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THURSDAY, 27 APRIL 2023

**TO: ALL MEMBERS OF THE EDUCATION, YOUNG PEOPLE & THE
WELSH LANGUAGE SCRUTINY COMMITTEE**

**I HEREBY SUMMON YOU TO ATTEND A MEETING OF THE
EDUCATION, YOUNG PEOPLE & THE WELSH LANGUAGE
SCRUTINY COMMITTEE WHICH WILL BE HELD IN THE CHAMBER -
COUNTY HALL, CARMARTHEN. SA31 1JP AND REMOTELY AT
10.00 AM ON FRIDAY, 5TH MAY, 2023 FOR THE TRANSACTION OF
THE BUSINESS OUTLINED ON THE ATTACHED AGENDA**

Wendy Walters

CHIEF EXECUTIVE

Democratic Officer:	Julie Owens
Telephone (direct line):	01267 224088
E-Mail:	juowens@carmarthenshire.gov.uk
This is a multi-location meeting. Committee members can attend in person at the venue detailed above or remotely via the Zoom link which is provided separately.	
The meeting can be viewed on the Authority's website via the following link:- https://carmarthenshire.public-i.tv/core/portal/home	

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

EDUCATION, YOUNG PEOPLE & THE WELSH LANGUAGE SCRUTINY COMMITTEE

PLAID CYMRU GROUP -

Cllr. Carys Jones
Cllr. Liam Bowen
Cllr. Kim Broom
Cllr. Peter Hughes Griffiths
Cllr. Betsan Jones
Cllr. Hefin Jones
Cllr. Jean Lewis

LABOUR GROUP -

Cllr. Lewis Davies
Cllr. Dot Jones
Cllr. Edward Skinner
Cllr. Michael Thomas

INDEPENDENT GROUP -

Cllr. Sue Allen

UNAFFILIATED -

Cllr. Sean Rees

NON ELECTED VOTING MEMBERS –

Vera Kenny
Rev. Delyth Richards

Roman Catholic Church Representative
Church in Wales Representative

ELECTED VOTING PARENT GOVERNOR MEMBERS -

Anthony Enoch

Parent Governor Representative - Area 2 -
Carmarthen

Felicity Healey-Benson

Parent Governor Representative - Area 3 - Llanelli

A G E N D A

- 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. POLICY ON AWARDING GRANTS AND THE WELSH LANGUAGE** 5 - 24
- 5. ADDITIONAL LEARNING NEEDS UPDATE** 25 - 44
- 6. WELSH LANGUAGE PROMOTION STRATEGY 2023-28** 45 - 76
- 7. AN EVALUATION OF ESTYN INSPECTIONS ACROSS CARMARTHENSHIRE SCHOOLS, PUPIL REFERRAL UNITS AND SPECIALIST SETTINGS** 77 - 86
- 8. SCRUTINY ACTIONS UPDATE** 87 - 94
- 9. TO SIGN AS A CORRECT RECORD THE MEETING OF THE COMMITTEE HELD ON THE 24TH MARCH 2023** 95 - 102

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Agenda Item 4

**EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE
SCRUTINY COMMITTEE
5 MAY 2023**

POLICY ON AWARDING GRANTS AND THE WELSH LANGUAGE

Purpose:

To agree the Policy on Awarding Grants and the Welsh Language for the Council, in order to ensure consistency across grant schemes and compliance with the Welsh Language Standards.

The Scrutiny Committee is asked to:-

Consider the Policy on Awarding Grants for 2023-28 and to provide feedback prior to consideration by Cabinet.

Reason(s)

It is a statutory duty on the Council to implement the Welsh Language Standards. As part of those Standards, we are required to publish a grant awarding policy which ensures that we have a positive impact on people's opportunities to use the Welsh language when we make decisions about awarding grants.

CABINET MEMBER PORTFOLIO HOLDER:- Councillor Glynog Davies and Councillor Gareth Jones

Directorate

Name of Head of Service:

Noelwyn Daniel

Report Author:

Myfanwy Jones

Designations:

Head of IT & Policy

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EXECUTIVE SUMMARY

POLICY ON AWARDING GRANTS AND THE WELSH LANGUAGE

1. BRIEF SUMMARY OF PURPOSE OF REPORT.

This Policy has been prepared in order to comply with the Welsh Language Standards (The Welsh Language (Wales) Measure 2011). Carmarthenshire County Council's compliance notice states that we must 'produce and publish a policy on awarding grants' that requires us to consider the effects that awarding a grant will have on 'opportunities for persons to use Welsh', and on 'not treating Welsh less favourably than English'.

The Policy has been developed in full discussion between the Corporate Policy Team (who lead on the Welsh language standards) and Economic Development Team (who lead on grant administration).

Although there have been arrangements in place previously to ensure that grant awarded bodies comply with the Welsh Language Standards, there has not been a Policy in place, nor a formal consideration of the impact that awarding the grant would have on residents' use of Welsh.

The Policy details the Council's commitment to administering Grants in accordance with the Standards and explains the way in which the Council will pass on these duties to the applicants. The procedures detailed have been formulated in order to guide the applicants towards ensuring a positive impact of their activities on the Welsh Language. The Policy outlines the expectations that need to be applied in the grant awarding process from the initial information given to potential applicants, through to the application form and the information given to successful applicants.

There is a practical set of exemplary commitments provided in the information given to potential applicants which will guide the applicant to planning a positive impact on the Welsh Language through the administration and application of their proposed activities. These commitments will then be transferred from the application form to the information given to successful applicants. From there, the Policy explains that the commitments to the Welsh Language will be reported upon and monitored.

Finally, the Policy includes an appendix of information on support for candidates working bilingually, and a checklist for officers to ensure the correct application of the Policy in practical terms.

