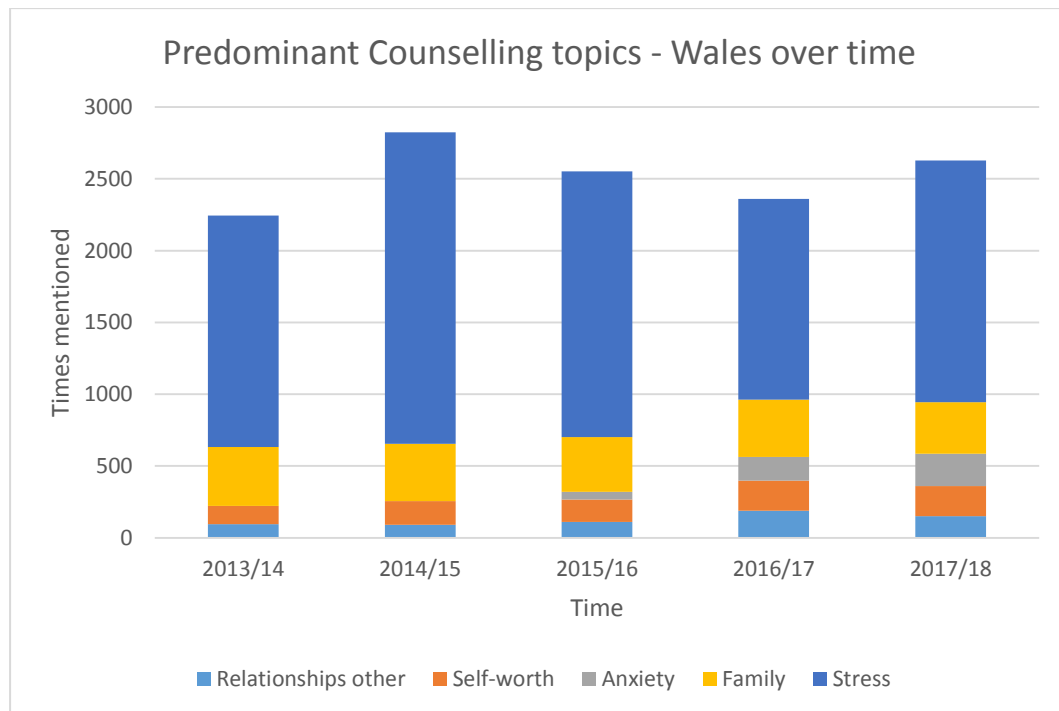


Figure 2: Counselling Sessions – Suicide Ideation and Self-harm

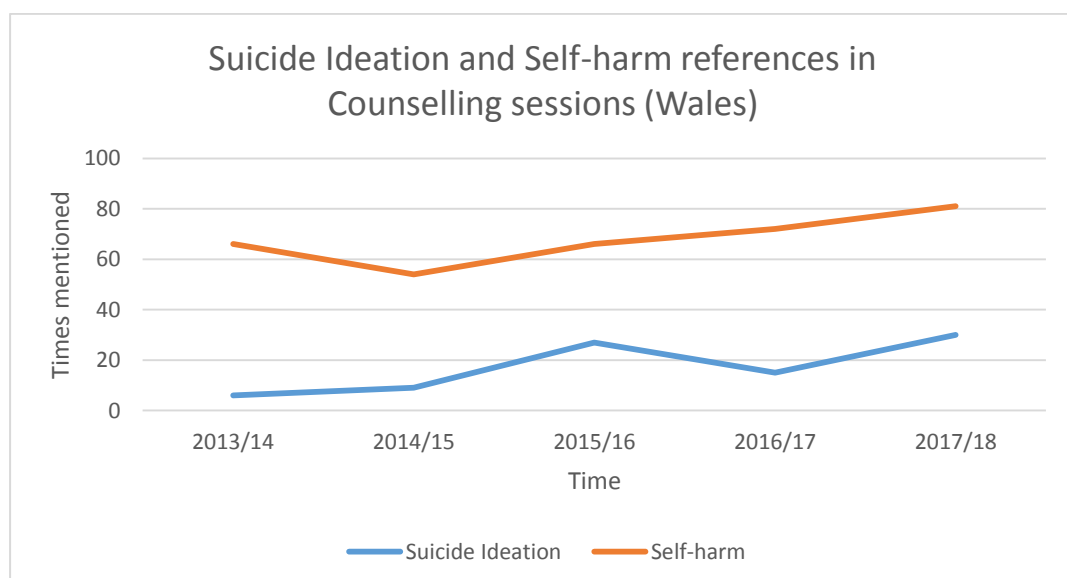


Figure 3: Number of Child and Adolescent Mental Health (CAMHS) Referrals over time

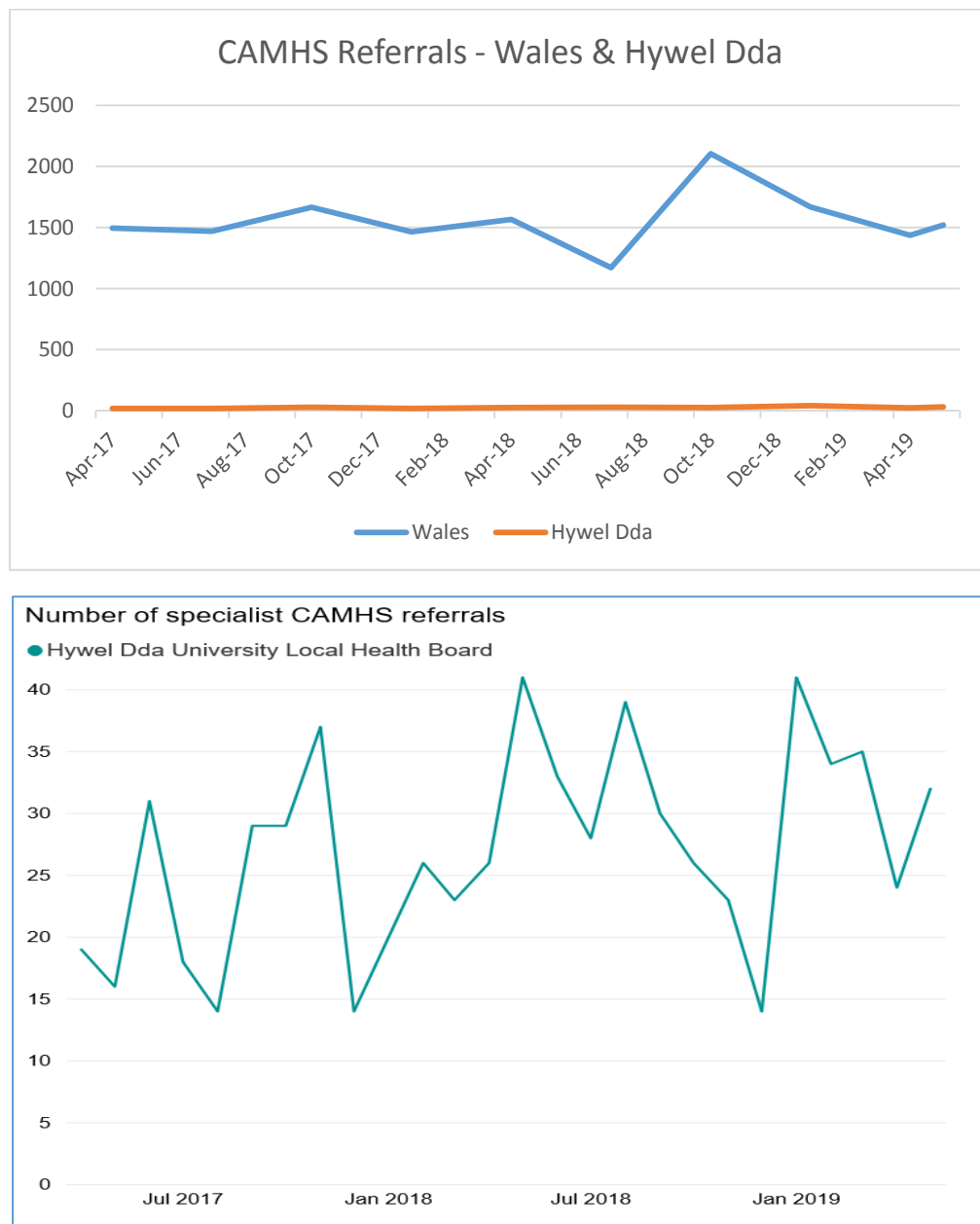
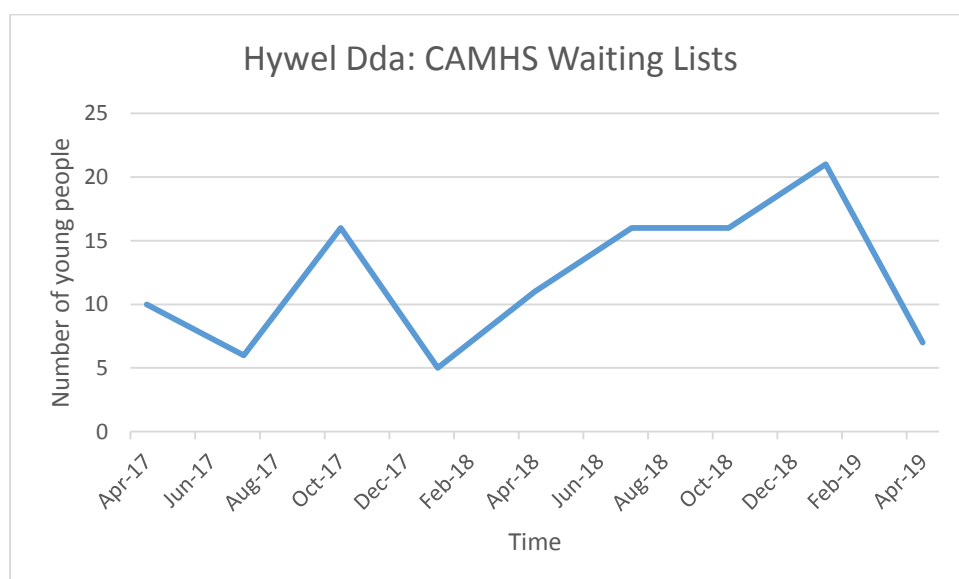


Figure 4: Total Number of people waiting for CAMHS treatment



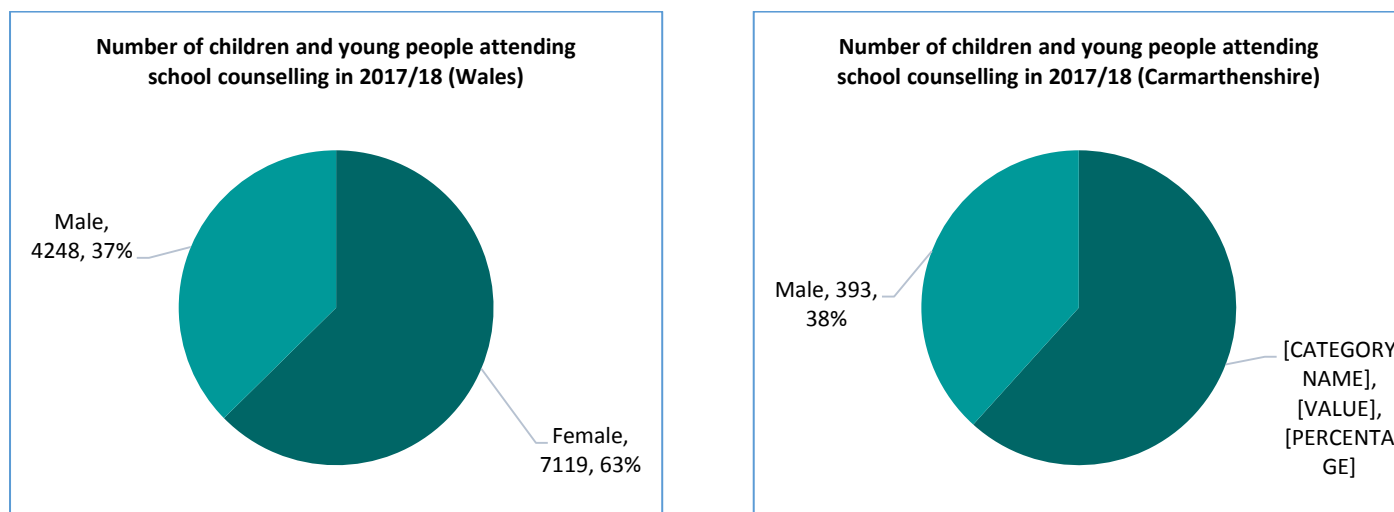
2.2. Carmarthenshire County Council

- Carmarthenshire's Wellbeing plan – This Public Service plan has the aim of improving the economic, social, environmental and cultural wellbeing of our residents.
- Department for Education and Children
 - *Equity and Wellbeing Strategy* – This report was written partially in response to The National Mission and the Mind over Matter Report and was tabled for ECS Scrutiny on 13.3.19. In articulating some fundamentals in relation to wellbeing, the vision articulated asserts that, in Carmarthenshire, 'Pupil wellbeing is integral to our thinking and takes centre-stage' and that:
 - Ensuring that our young people are content, happy and thriving is an over-riding aim
 - When pupils' basic needs, are catered for, in combination with positive relationships in school, learners will be more predisposed to learn
 - Positive attitudes to learning make it more likely that learners will be the best they can be and achieve high standards
 - This rationale, and the wider strategy, will be informing our practice in schools for the foreseeable future.
 - *Behaviour and Engagement Strategy* (Scrutiny Committee 21.12.17) – in aspiring to develop and improve behaviour and engagement support, there are numerous elements which can also, arguably, support pupil wellbeing:
 - Understanding behaviour – instilling a widely held professional understanding of emotion coaching, trauma and attachment awareness
 - Develop restorative practice and widen its deployment
 - Respond to need, react rapidly in a crisis but, conversely, adopt a proactive mindset so that crisis situations become more of a rarity
 - *Local Curriculum* – The new curriculum for Wales allows for the national curriculum architecture to be locally interpreted. On 1.5.19, a conference was staged by ECS Carmarthenshire to consider the contents of the Health and Wellbeing AOLE. This was held on the day following the publishing of the draft national framework – and the timing was no accident but was considered a statement of intent and a way of ascribing importance to the centrality of this area of learning for the local curriculum.
 - *Healthy Schools* – this small, but very active, team have conducted several events of relevance to emotional and mental health e.g. Mental and Emotional Health in Schools Course (17.3.19):
 - Pause Points; 5 ways to wellbeing; Llyfr Ishi; Samaritans; bereavement support; sharing good practice – Speakr, Bydis Buarth, Burns by your side;
 - Stalls/marketplace e.g. ELSA, SEAL, School Nurses, TAF, Occupational Health, Advocacy and Primary Mental Health Care
 - *Youth Support Service* – The YSS provides support to children and young people aged 8-25. There are four pillars of operational delivery:
 - Universal Services – e.g. Youth Clubs and Duke of Edinburgh Award
 - School-based youth Work
 - Youth Justice
 - Post-16 Team

- By its nature, the YSS works with a wide range of young people and very often work with youngsters who have a range of adverse experiences and vulnerabilities - some of whom also exhibit risky behaviours. The scope of this paper does not do justice to the work undertaken, but there will be an opportunity for Scrutiny Members to receive a more detailed report on 23.1.20. In the meantime, three simple examples of projects undertaken by YSS in relation to wellbeing give a flavour of the range of provision:
 - The Safety Trust and Respect programme is run with pupils- this promotes safer relationships and supports young people to learn about what a positive relationship looks like; it helps to prevent young people from entering abusive relationships or developing abusive behavior in the future.
 - Healthy lifestyle courses- through learning how to cook healthy meals.
 - Holiday programmes run by school-based youth workers in conjunction with the Universal Team- e.g.coassteering; waterfall walk; (expanding horizons; trying something new; self-esteem; confidence; new opportunities etc)
 - Project with Syrian girls in a school to learn about and celebrate their culture.
- Carmarthenshire Data

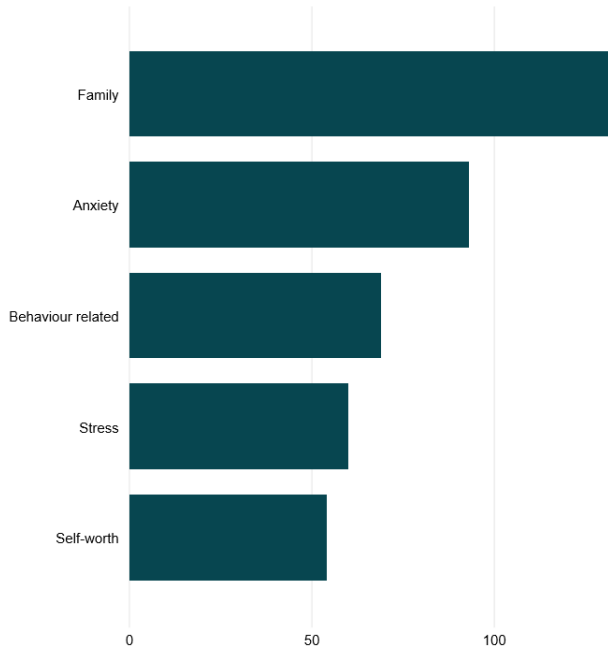
Figure 5: Counselling Statistics for Carmarthenshire pupils

5A. Gender split

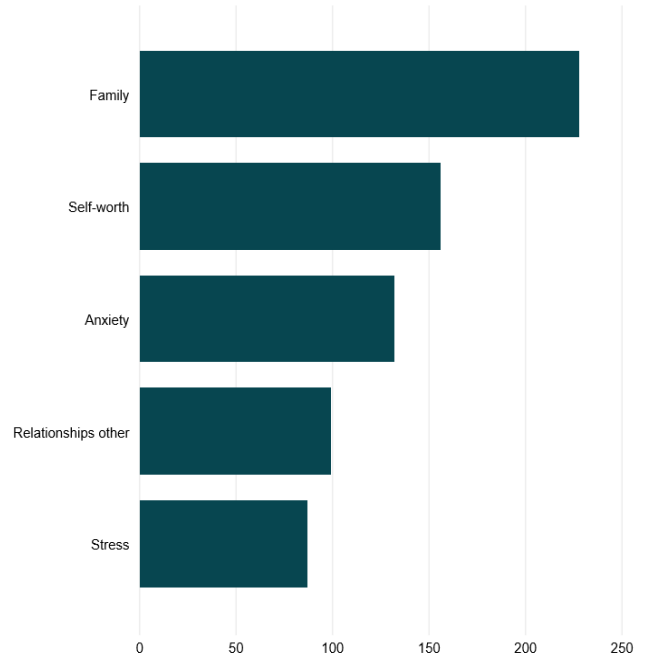


5B. Top five topics (Males); Top 5 Topics (Females)

5 Predominant issues for children and young people who received school counselling in 2017/18 (Carmarthenshire),(Male gender)

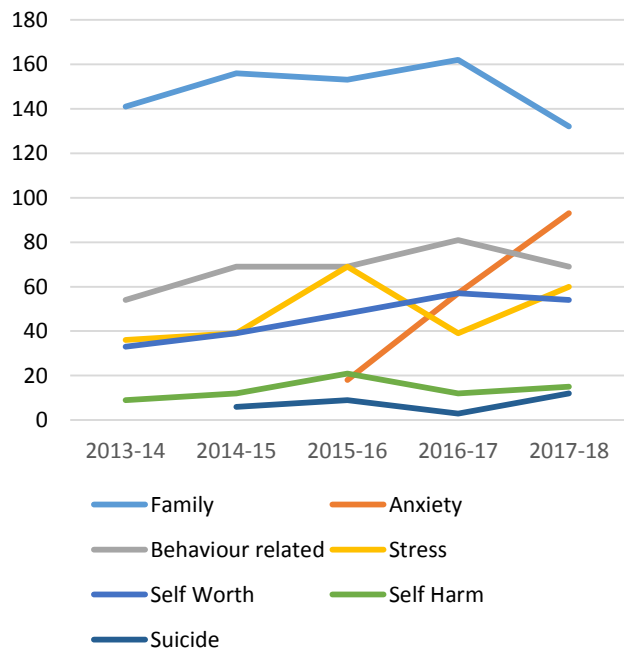


5 Predominant issues for children and young people who received school counselling in 2017/18 (Carmarthenshire),(Female gender)



5C. Trends in Counselling Topics

The number of issues presented in school counselling (Carmarthenshire), (Male gender)



The number of issues presented in school counselling (Carmarthenshire), (Female gender)

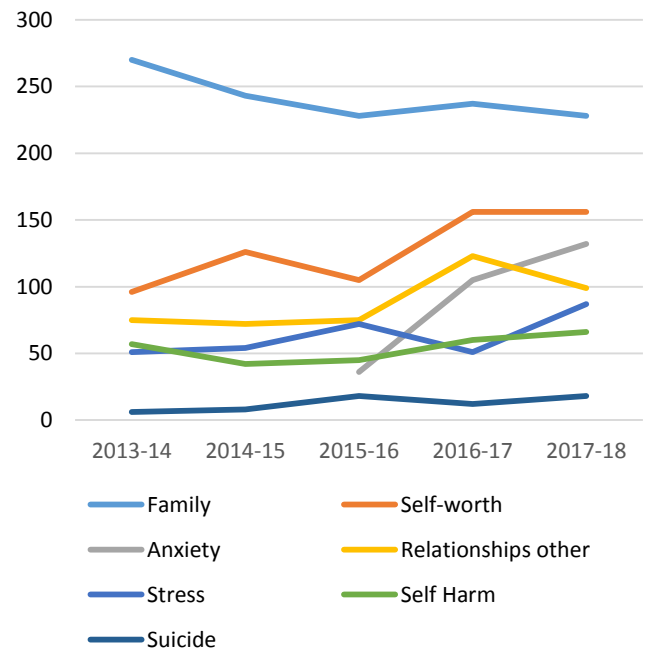
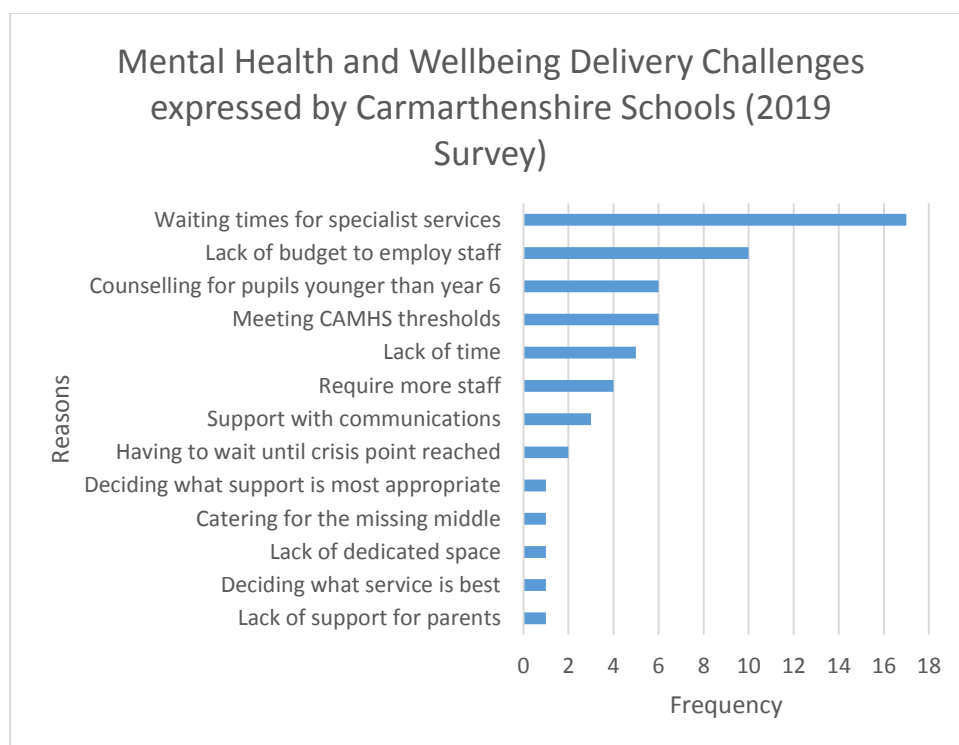
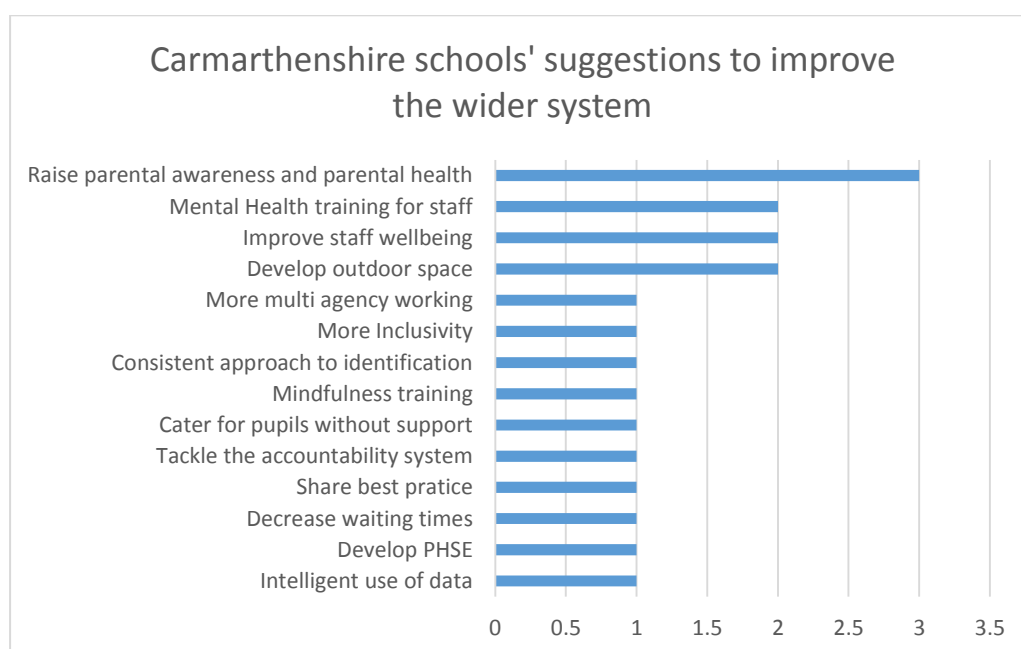


Figure 6: Staffing Issues

6A. Emotional and Mental Health Challenges for Schools in Carmarthenshire



6B. Staff Opinions regarding additional improvements required



3. Provision in Carmarthenshire Schools

3.1. Pastoral Structures

- *General comments:* Traditionally, the wellbeing of pupils is monitored and supported by school pastoral systems. These vary in nature and extent according to factors such as school size, staffing structures, budget etc. Pastoral structures strive to:
 - Monitor the general wellbeing and progress of pupils
 - Signpost pupils to additional support when deemed appropriate
 - Act as a conduit for delivering Personal, Social and Health Education programmes
- Make links between learner wellbeing and progress

- Nominal Primary structures (exemplar – medium size primary school)

Head Teacher
Senior Leadership Team (Deputy Head; Assistant Head)
Middle Leader (Head of Key Stage 1; Key Stage 2) & ALENCo
Classroom Teacher
Teaching Assistant

- Nominal Secondary Structures (there will be variations)

- Small Secondary School

Head Teacher
Senior Leadership Team (Deputy Head; Assistant Head i/c Pastoral)
Middle Leader (Head of Key Stage 3; Key Stage 4; Key Stage 5) & ALENCo
Classroom Teacher / Form Teacher
Subject Teacher (& Teaching Assistant)

- Larger secondary School

Head Teacher
Senior Leadership Team (Deputy Head i/c Pastoral) or SLT responsibilities allocated per Key Stage
Assistant Leader (Assistant Head / Head of Key Stage 3; Key Stage 4; Key Stage 5); ALENCo
Progress Leaders / Head of Years 7-13 or Assistant Head of Key Stage
Classroom Teacher / Form Teacher
Subject Teacher (& Teaching Assistant)

- *Case Study evidence* – Estyn have published good practice case studies for schools in Carmarthenshire in relation to wellbeing provision for learners and for excellent care, support and guidance. Those currently listed on the website include:
 - Ysgol Brynsierfel (2 relevant case studies are on the website)

Ysgol Gymraeg Brynsierfel has an effective procedure for tracking and monitoring pupils' wellbeing on a daily basis. The school holds intervention sessions to promote positive attitudes, enabling pupils to share their concerns, discuss their feelings and improve their self-control skills. Assemblies at the school discuss morals, and there are sessions to promote healthy and positive relationships, as well as classes for parents. A 'Playground Buddy' system is also in place to encourage pupils to include all of their peers in activities...Yoga sessions at Ysgol Gymraeg Brynsierfel promote mindfulness and help pupils to relax, calm down and socialise. These sessions have improved concentration skills, foster resilience and encourage pupils to engage with learning.

- Ysgol yr Hendy

Meetings led to a complete overhaul of the anti-bullying policy, systems and strategies across the school at all levels. The process involved all stakeholders. This includes facilitating clear opportunities for pupil voice, for example to create and review the pupil version of the anti-bullying policy every year. An initial anti-bullying task force was set up in the school...All instances of bullying are recorded and monitored. School leaders and teachers follow up any issues and 'check-ins' take place with pupils and parents to ensure that issues are resolved. Open lines of communication are valued and maintained. A whole school approach is strongly evident through the school with a wide range of systems in place that promote positive behaviour, the development of pupils' wellbeing and a zero tolerance to bullying.

○ Ysgol Coedcae School

Leaders focused on areas that would provide its staff with a greater understanding of social and economic issues affecting its pupils and their families. Training was given to all school staff in attachment awareness and in emotional coaching. Whole-school training focused on ensuring that staff understood the importance of empathy, tolerance and patience during any behaviour support programme and staff were trained in restorative approaches to behaviour modification. All staff were trained in person-centred planning and the school produced a valuable person-centred toolkit for its staff in order to support them in their work with vulnerable pupils. A new school policy was adopted to ensure that any child who began to show signs of emotional or behavioural difficulty would have timely access to a key worker of his or her choice.

○ Ysgol Bryngwyn School

Distributed leadership at all levels across the federation of Ysgol Bryngwyn and Ysgol Glan-y-Môr School has secured improved pupil outcomes and wellbeing...In addition to the improvements in pupils' outcomes noted above, the federation has developed an innovative approach to rewards and sanctions which has led to significant improvements in pupils' wellbeing and positive attitudes to learning.

○ Ysgol Llanmiloe

Pupil participation, and particularly its role in self-evaluation, has improved considerably at the school. The process of writing and implementing their own policies has had a positive impact on pupils' wellbeing, with all pupils stating they feel safe and valued in school. The school implements key policies consistently and successfully as pupils feel they have ownership of them.

○ St John Lloyd School

An increase in the proportion of pupils with English as an additional language meant there was an urgent need to provide additional support. The school identified the need to employ a Polish-speaking teaching assistant to improve communication between pupils, their peers, parents and staff. This appointment allowed the school to provide increased and more targeted support to improve the wellbeing of this group of pupils, especially during the initial period after joining the school... This...working has had a significant impact on the progress and wellbeing of pupils for whom English is an additional language.

- *Screening and Baseline Assessment* – there are many tools for 'measuring', screening and undertaking baseline measurements of pupil wellbeing. Indeed some 20 different methodologies are mentioned in a recent national survey.

Some measures such as Speakr are 'check-in measures' – where pupils in primary schools can record their feelings regularly during the school day. This methodology is in relatively widespread use in Carmarthenshire schools.

Other measures exist to establish 'snapshots' at any given point in time, which can subsequently be re-administered as a means of gauging progress over time, or after a period of applying a wellbeing intervention. Though many are referenced in a recent in-county survey (summer 2019), the baseline measure advocated by ECS is the GL assessment tool. This is

being rolled out to all schools. This methodology permits a general screening of wellbeing, which can signpost inaugural support and provide insights to apply other, more specific diagnostic tools.

- *Training delivery:*
 - *Behaviour Transformation* - the following areas are identified as core training for all schools in Carmarthenshire: Person Centred Planning, Restorative Practices, ACE Awareness, Emotion Coaching, Trauma Informed Practice and Mindfulness (staff and pupils)

The Education and Wellbeing Team is now delivering a set of 5 training sessions. Each session builds upon the one before. This training is also being offered regionally as part of the Regional Transformation Project.

Regional Training Programme and Phase 1 training
1. Understanding ACEs (Adverse Childhood Experiences) and their impact on Child Development.
2. Understanding Attachment, Developmental Trauma, Neuroscience and Mental Health.
3. Practical skills for relationships, resilience and repair. Emotion coaching, PACE and play.
4. Practical skills that help us Protect, Relate, Regulate and Reflect with children.
5. Self-care and wellbeing, mindfulness and vagal tone.

The ECS Corporate Parenting team are leading on: ACE Awareness, Emotion Coaching, Trauma Informed Practice and Mindfulness. We are working closely with Trauma Informed Schools UK, the Mindfulness in Schools Project (MISP) and UWTSD to develop and deliver sustainable training that promotes peer support

- **Adverse Childhood Experiences and Resilience**
- Early childhood adversity can impact negatively on a child's cognitive and emotional development, their ability to engage in learning and their ability to sustain relationships. Some of the factors that can build resilience and safeguard against long term effects are having a key adult who respects you and feeling part of a wider community.
- **Person Centred**
- Person Centred strategies identify and act upon what is important to a child or young person and what is important for a child or young person. It is a process for continual listening and learning, focusing on what are important to a child or young person now and in the future.
- **Relationship Based**
- Relationship based principles are supported between children and social workers, foster carers, adopters, teaching staff and peers. This is a purposeful and methodical process of individualised support and engagement that encourages coaching, mentoring, self-reflection and shared learning.
- **Trauma Informed Practice**
- Trauma-informed practices are effective and can benefit staff and the children they support through promoting safe relationships and environments. Trauma informed practice includes a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote recovery from early trauma.

- **PACE** stands for Playfulness, Acceptance, Curiosity and Empathy. **PACE** is a way of thinking, feeling, communicating and behaving that aims to encourage children who have experienced trauma to feel safe.
- **Attachment Aware**
- A child's poor early attachment experiences with their main significant adult can hinder a child's emotional and psychological development. Children with poor early attachment experiences are more likely to demonstrate emotional deregulation and require an active programme of emotion coaching.
- **Emotion coaching** helps children to become more aware of their emotions and to manage their own feelings particularly during instances of distress and deregulation. It entails validating children's emotions, setting limits where appropriate and problem-solving with the child to develop more effective behavioural strategies.
- **Relational play and Theraplay** promotes healthy relationship development, develops impulse control and improves attention and empathy. Adults provide a high level of structure and direction for the child, helping them learn to follow the lead of adults, to feel safe in relationships, and to relinquish control in ways that are healthy and anxiety-reducing.
- **Mindfulness** trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan.
- **Growth mindset** in children can be supported and developed to lead to increased motivation and achievement. Neuroscientific discoveries have shown us that we can increase our neural growth by the actions we take, such as using good strategies, asking questions, practicing, and following good nutrition and sleep habits.

As part of the PDGLAC training programme the local authority provided:

- Training in Understanding Attachment and Trauma, Emotion Coaching and classroom strategies for over 1000+ school staff
- Intensive support and training for staff within every school with looked after children in 12 Secondary schools, 58 Primary schools, 2 special schools and the STLC.
- Whole School Training for 48 Primary Schools, 3 Secondary Schools, 2 special schools and the STLC.
- Sponsored 30 schools to pilot speakr.
- Introduced Mindfulness to schools.
- Support for key schools to access the Trauma and Mental Health Informed Diploma
- Specific training in Theraplay level 1 and 2 and DDP level 1 when specific staffing needs were required.
- We have supported schools to access the 10-day Diploma with Trauma Informed Schools UK and The Centre for Child Mental Health. Work is ongoing with UWTSD to accredit and deliver this course across the Region.

3.2. Support Services for Schools

- *Education and Child Psychology Service* – schools receive support, advice and guidance including family therapy and school-based counselling. There are 11.2 Full-time equivalent (FTE) education and Child Psychologists in the Carmarthenshire service.
- ECPs provide consultation to schools and Children's Services teams, Pre-school assessment, statutory assessment of SEN, multiagency planning, strategic capacity building. 6.7 FTE is dedicated to ECPS-school consultation and preschool activity and a link ECP visit allocation to all schools and special education settings in Carmarthenshire is also provided. The majority of ECPS work supports mental

health and wellbeing and activity is prioritised ECP where systems are stuck, problematic and progress and inclusion is a concern.

- *School Counselling Service* – Area 43 are commissioned to provide counselling support, primarily for secondary schools. Provision typically involves a counsellor being available for between 2 and 4 days a week.
- Counsellors will provide 5 sessions per day. Young people will be seen either weekly or fortnightly, depending on caseload, waiting list and need. On this basis a counsellor working 3 days per week would typically have between 18 and 24 clients.
- Overall waiting list is 62 (across all settings)
- There have been 10 year 6 referrals in September 2019
- *Child and Adolescent Mental Health Services*
 - Hywel Dda S-CAMHS provides both mental health services for children, adolescents and their families. In addition, the service can provide timely responses for urgent situations
 - Local Primary Mental Health Support Service – support provided by S-CAMHS who work alongside non-mental health professionals to meet the needs of young people at risk of developing, or experiencing, moderate mental health problems. Service Level Agreements are in place with several services including:
 - Youth Offending Service
 - Substance Misuse treatment and Prescribing Service
 - Children Bereavement Service
 - *Behaviour Support Community Team* – an outreach service that schools can contact for training support or to make individual referrals. This service is currently being remodelled to fit in with the 4-phase behaviour strategy
 - *Pupil Referral Units* – supporting young people who demonstrate social, emotional and behavioural difficulties:
 - Bro Tywi – supports primary aged children to manage their behaviour and return to mainstream
 - Carmarthenshire Secondary Teaching and Learning Centre – supports pupils between 11-16 years old
 - Canolfan y Gors – supports 11-16-year old pupils demonstrating significant anxiety and diagnosed emotional and mental health issues
 - *Alternative Curriculum*
 - *Cynnydd* – European funded, the scheme provides support to young people who require an alternative provision to mainstream, and part of the positive outcomes measure emotional wellbeing scores using self-efficacy models
 - *Cam Nesa'* – similar service for post 16 learners and those in danger of becoming NEET
 - *Alternative Learning Company* – caters for 33 KS4 learners in Carmarthenshire who find working in mainstream schools difficult
 - *Families First / Team around the Family* – offer a range of services that include parenting support, youth work, domestic abuse, family engagement, and young carers
 - *Health and Wellbeing LAC* – actively supporting the wellbeing of care experienced children and care leavers
 - *Carmarthenshire Carers Service* – core funded by BBC Children in Need, supporting over 180 young carers to address issues they may have because of their caring responsibilities

3.3. **Wider Support Services** (not an exhaustive list – there are many third sector support services which assist young people experiencing distress).

- *Paper to Social Care & Health Scrutiny Committee* (17.4.19 – authored by Avril Bracey, Head of Mental Health and Learning Disabilities), provides greater detail pertaining to section 3.2 above and also refers to the additional services listed below – included in summary here:
 - Tonic Surf Programme – 6-week Surf Therapy programme
 - Community Crisis Assessment and Treatment Team - S-CAMHS extension for out of hours and weekend provision
 - Talk to Me2 – suicide and self-harm prevention
 - Regional Implementation – development of a regional suicide and self-harm prevention strategy
 - Young People with Autism – working to create additional capacity and expertise in working with young people with autism, particularly those who have Asperger's Syndrome and High Functioning Autism
 - *Choices* – Substance Misuse Services – brings together services involved in substance misuse

3.4 Groups and Fora (known to exist, which ECS officers attend)

- Wellbeing and Young People Group, multiagency, chaired by Avril Bracey
- Behaviour and Wellbeing Strategic Implementation Group, Chaired by Jo Antoniazzi
- Curriculum and Wellbeing Strategic Group, chaired by Dr. Llinos Jones, Head, Ysgol Bro Myrddin
- Supporting Vulnerable Learners' Group, chaired by Jo Antoniazzi
- Vulnerability Assessment Panel (VAP), chaired by Barry Roberts
- Wellbeing, Health and Emotional Support Team (WHEST) – Chaired by Cllr. Emlyn Schiavone

4. Issues Arising

- Anecdotal Evidence from schools suggests that:
 - Pupils present with increasing complexity
 - A growing volume of learners are deemed vulnerable
 - Vulnerability and need are profiling younger and is becoming more noticeable in early years provision
- Challenges to wellbeing cited by young people in recent participation team workshops in 6 secondary schools indicates that the following are the main pressures:
 - Exams, school expectations: 68 responses
 - Mental Health: 31
 - Peer pressure: 17
 - Discrimination 10
 - Stress: 8
- Wellbeing recipes cited by young people in the same survey:
 - Support of family and friends: 36
 - Less school pressure: 24
 - Physical Activities: 18
 - More sleep: 14
 - More trust: 15
 - More mental health support: 14
- Trends from Counselling (see Figure 5 above):
 - Getting family relationships and support right
 - Tackling anxiety, stress and self-worth
- Carmarthenshire response to ADEW paper:

- Reduce waiting time to specialist services
- Lack of capacity/budget for additional staffing
- Counselling services available earlier for primary school children
- Ongoing debate re delivery of Health and Wellbeing AOLE; – apportioning time etc
- Definitive statements required around addressing the current accountability paradigm

5. Plans Already In Place

- *The Carmarthenshire Missing Middle Conference* – 7.11.19: to support those young people experiencing poor mental health or low-level mental illness, but who don't meet the thresholds for specialist services and who often receive little or no support.
- *Carmarthenshire Healthy Schools Conferences:*
 - 21/22.10.19: Mental Health First Aid training for secondary schools (Accredited)
 - 24.10.19: 1-day Mental Health Awareness
 - 2/3.12.19: Further Mental Health First Aid training
 - 4.12.19: 1-day Mental Health Awareness

5.1. **Additional Funding of £90,121 has been recently announced for Carmarthenshire to support the following workstreams:**

- *Counselling* – we intend to:
 - Increase counselling hours to reduce waiting lists in secondary schools;
 - initiate a pilot to deploy peripatetic counselling to address demand for services to pupils younger than year 6 in primary schools
- *Training* – we intend to:
 - Fund the multi-agency, collaborative event to identify support for 'The Missing Middle'
 - Respond to 'The Missing Middle' for school leaders and practitioners to deliver anxiety training to school professionals and deliver as interventions, support and guidance in schools.
 - To fund the Carmarthenshire School Staff Wellbeing conference, nominally arranged for 17.1.20
 - Develop a further cohort for ELSA (Emotional Literacy Support Assistants) training in specialist settings prior to rollout to mainstream schools
- *School Based Interventions* – we intend to:
 - Improve Understanding and managing anxiety and appropriate services and interventions by deployment of TAPPAS model in the Carmarthenshire Llanelli schools pilot project
 - *Deploy further* Phase 1 interventions - individual schools will have support to identify pupils and deliver intervention packages to fully promote and embed interventions through early identification using the emotional literacy assessment toolkit

6. Further possible Recommendations

- 6.1. Further consideration of case study evidence and ensure wider dissemination of best practice
- 6.2. Young People and practitioner stakeholder focus groups – undertake more detailed work in this area
- 6.3. Governance and strategic overview for Groups and Fora – attempt to draw together the work of various working groups - to curb duplication, over-delivery, ensure greater clarity and ensure efficient and effective delivery and support
- 6.4. Crisis response – continue to review our processes and procedures
- 6.5. Suicide and Self-harm guidance training – work to rollout training around the latest Welsh Government guidance

- 6.6. Further develop trauma informed approaches, with a greater emphasis for higher end need
- 6.7. Harmonise training and staff development opportunities to ensure consistency of approach
- 6.8. Peer Counselling – Continue to explore this avenue as a way of empowering young people and address some capacity challenges
- 6.9. A more rigorous typology is required around screening tools, with clear intervention pathways
- 6.10. Further work on interpersonal relationships in schools, and for pupils in their wider family and personal lives, adopting a restorative approach
- 6.11. Develop teacher agency and empowerment in respect of the current change agenda and dovetail this approach with further wellbeing support for professionals
- 6.12. Lobby Welsh Government regarding the challenges presented to schools – not only in relation to the emotional and wellbeing agenda, but also contextualised within the wider change agenda and accountability climate
- 6.13. Consider and address growth pressures arising from staff capacity challenges and ongoing training requirements
- 6.14. Gauge and measure added value of services provided
- 6.15. Work proactively to consider shortly anticipated national policy developments:
 - Public Health Wales Suicide Desktop research
 - Mind over Matter Implementation Framework for Schools (12.19?)
 - Interim Evaluation report of CAMHS schools in-reach pilots (12.19)

7. Conclusions

There's a lot going on and a lot happening. This paper is an attempt to encapsulate the main trends, issues and provision offered currently. Recommendations offered are presented for consideration, with a view to ensure that the wellbeing of our learners and staff continues to be our over-riding concern. If health and wellbeing can occupy centre-stage in our schools and services, we can more profitably and positively strive for excellence, so that our staff and learners can be the best they can be.

References

1. Dodge, R., Daly,A., Huyton, J., Sanders,L. (2012): The challenge of defining wellbeing, International Journal of Wellbeing
2. Welsh Audit Office (2019): The wellbeing of Young People – summary report
3. Welsh Government (2019): Responding to issues of self-harm and thoughts of suicide in young people, circular249/2019
4. WG letter, 16.9.19
5. NHS Direct Wales, <https://www.nhsdirect.wales.nhs.uk/encyclopaedia/m/article/mentalhealth>, accessed 20.9.19
6. <https://www.britannica.com/topic/child-mental-health>, accessed 30.9.19

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EDUCATION & CHILDREN SCRUTINY COMMITTEE

PROVISIONAL EXAMINATION AND TEACHER ASSESSMENT RESULTS AND PROVISIONAL SCHOOL ATTENDANCE DATA.

Purpose: To consider provisional External Examination, Teacher Assessment Results and School Attendance Data.

To consider and comment on the following issues:

- Foundation Stage Teacher Assessment Results
- Key Stage 2 Teacher Assessment Results
- Key Stage 3 Teacher Assessment Results
- 2019 GCSE Results- Capped points score, Level 1, Level 2, Level 2i (provisional)
- 2019 A / AS Level Results (provisional)
- Provisional Secondary Schools Attendance (Primary not currently published)

Reasons:

- To enable members to exercise their scrutiny role in relation to monitoring performance.

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

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Cllr. Glynog Davies

Directorate:
Education & Children

Name of Head of Service:
Aneirin Thomas

Report Author:
Elin Forsyth

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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE

Provisional Examination and Teacher Assessment Results and provisional school attendance data

This paper sets out an overview of the 2018-19 Performance Data for Carmarthenshire Schools. Data provided for KS4/5 remains provisional at this point.

Content:

- Foundation Stage Teacher Assessment Results
- Key Stage 2 Teacher Assessment Results
- Key Stage 3 Teacher Assessment Results
- 2019 GCSE Results- Capped points score, Level 1, Level 2, Level 2i (provisional)
- 2019 A / AS Level Results (provisional)
-

We hope that the report provides members with an informative overview and facilitates further discussion with regard to 'next steps' and informing our priorities.

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 and Children's Services

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

Finance:

As a Council, we need to ensure ongoing funding for our School Improvement Service (in partnership with ERW) and all services working in support of vulnerable learners e.g. Inclusion and Education Child Psychology. Without these resources, further improvement and high quality support for all our Carmarthenshire learners will be greatly challenged.

Staffing Implications:

As a Council, we need to ensure sufficient staffing levels are achieved both within our school improvement service (including all support services for our most vulnerable learners) and across our schools. Without these key resources, the delivery and enhancement of high quality provision to support all Carmarthenshire learners achieve the greatest potential will be greatly challenged.

CONSULTATIONS

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

Signed: *Gareth Morgans*, Director of Education and Children's Services

1. Local Member(s) – N/A
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – N/A

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

THERE ARE NONE

Title of Document	File Ref No. / Locations that the papers are available for public inspection

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Data Perfformiad a Chyflawniad Diwedd Cyfnod Allweddol

2019

End of Key Stage Performance and Achievement Data



Context:

The Welsh Government has been developing new evaluation and improvement arrangements to replace parts of the current accountability system.

The new arrangements will support the national aim of raising standards, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence. The arrangements are based on the following four key principles. They will be:

- fair – they will promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner
- coherent – allowing each part of the system to work together without overlapping, with clear roles and responsibilities
- proportionate – ensuring that the implementation of the new arrangements and process is manageable and makes a difference
- transparent – recognising the breadth of learning experience across schools and the value added by teacher in class.

The Government is beginning to remove the historic disproportionate emphasis on one or two isolated school performance measures to a culture where a wider range of indicators which better capture the whole learning experience, learner progress and our ambitions for the new curriculum are considered.

An **interim set of Key Stage 4 (KS4) performance measures** has been developed, in collaboration with headteachers and key stakeholder groups from across Wales.

These new measures, based on points' scores, will remove the emphasis that has been placed on high stakes threshold measures which lead to a narrow focus on borderline C/D grade learners. Instead, they will reflect a school average of all individual learners' points' scores, rather than a percentage attaining a minimum threshold level. The measures have been designed to help broaden learner choice, valuing individual learner needs and achievement. This will help better capture the progress of every learner. Whilst the interim measures are broader in order to achieve this goal, existing curriculum requirements and expectations of provision remain. There will continue to be headline measures on literacy, numeracy and science.

We do not expect schools to be placed under disproportionate scrutiny on the basis of one or two measures in isolation and we will support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners. The data in this report is provisional data. Welsh Government's final data will be available in November 2019, and will be presented to this committee in January 2020.

We are moving away from threshold measures. The interim performance measures are made up of five headline measures, all based on points scores:

1. Capped 9 measure (interim)
2. Literacy measure
3. Numeracy measure
4. Science measure
5. Welsh Baccalaureate Skills Challenge Certificate measure



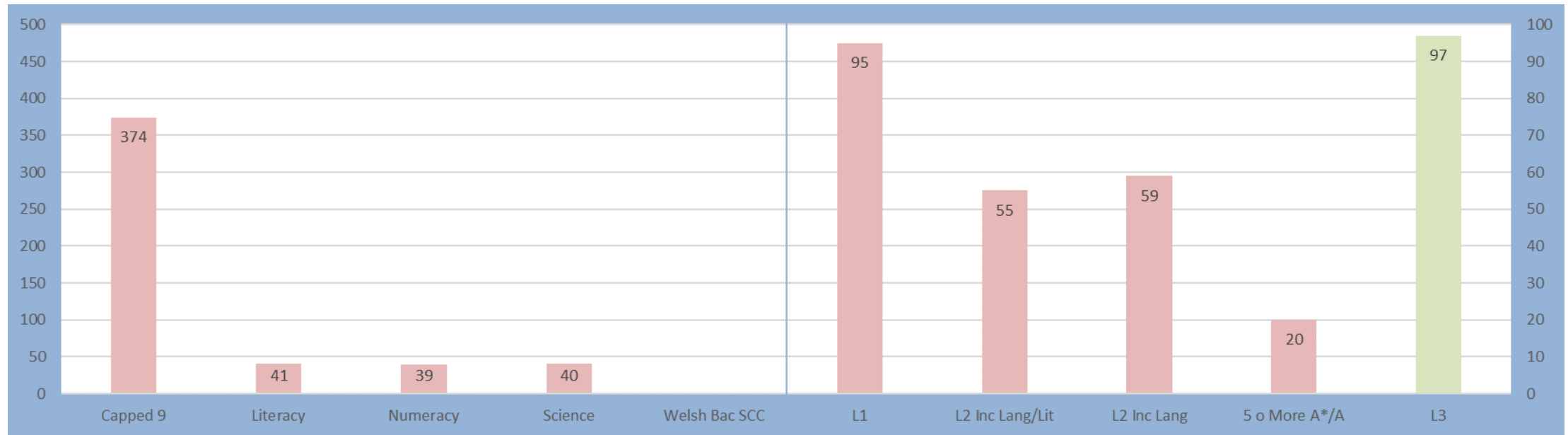
The Capped 9 measure (interim)

The Capped Points Score calculates the average of the scores for the best awards for all individual learners in the cohort, capped at a specified volume of GCSEs or equivalent qualifications. As with the previous version of the Capped 9, the interim measures version is capped at a total volume of nine GCSEs or equivalent qualifications.

The score is for the pupil's first result, and therefore is based on any early entry examinations. The score is calculated as follows:

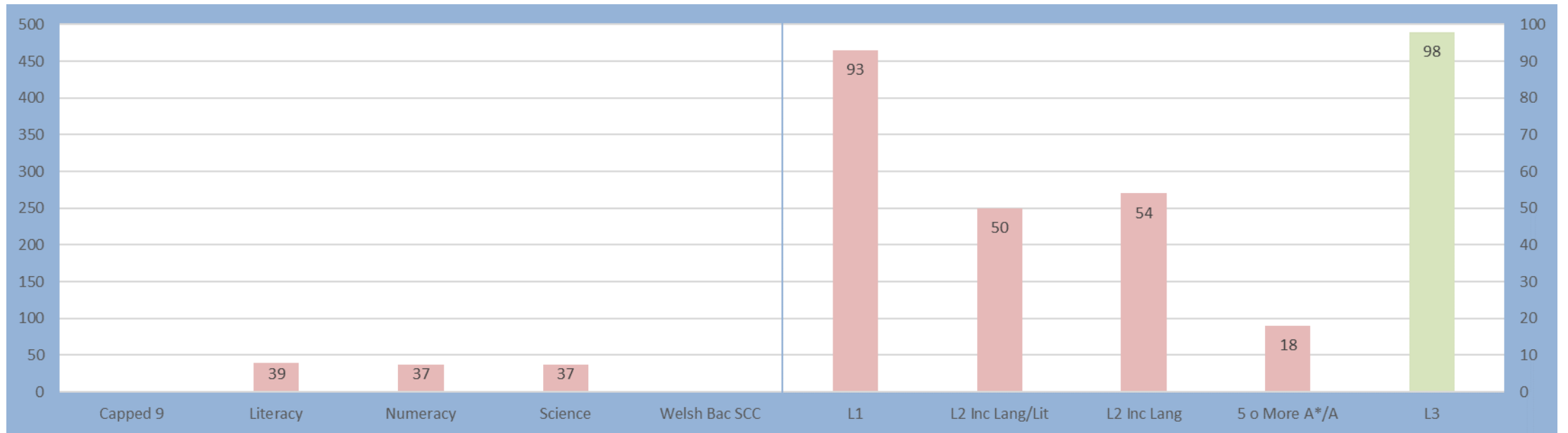
A*	A	B	C
58 points	52 points	46 points	40 points

Key Stage 4 and 5 Provisional Carmarthenshire

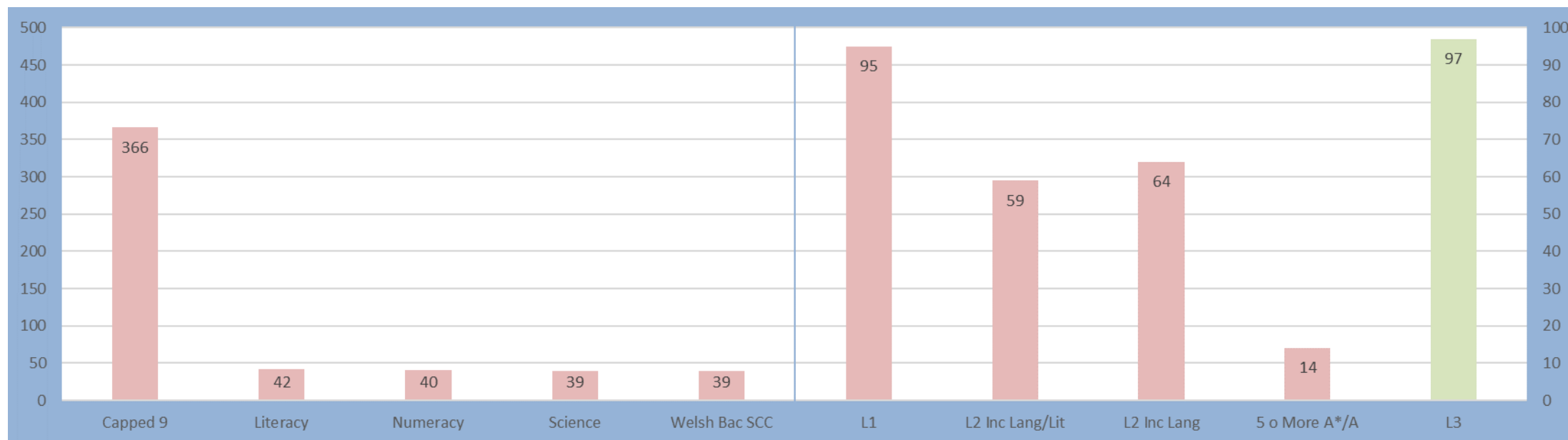


%	Carmarthenshire County Council GCSE 2019					
	2017	2018	2019 A* - C	2019 A*-A	Wales 2019	Comment
Level 2+	57.2	58.2	55	-	-	-
Level 1	97.7	95.9	95	-	-	-
5A*-A			20	-	-	-
A* - C %	67.0	66.5	70.9	-	62.8	Up 4.4pp; above Wales average
A* - A %	19.5	17.4	21.3	-	18.4	Up 3.9pp; above Wales average
No of entries	18758	15484	16850	-	-	-
Welsh Language	71.3	68	71.1	15.6	73.7	Up 3.7pp; below Wales average
Welsh Literature	80.9	84.5	87.7	28.1	76.4	Up 3.2pp; above Wales average
Welsh Second Language	70.6	-	77.8	35.4	-	-
Mathematics	47.0	61.3	59.7	15.5	59.1	Down 1.6pp;above Wales average
Mathematics Numeracy	49.1	50.7	52.9	11.5	58.1	Up 2.2pp; Below Wales average
Sci Double	-	69	75.3	16.4	52.2	Up 6.3 pp; above Wales average
Biology	98.3	96.6	97.8	52	89.2	Up 1.2 pp; above Wales average
Chemistry	98.5	96.2	96.6	48.1	90.4	Up 0.4pp; above Wales average
Physics	96.2	95.8	96.3	11.6	90.9	Up 0.5pp; above Wales average
English Language	64.4	67.3	63.5	11.6	59.6	Down 4.2pp;above Wales average
English Literature	85.7	87.6	80.5	22	76.4	Down 7.1pp; above Wales average

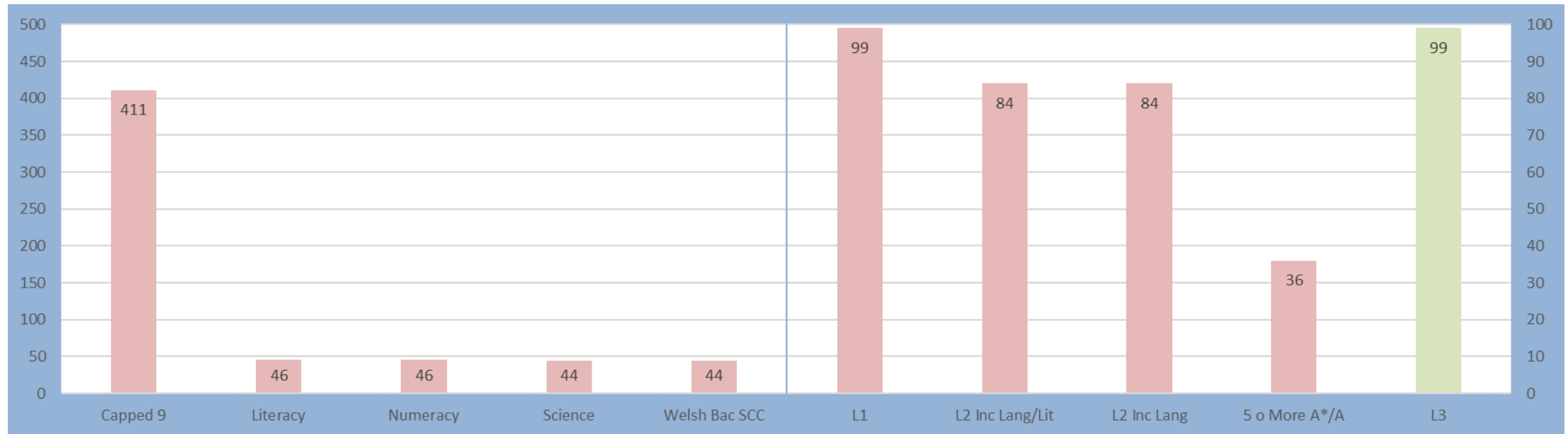
Wales



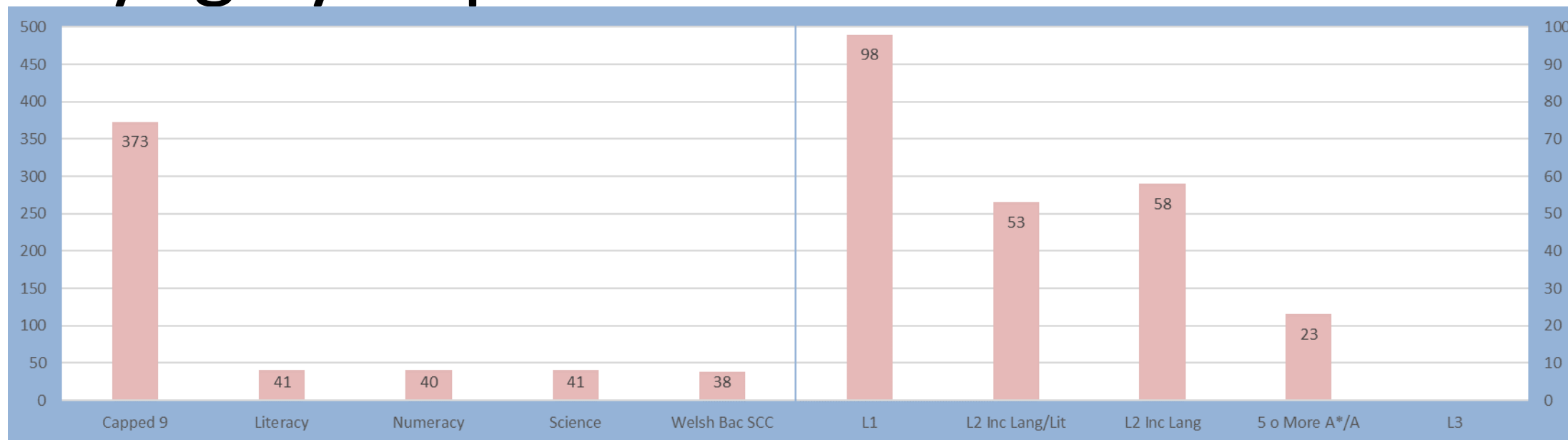
Bro Dinefwr - provisional



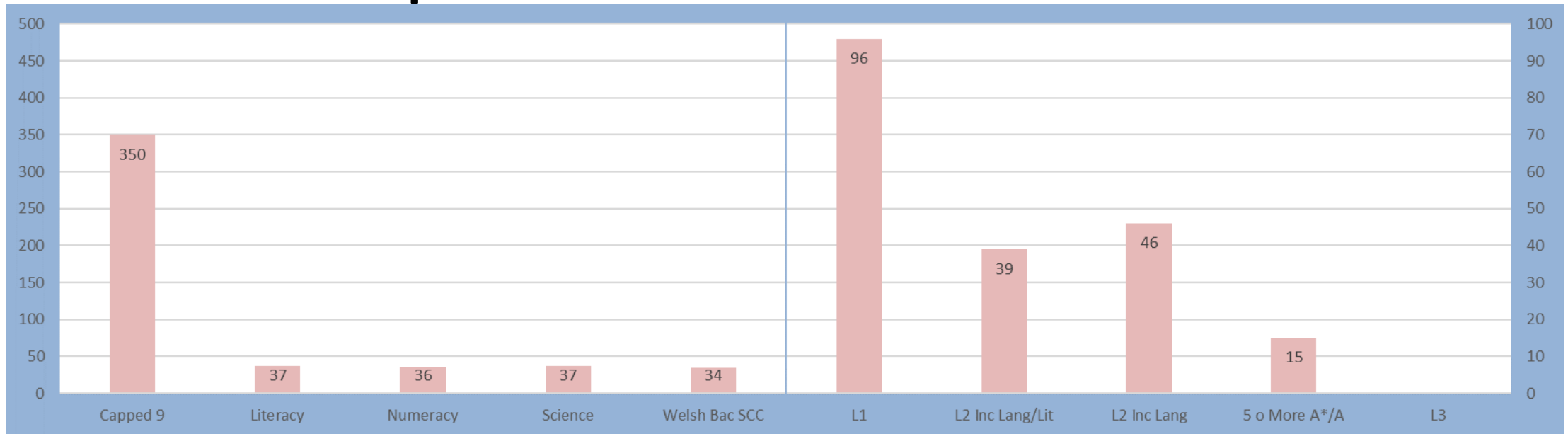
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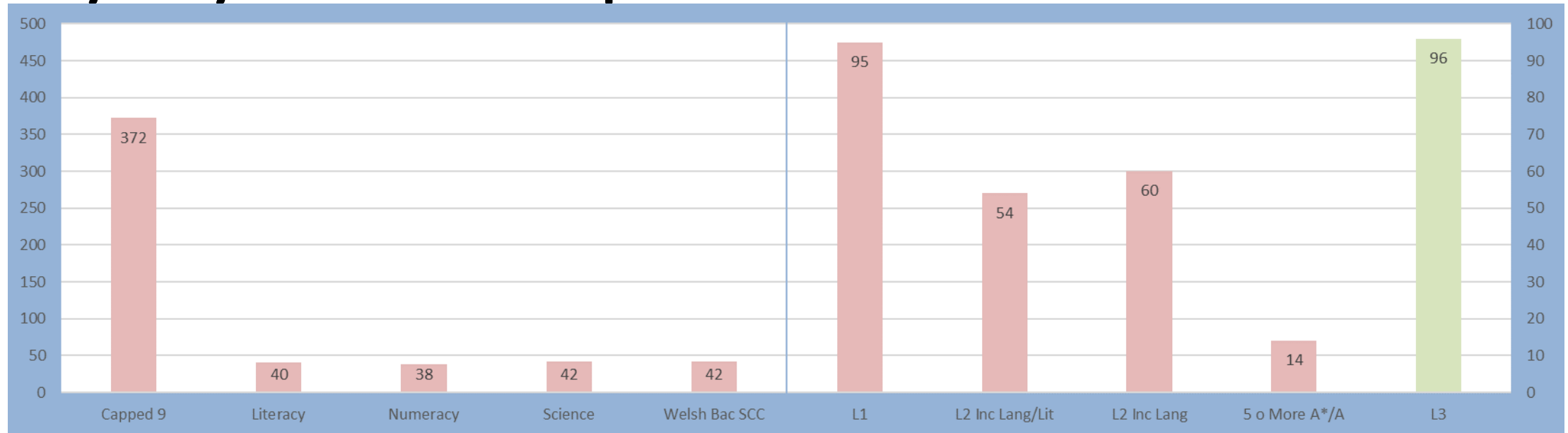
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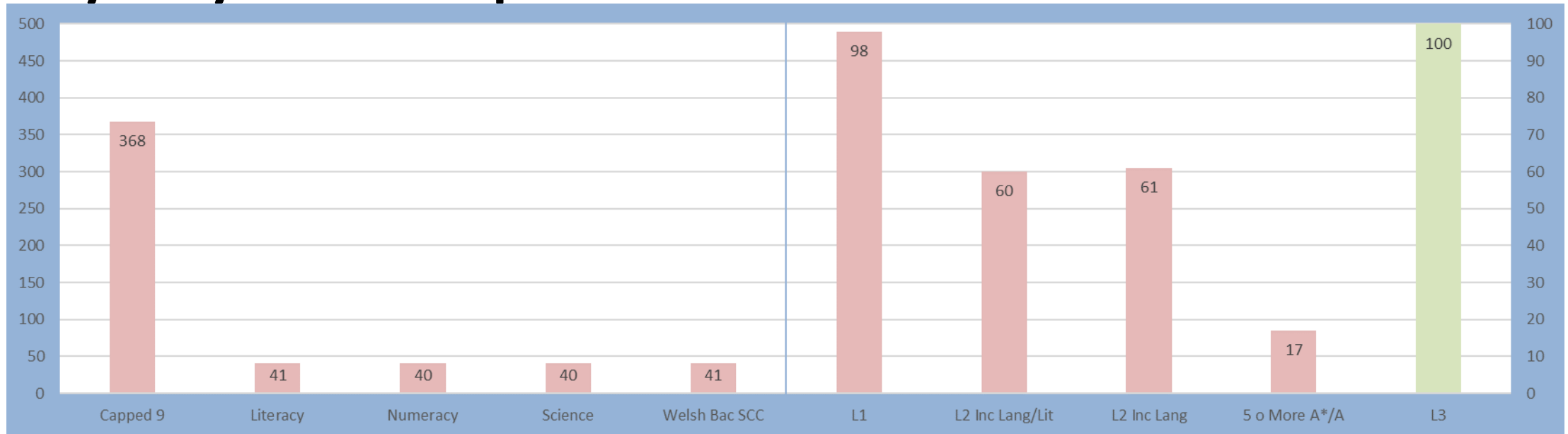
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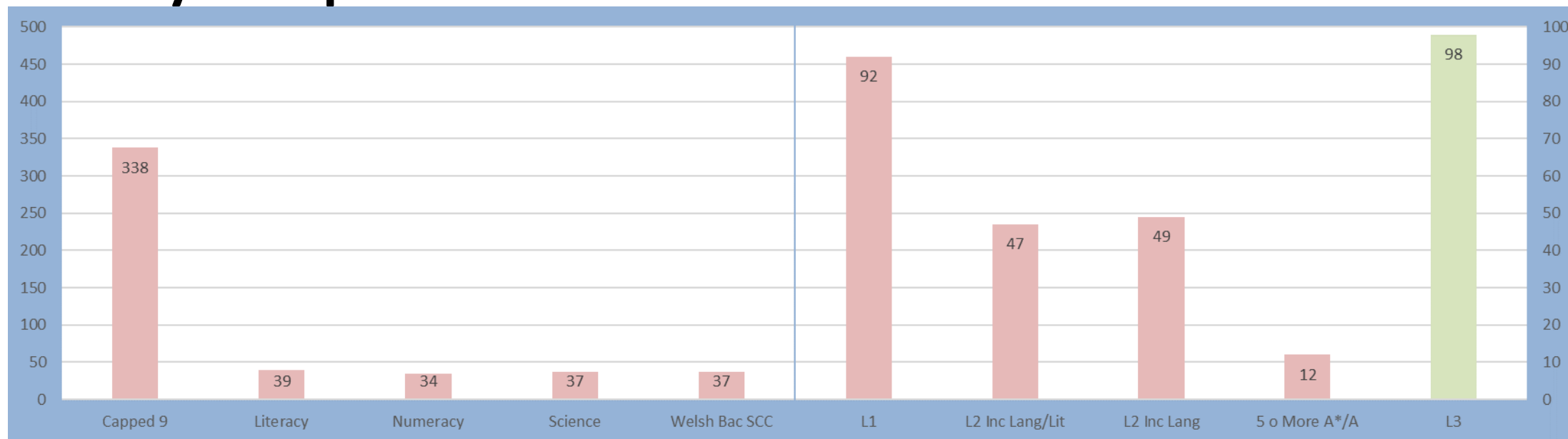
Dyffryn Aman - provisional



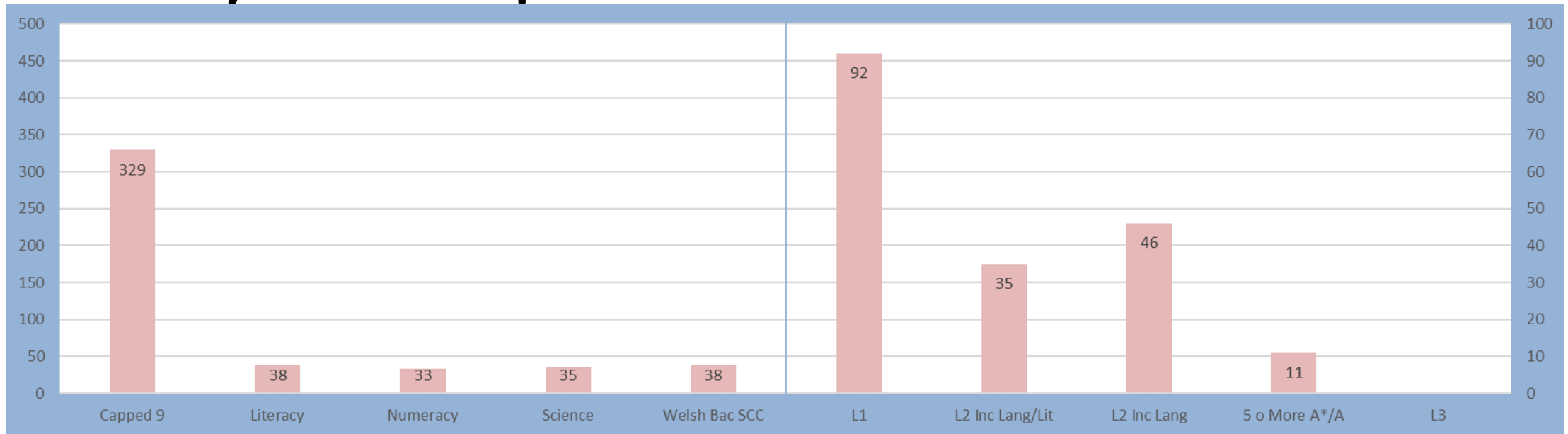
Dyffryn Taf - provisional



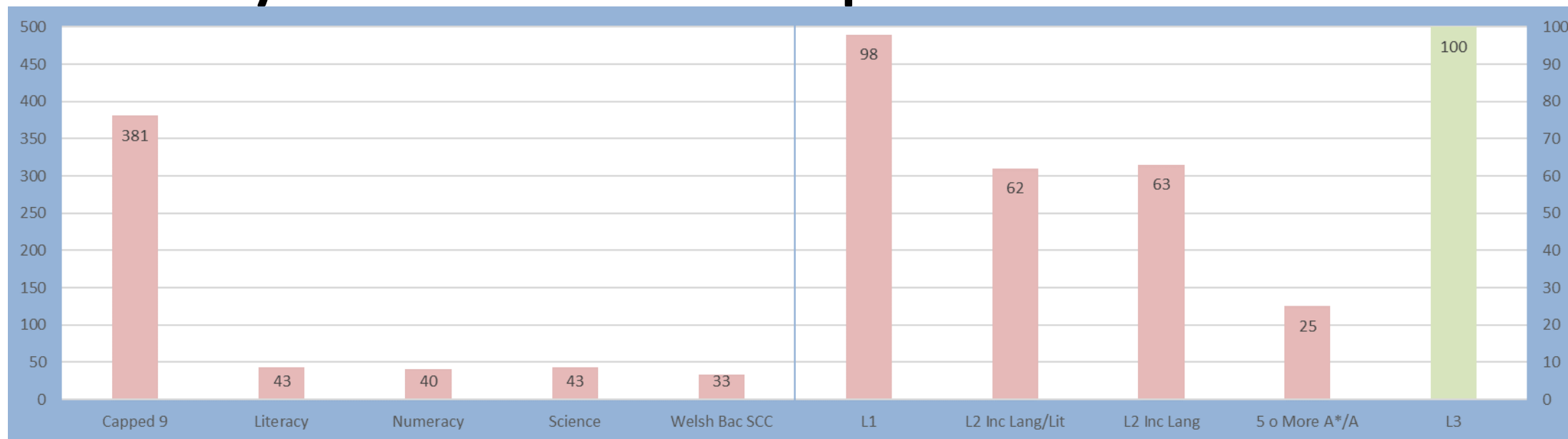
Emlyn - provisional



Glan-y-Môr - provisional



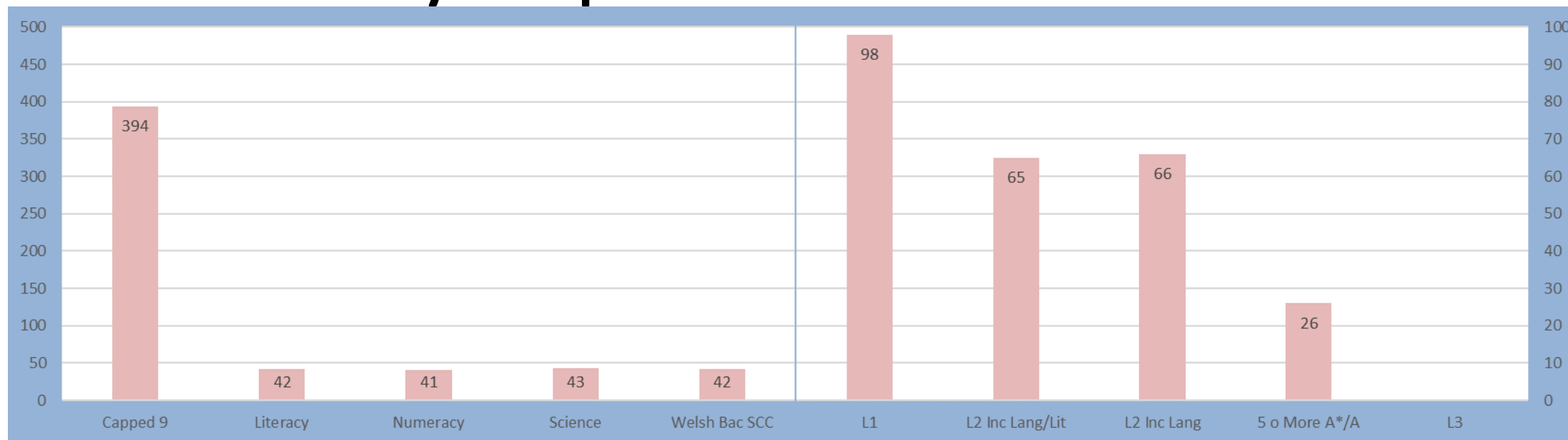
Maes y Gwendraeth - provisional



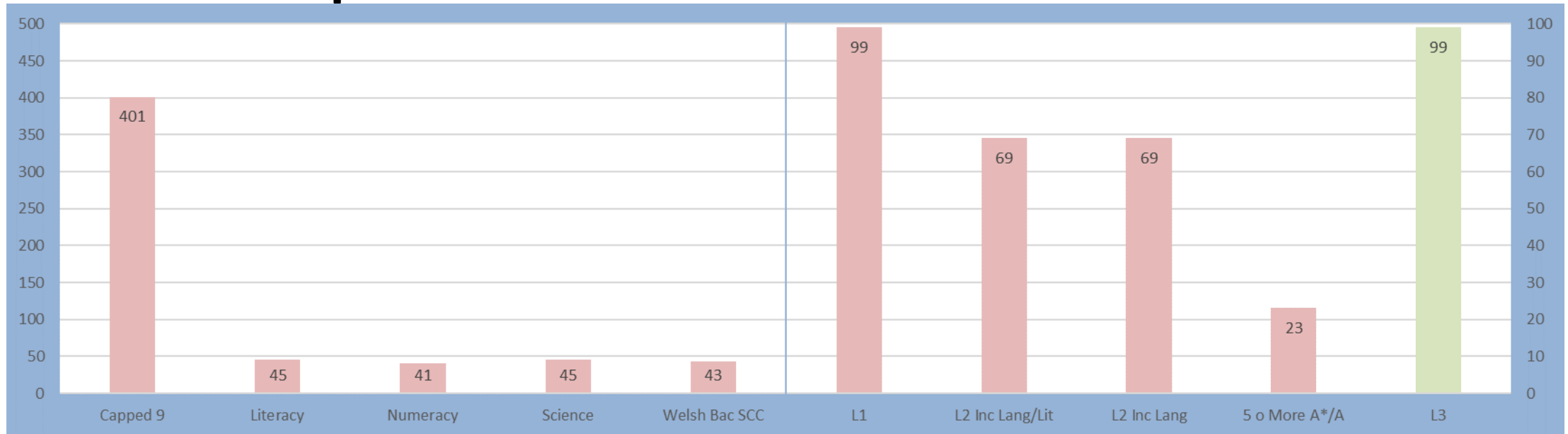
Queen Elizabeth High - provisional



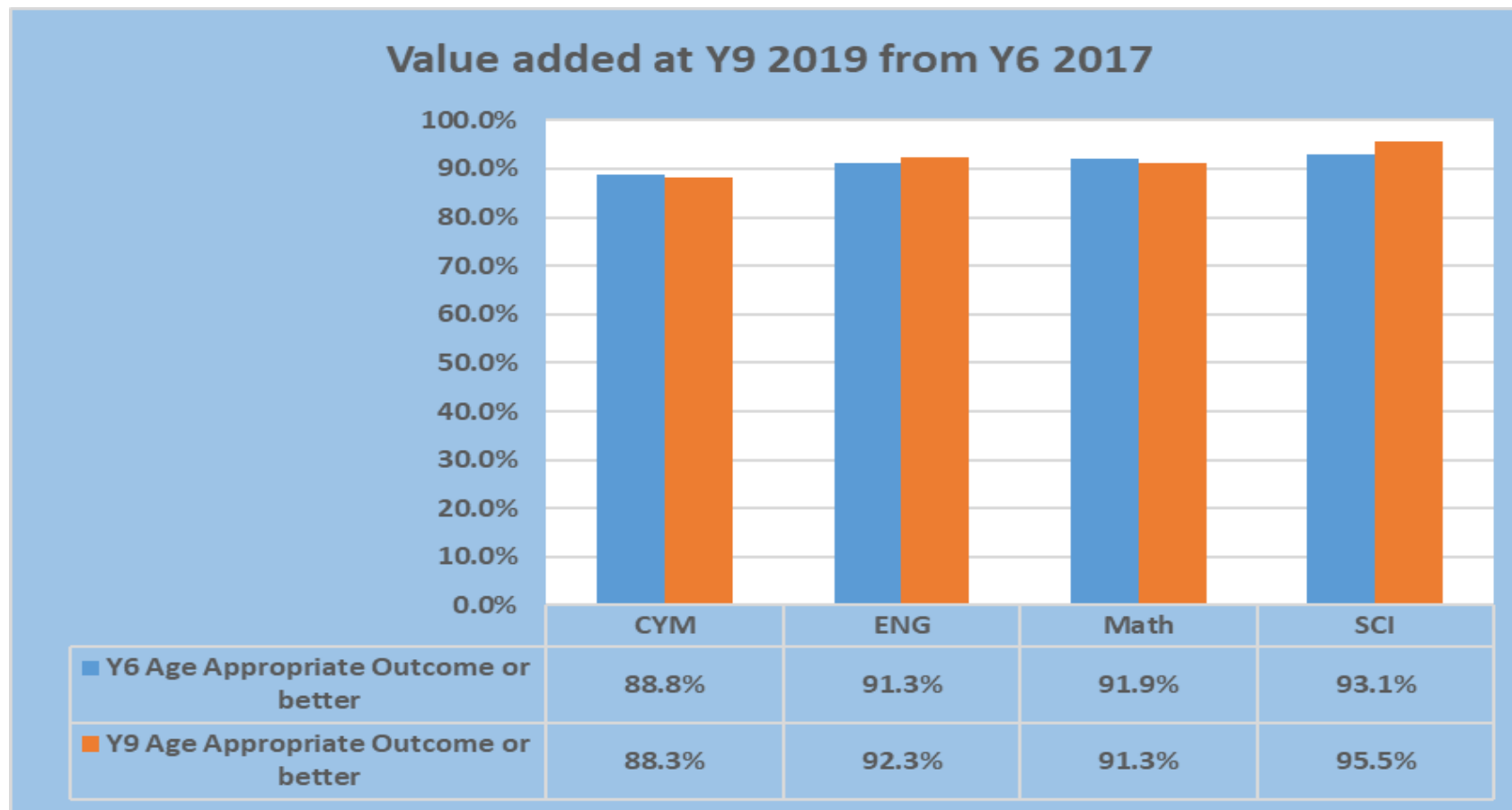
St John Lloyd - provisional

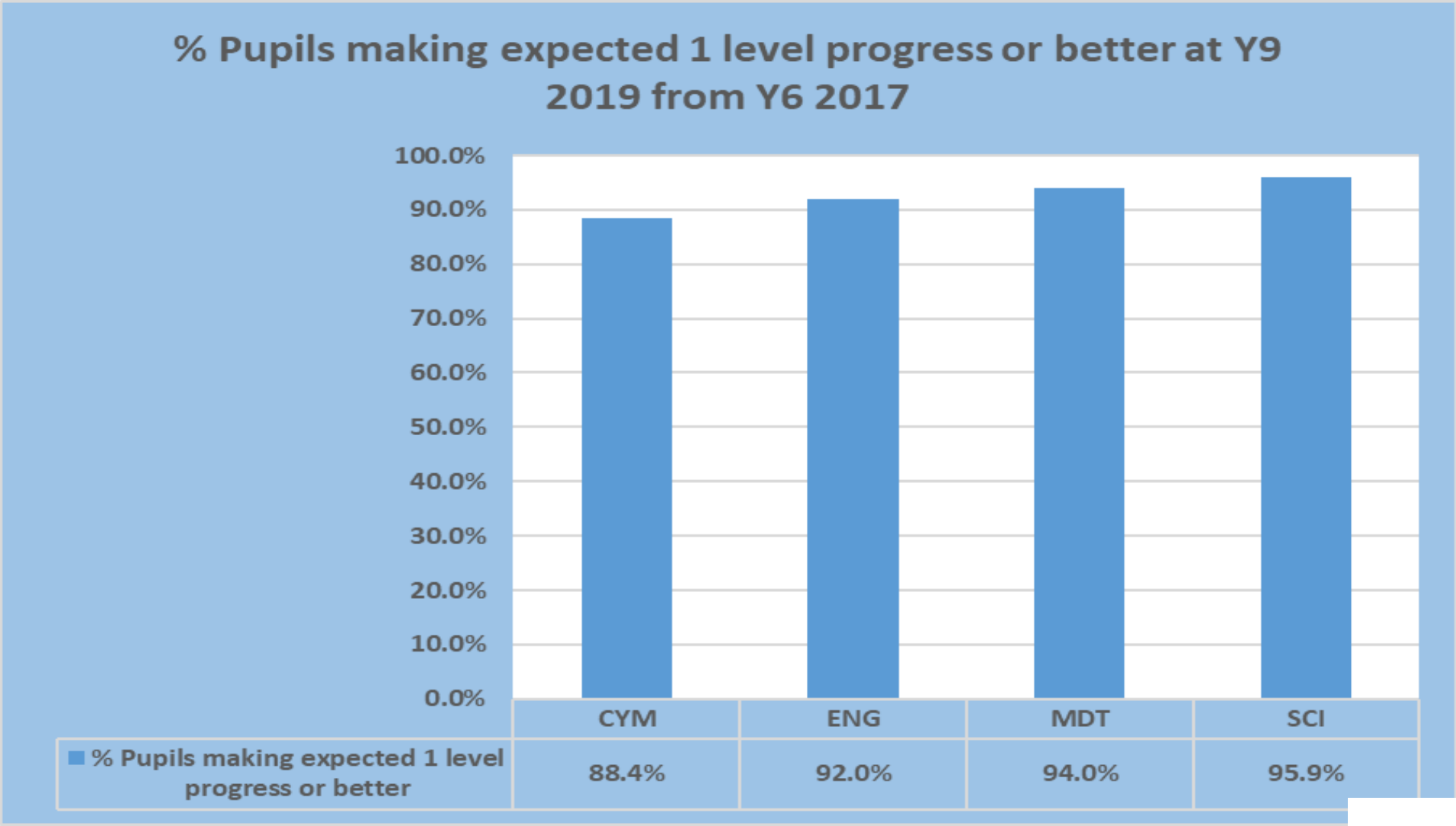


Strade - provisional

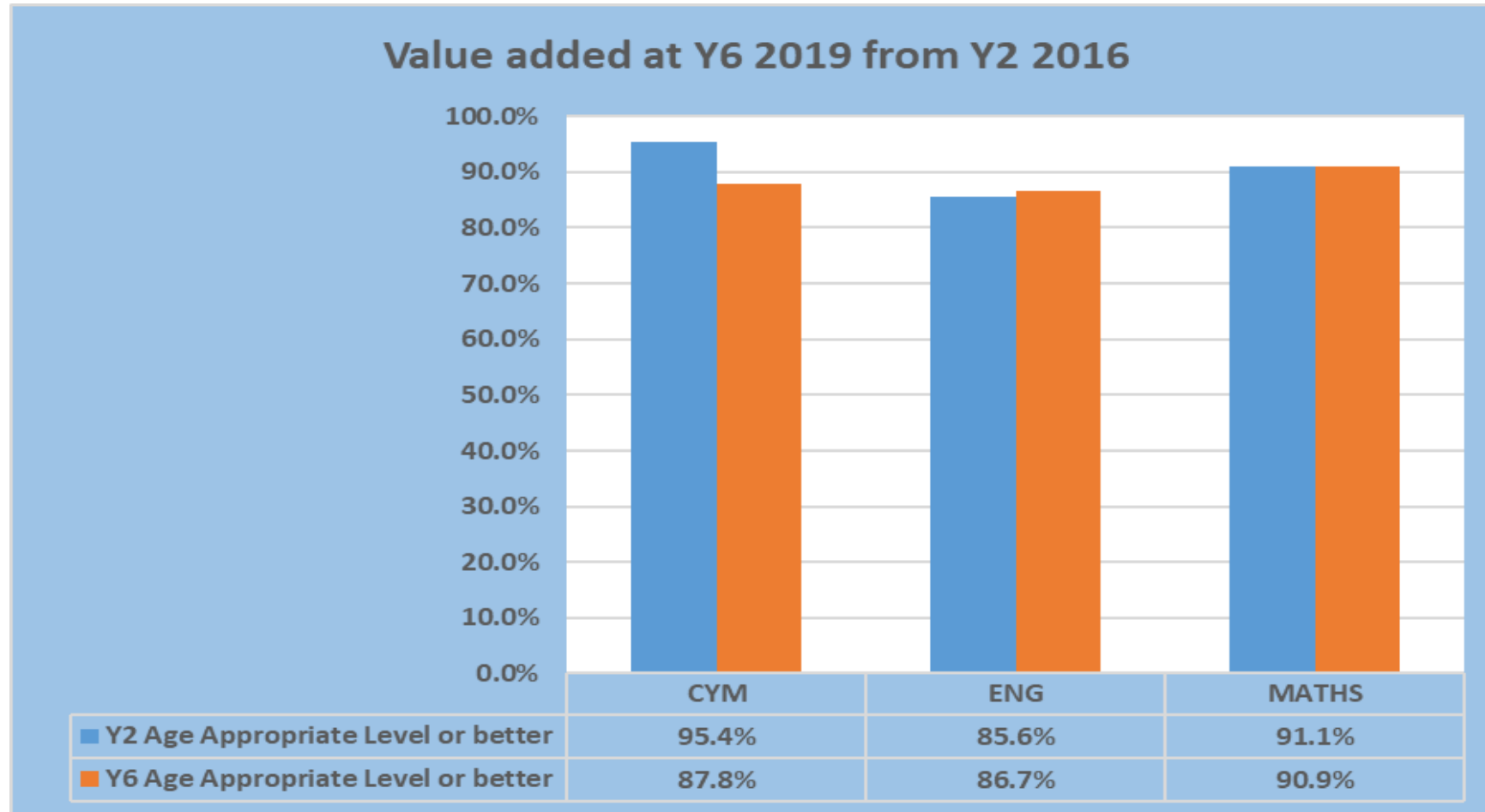


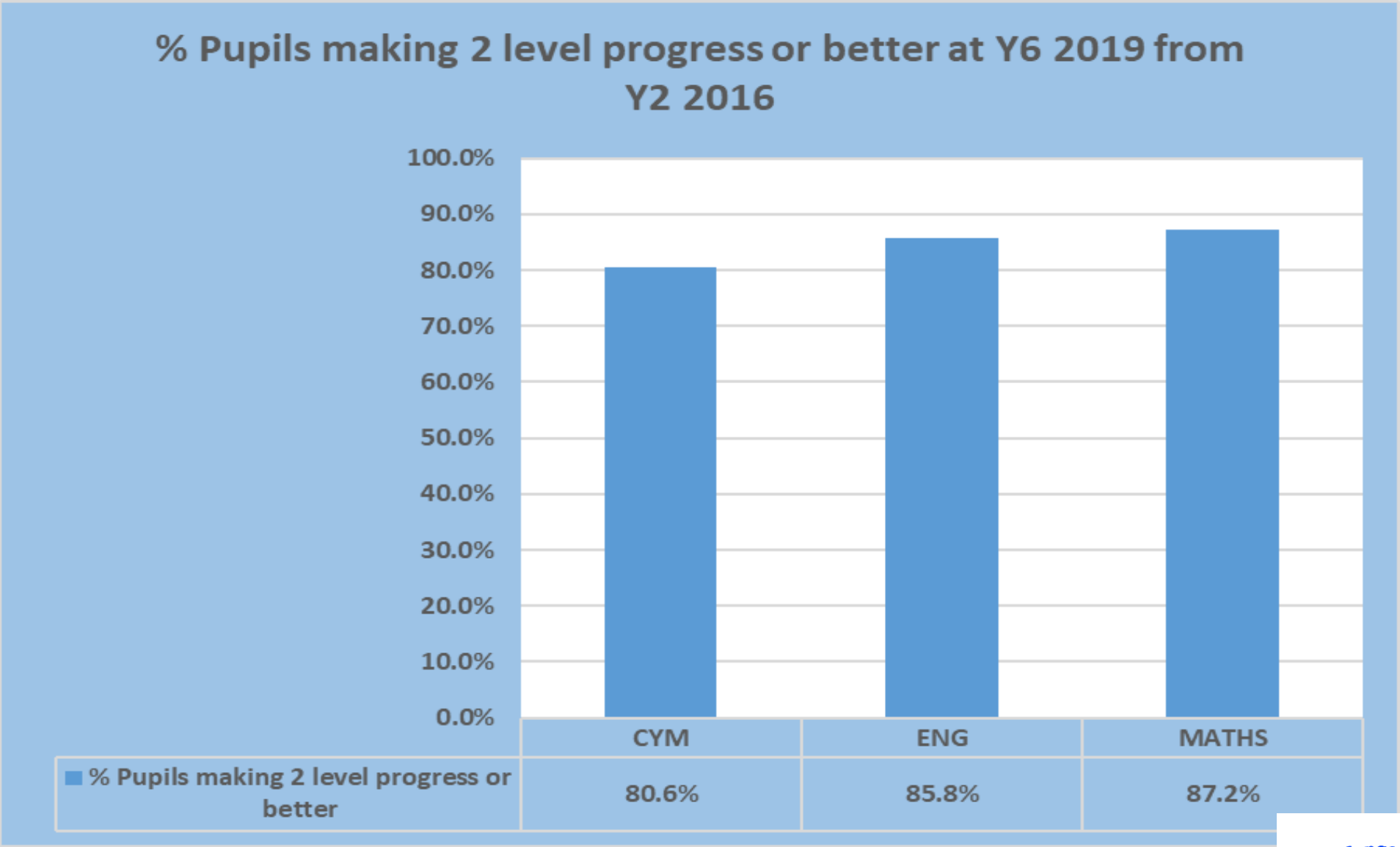
Key Stage 3



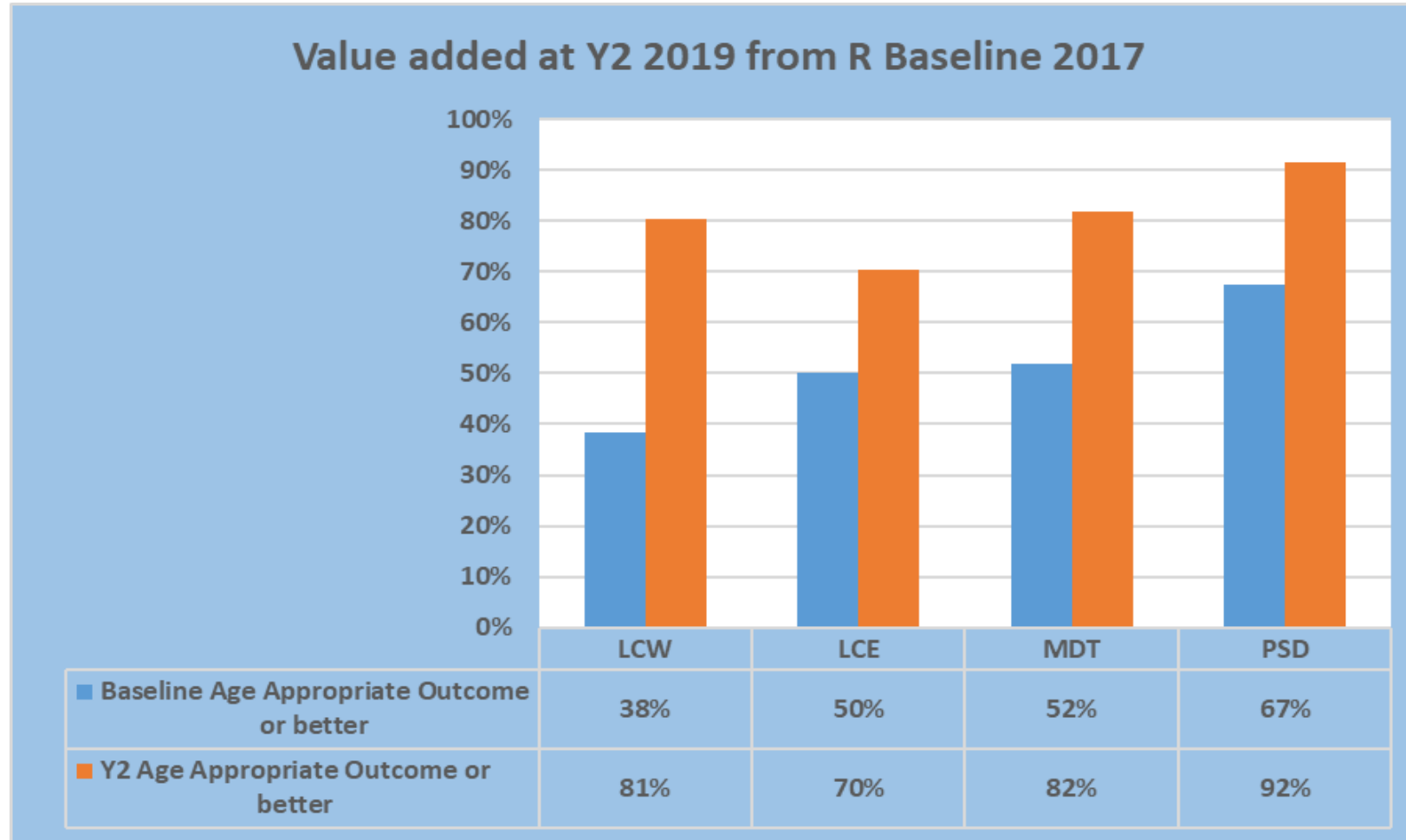


Key Stage 2

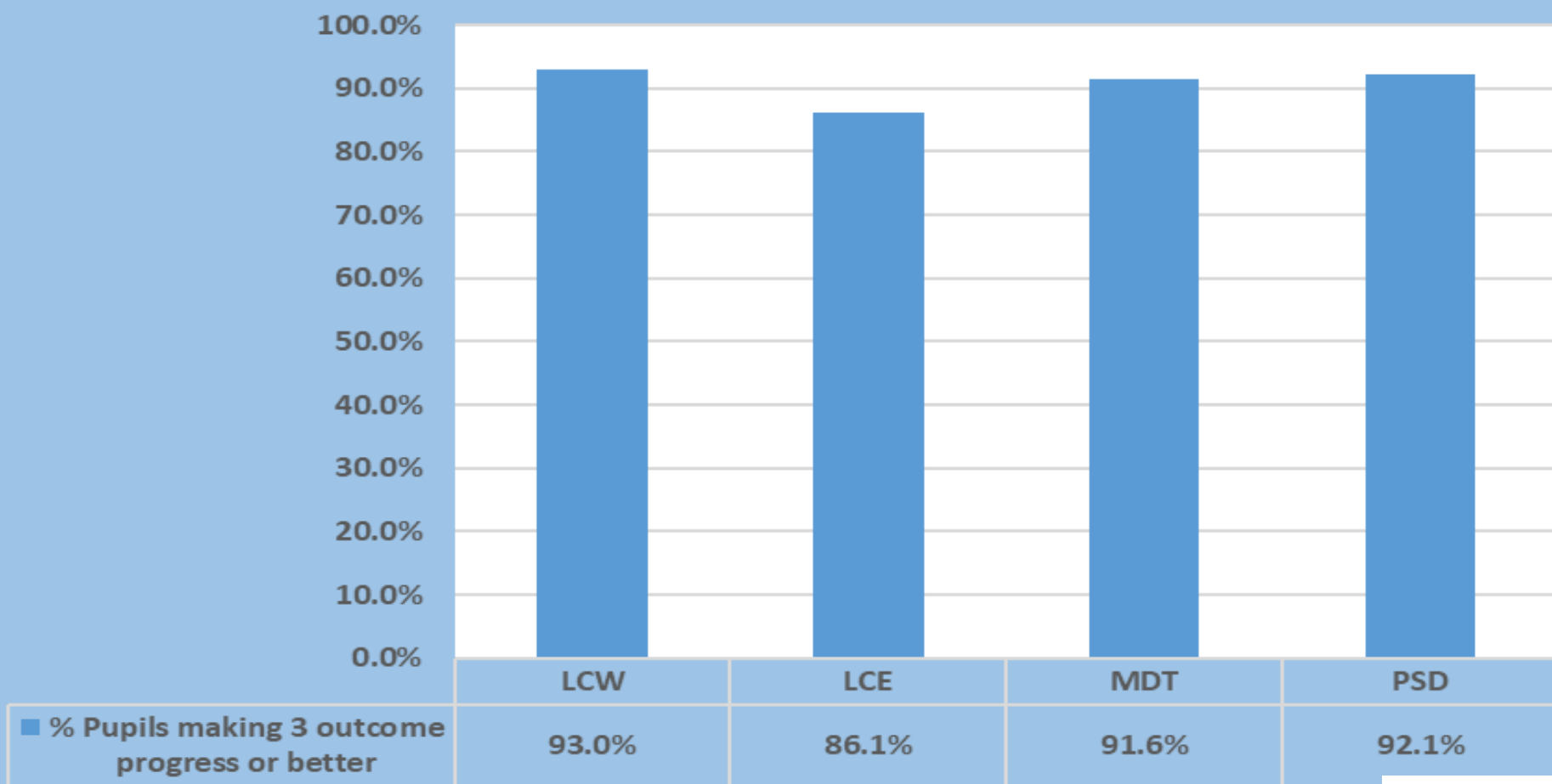




Foundation Phase



% Pupils making 3 outcome progress or better at Y2 2019 from R Baseline 2017



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Agenda Item 7

EDUCATION & CHILDREN SCRUTINY COMMITTEE

FORTHCOMING ITEMS - 25th November 2019

SCRUTINY TOPIC	Determination - Proposals to change the nature of provision at Ysgol Rhys Pritchard	
BACKGROUND	In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum	
OUTCOME REQUIRED	For Members to be confident in endorsing the proposal with a view to making a recommendation to the Executive Board.	
PURPOSE OF BRINGING ITEM TO SCRUTINY	<ul style="list-style-type: none"> To support Carmarthenshire's Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans To formulate views for submission to Executive Board for consideration. 	
TIMESCALE	The Committee has previously reviewed the Proposal and Consultation Reports.	
LEAD MEMBER	Cllr Glynog Davies	
LEAD OFFICER	Simon Davies	

SCRUTINY TOPIC	Determination - Proposals to change the nature of provision at Ysgol y Ddwylan, Griffith Jones, Llangynnwyr and Llys Hywel.	
BACKGROUND	In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum	
OUTCOME REQUIRED	<ul style="list-style-type: none"> To support Carmarthenshire's Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans To formulate views for submission to Executive Board for consideration 	
PURPOSE OF BRINGING ITEM TO SCRUTINY	To review the decision to change the nature of provision at proposed school/s	
TIMESCALE	The Committee has previously reviewed the Proposal and Consultation Reports.	
LEAD MEMBER	Cllr Glynog Davies	
LEAD OFFICER	Simon Davies	

SCRUTINY TOPIC	Recruitment and Retention of Staff	
SCORED AS PART OF FORWARD WORK PROGRAMME <u>YES</u> SCORE – 6 RANK - 3		
BACKGROUND	Previous report received in July 2018. At the Committee Forward Planning Meeting members noted that the issue was frequently raised within other reports. Members have requested a report.	
OUTCOME REQUIRED	To identify any areas of concern or possible areas of improvement, with a view to recommending policy changes to the Executive Board.	
PURPOSE OF BRINGING ITEM TO SCRUTINY / ADDED VALUE	<ul style="list-style-type: none">- To review the issues influencing the recruitment and retention of teaching staff.- To view data available on staff sickness, particularly in relation to work related stress/mental health.- To review measures in place to monitor and ensure the quality of teaching provided by temporary staff (supply)	
TIMESCALE	N/A	
LEAD MEMBER	Cllr Glynog Davies	
LEAD OFFICER	Aneirin Thomas	

SCRUTINY TOPIC	New Curriculum for Wales	
SCORED AS PART OF FORWARD WORK PROGRAMME <u>YES</u> SCORE - 7 RANK - 1		
BACKGROUND	During the forward planning process the Committee identified this area as one of interest and Members have requested a report on the matter.	
OUTCOME REQUIRED	For Members to be confident that the implementation plan is progressing well and to make any necessary and relevant recommendations to the Executive Board.	
PURPOSE OF BRINGING ITEM TO SCRUTINY	To update the Scrutiny Committee on the progress and preparations to date, on the implementation of the new curriculum due in 2022.	
TIMESCALE	N/A	
LEAD MEMBER	Cllr Glynog Davies	
LEAD OFFICER	Aeron Rees	

FORWARD WORK PROGRAMME 2019/20

15 th October 2019	25 th November 2019	19 th December 2019	23 rd January 2020	11 th March 2020	27 th April 2020	May 2020 – 20/21 Forward Work Planning	4 th June 2020	2 nd July 2020	
Provisional Examination results – School Attendance Data	Recruitment and retention of staff (3)	3 Year Revenue Budget Consultation	Youth Services (4)	Promoting Positive Behaviour Practice in Schools (5)	Behaviour Service Review		Scrutiny School Visits Framework	Annual Report of Director of Social Services 2019/20	
Mental Health provision in Education (2)	New Curriculum (1)	Actions & Referrals	LA Education Services Self Evaluation	NEETS (6)	Welsh in Education Strategic Plan Update		Post 16 education (7)	Young Carers (8)	
(MEP) Relocation of Ysgol Heol Goffa - to increase capacity	Determination - change the nature of provision at Ysgol Y Ddwylan, Griffith Jones, Llangynnwr and Llys Hywel.	Education & Children's Services Departmental Business Plan 2019/20-2022	Task & Finish Monitoring	2019/20 Task & Finish Report - ALN	Actions & Referrals			Actions & Referrals	
	Determination - Proposal to change the nature of provision at Ysgol Rhys Prichard	Task & Finish Meeting Dates – 31 st July 2019 at 2pm 13 th September 2019 at 10am 22 nd October 2019 at 2pm 25 th November 2019 at 2pm 20 th December 2019 at 2pm			Site visits School visits – One visit per quarter 01.07.19 – Llandeilo C.P. School Fostering Service (Q1 2020) Adoption Service (Q1 2020) Youth Service (Q2 2020) Young Carers (Q2 2020) Workshops ERW – Update on current progress (review request in Autumn 2019)				
		One Day Scrutiny - 6 th November 2019							

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EDUCATION & CHILDREN SCRUTINY COMMITTEE

Wednesday, 4 September 2019

PRESENT: Councillor D. Price (Chair)

Councillors:

K.V. Broom, I.W. Davies, B.W. Jones, D. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, E.G. Thomas, D.M. Cundy (In place of B. Thomas) and C. Jones (In place of D.T. Williams)

J. Davies - Parent Governor

M. Jones - Parent Governor

V. Kenny - Roman Catholic Church Representative

Also in attendance:

Councillor G. Davies, Executive Board Member for Education and Children

The following Officers were in attendance:

G. Morgans, Director of Education & Children's Services

S. Davies, Head of Access to Education

A. Rees, Head of Curriculum and Wellbeing

A. Thomas, Head of Education Services and Inclusion

J. Buck, Performance and Information Officer

L. Jenkins, Democratic Services Officer

Chamber, County Hall, Carmarthen. SA31 1JP. 2.00 - 3.30 pm

1. APOLOGIES FOR ABSENCE

Apologies were received from L. Bowen, J. Jenkins, B. Thomas and D.T Williams.

2. DECLARATIONS OF PERSONAL INTEREST

There were no declarations of personal interest

3. DECLARATIONS OF PROHIBITED PARTY WHIPS

There were no declarations of prohibited party whips.

4. PUBLIC QUESTIONS (NONE RECEIVED)

The Chair advised that no public questions had been received.

5. **CARMARTHENSHIRE COUNTY COUNCIL DRAFT ANNUAL REPORT FOR 2018/19**

The Director of Education and Children's Services gave an overview of the report and drew Member's attention to the relevant Wellbeing Objectives.

Members raised the following matters/questions in relation to the report –

In relation to the formatting and content of the report, Members observed that data relating to the National Survey Results noted in the report as 'due in June/July 2019' was not included despite the relevant data being available online. The Director of Education and Children's Services advised that the referenced data would be circulated to Members after the meeting.

Concerns were raised in relation to the school attendance figures on Page 36 of the report, which noted that primary school attendance in Carmarthenshire was the lowest in Wales, having reduced from 94.4% to 93.9% and from 21st to 22nd position nationally. Members asked for clarification on the measures in place to improve attendance. The Director of Education and Children's Services advised that the figures relate to data from 2017/18 and the department has already identified patterns in 2018/19 that are being addressed, and a letter will be sent to all parents and guardians encouraging full attendance. He further noted that the difference between the best and worst performing authorities was less than 2%. Members were advised that the Education Welfare Service had been remodelled and linked with the Education Safeguarding Officer, with the intention that the change will provide better support and improve the attendance of hard to reach and vulnerable children. Increased and focused support was given to Schools to manage absenteeism. Also in relation to the data under review, the Director of Education and Children's Services informed Members that the coding of absences was inconsistent, and training and guidance on consistency would be provided; however this would not guarantee an improvement. In previous years, responsibility for consistency with coding fell within the remit of Welsh Government, however it was now the responsibility of each individual local authority. Members were in agreement that the low attendance figures did not correspond with good performance in other areas.

Members asked for clarification on the new scoring system referenced on Page 41, which measured exam results for Year 11 Pupils. The Head of Curriculum and Wellbeing advised that this was a new measure in place of the old system of measuring 5 GCSE results, which included Language and Maths. The new measure would score the best nine results. The Director of Education and Children's Services advised that comparative data from previous years was available and would be included in the report on Provisional Examination Results

due to be presented at the next meeting. Data on attainment in relation to gender would also be included in the report.

In response to a question on the increase in the number of Year 11 and 13 pupils Not in Education, Employment or Training (NEET) and the Year 13 provision, the Head of Curriculum and Wellbeing advised that significant work was being undertaken across departments to support NEETS. Currently European funding was being utilised to support this work, and in light of the current political situation, there were contingency plans to be put in place to continue with this work in the long term. He further noted that Year 13 provision was non-statutory, however authorities were required to provide at least 30 post-16 subjects which allowed for a broad curriculum. A focus on developing pupils as citizens and employees has moved to a re-assessment of the curriculum with a strong move towards vocational courses and making better informed choices. The Director of Education and Children's Services advised that Year 11 pupils have been encouraged to consider what their options were and to understand where their choices could lead, particularly in relation to vocational courses and apprenticeships. He also noted that a number of apprenticeships were offered by the authority each year, and Community Benefits from contractors of the 21st Century Schools Programme also provided a number of opportunities for young people.

In relation to the performance measures for the Education and Children's Services Department, the Director of Education and Children's Services advised that budget cuts over the last three years had resulted in a reduction in staff and resources. The department continued to work to improve on the measures within the report, under the noted circumstances.

UNANIMOUSLY RESOLVED that the report be received.

6. MODERNISING EDUCATION PROGRAMME - PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y DDWYLAN, YSGOL GRIFFITH JONES, YSGOL LLANGYNNWR AND YSGOL LLYS HYWEL

The Committee considered a report which outlined the observations received, and the Local Authority's responses following the consultation period and the publication of a statutory notice to implement the proposal to change the nature of provision at Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynnwyr and Ysgol Llys Hywel.

Members raised the following matters/questions in relation to the report –

In addressing observations on the low level of responses and the methods of consultation, the Head of Curriculum and Wellbeing advised that at least two consultation events were held at each school and support materials were made available throughout the consultation. The Head of Access to Education noted that the School Organisation Code did not require face to face consultation and the

authority could fulfil the obligations of the code by preparing a bilingual online survey.

Members noted that the responses highlighted the lack of choice for parents who preferred an English only education, and asked for clarification on the support available to those wishing to move schools, in light of the changes to provision. The Head of Curriculum and Wellbeing advised that on a general point of policy, there is no obligation to offer a choice of language. The authority's aim was for as many pupils as possible to be fully bilingual by age 11, and for that to be sustained during secondary education. The change of provision would support this aim.

Members raised concerns in relation to the support available to non-Welsh speaking parents in relation to supporting their children with their homework, and were advised by the Head of Curriculum and Wellbeing that this was a common concern and the department were aware of the potential difficulties. References were made to the level of homework during the Foundation Phase, and noting that homework was set for the pupil and not the parents. The Head of Curriculum and Wellbeing further advised that the Welsh in Education Forum would continue to review the matter and would be open to suggestions from members on developing support in this area.

UNANIMOUSLY RESOLVED to endorse to the Executive Board the publication of a Statutory Notice to implement the proposal to change the nature of provision at Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynnwr and Ysgol Llys Hywel.

7. MODERNISING EDUCATION PROGRAMME - PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL RHYS PRICHARD

The Committee considered a report which outlined the observations received, and the Local Authority's responses following the consultation period and the publication of a statutory notice to implement the proposal to change the nature of provision at Ysgol Rhys Pritchard.

Members acknowledged that the responses reflected similar issues to the previous Agenda item.

UNANIMOUSLY RESOLVED to endorse to the Executive Board the publication of a Statutory Notice to implement the proposal to change the nature of provision at Ysgol Rhys Pritchard.

8. EDUCATION AND CHILDREN SCRUTINY COMMITTEE DRAFT ANNUAL REPORT

The Committee received an Annual Report detailing the work of the Committee during the 2018/19 municipal year. The report had been prepared in accordance

with Article 6.2 of the Council's Constitution which requires Scrutiny Committees to prepare an annual report giving an account of the Committee's activities over the previous year.

The report provided an overview of the Committee's work programme and the key issues considered during the year including those issues referred to/from the Executive Board and other Scrutiny Committees. The report also provided details of development sessions and site visits arranged for the Committee as well as attendance data.

UNANIMOUSLY RESOLVED that the Education & Children Scrutiny Committee Annual Report 2018/19 be endorsed.

9. EDUCATION & CHILDREN SCRUTINY COMMITTEE DRAFT PLANNING AND SCOPING DOCUMENT - FEDERATING SCHOOLS IN CARMARTHENSHIRE

Members were given an overview of the scoping document and considered the planning arrangements outlined in the document. Consideration was given to attendance and the outline purpose of the review.

UNANIMOUSLY RESOLVED:

- 9.1 that the Scoping Document be received;**
- 9.2 that the aims and scope of the work be endorsed;**
- 9.3 that all Members of the Education and Children Scrutiny Committee should attend the One Day Scrutiny on the 6th November 2019**
- 9.4 that the membership of the review group be as follows:-**
 - Cllr Ieuan Davies**
 - Mrs Melanie Davies**
 - Cllr Dot Jones**
 - Cllr Shahana Najmi/John Jenkins**
 - Cllr Darren Price (Chair)**
 - Cllr Kim Broom**
 - Cllr Jean Lewis**

10. FORTHCOMING ITEMS

The Chair gave an overview of the forthcoming items and asked that the report on Mental Health Provision in Education, should also contain an overview of good practice and national overview.

UNANIMOUSLY RESOLVED that the list of forthcoming items to be considered at the next scheduled meeting, be agreed.

11. EDUCATION & CHILDREN SCRUTINY COMMITTEE ACTIONS AND REFERRALS UPDATE

The Director of Education and Children's Services advised that a report outlining a local and regional overview on the Pupil Development Grant would be circulated after the meeting.

UNANIMOULSLY RESOLVED that the report be received

12. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 6TH JUNE 2019

UNANIMOUSLY RESOLVED that the minutes of the meeting of the Committee held on the 6th June 2019 be signed as a correct record.

13. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 4TH JULY 2019

UNANIMOUSLY RESOLVED that the minutes of the meeting of the Committee held on the 4th July 2019 be signed as a correct record.

CHAIR

DATE