The Policy will align with the Council's Welsh Language Promotion Strategy 2023-28 and the Well-being of Future Generations Act (Wales) 2015.

DETAILED REPORT ATTACHED?	YES Policy on awarding grants and the Welsh Language
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IMPLICATIONS

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

Signed: Noelwyn Daniel, Head of ICT & Corporate Policy
Jason Jones, Head of Regeneration

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

Policy, Crime & Disorder and Equalities

The introduction of the Policy on Awarding Grants and the Welsh Language fulfils a requirement as part of the Standards set upon the Council under the Compliance Notice received from the Welsh Language Commissioner on 30 September 2015.

Legal

The Welsh Language Standards Regulations 2015 came into force on 31 March 2015. These Regulations replace the responsibilities placed on Carmarthenshire County Council under the Welsh Language Act 1993 and were imposed on the Authority on 31 March 2016.

Finance

The policy introduces a new way of working amongst our key grant opportunities as a Council.

CABINET MEMBER PORTFOLIO HOLDERS AWARE/CONSULTED

Cllr. Glynog Davies and Cllr. Gareth John

YES

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

THESE ARE DETAILED BELOW OR THERE ARE NONE (Delete as applicable)

Title of Document	File Ref No.	Locations that the papers are available for public inspection
Welsh Language Standards Compliance Notice		Welsh Language Standards (Welsh Language (Wales) Measure 2011) Compliance Notice (gov.wales)

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Policy on Awarding Grants and the Welsh language



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Introduction

The Welsh [Language \(Wales\) Measure 2011](#) requires Carmarthenshire County Council to produce and publish a policy on awarding grants that ensures that Council-funded organisations operate in a way that is in line with the Council's principles regarding the Welsh language. The Council is expected to pass on to these third party organisations the premiss and principles of the Welsh Language Standards, which is not to treat the Welsh language less favourably than the English language when delivering services, operating, when making policy and keeping records.

Furthermore, adopting and implementing a Policy on Allocating Grants and the Welsh Language is key as Carmarthenshire County Council works to promote the Welsh language in line with the Welsh Language Promotion Strategy 2023-28 and the Well-being of future Generations Act (Wales) 2015. Carmarthenshire County Council will strive to ensure the viability of the Welsh language through its influence on other organisations, through the grant allocation process, across all departments of the County Council.

This policy will ensure consistency in the handling of the Welsh language across the Council's various grants, ensure that we comply with the Standards in the allocation of grants and also equip Council staff to be able to assist third party bodies to promote the Welsh language in their operations effectively.

The policy will align with the well-being of future generations Act, contributing towards achieving a national well-being goal, 'Wales with a vibrant culture where the Welsh language thrives' and Carmarthenshire's Corporate Strategy. It will also be a useful vehicle for implementing the 'More than words' (the government's strategic framework for Welsh in health and social services), as well as elements of the WESP. Finally, it will contribute towards reaching the government's objective of reaching one million Welsh speakers and doubling the use of the Welsh language by 2050.

Policy Context

Welsh Language (Wales) Measure 2011: The Welsh Language Standards

The fundamental principle behind the Welsh Language Standards imposed on Carmarthenshire County Council in September 2015, states that,

references to any activity being carried out by a body, or to any service being provided by a body, are to be read as including a reference to that activity being carried out on the body's behalf or to that service being provided on the body's behalf by a third party under arrangements made between the third party and the body;

Furthermore, the Standards Regulations state that it is the responsibility of the body subject to those Standards to ensure that the third party acts in accordance with the Standards. To this end, the Standards specifically state that the body must consider the impact of awarding grants on the Welsh language:

Standard 94

You must produce and publish a policy on awarding grants (or, where appropriate, amend an existing policy) which requires you to take the following matters into account when you make decisions in relation to the awarding of a grant –

(a) what effects, if any (and whether positive or negative), the awarding of a grant would have on - (i) opportunities for persons to use the Welsh language, and (ii) treating the Welsh language no less favourably than the English language;

(b) how the decision could be taken or implemented (for example, by imposing conditions of grant) so that it would have positive effects, or increased positive effects, on - (i) opportunities for persons to use the Welsh language, and (ii) treating the Welsh language no less favourably than the English language;

(c) how the decision could be taken or implemented (for example, by imposing conditions of grant) so that it would not have adverse 30/03/2016 effects, or so that it would have decreased adverse effects on - (i) opportunities for persons to use the Welsh language, and (ii) treating the Welsh language no less favourably than the English language;

(ch) whether you need to ask the applicant for any additional information in order to assist you in assessing the effects of awarding a grant on - (i) opportunities for persons to use the Welsh language, and (ii) treating the Welsh language no less favourably than the English language.

When implementing the grant awarding process, as well as complying with the Service Delivery Standards relating to communication, the council must also comply with Standards 71-75, which specifically apply to the grant-awarding process,

71 Any documents that you publish which relate to applications for a grant, must be published in Welsh, and you must not treat a Welsh language version of such documents less favourably than an English language version.

72 When you invite applications for a grant, you must state in the invitation that applications may be submitted in Welsh and that any application submitted in Welsh will be treated no less favourably than an application submitted in English.

73 You must not treat applications for a grant submitted in Welsh less favourably than applications submitted in English (including, amongst other matters, in relation to the closing date for receiving applications and in relation to the time-scale for informing applicants of decisions).

74 If you receive an application for a grant in Welsh and it is necessary to interview the applicant as part of your assessment of the application you must - 30/03/2016 (a) offer to provide a translation service from Welsh to English to enable the applicant to use the Welsh language at the interview, and (b) if the applicant wishes to use the Welsh language at the interview, provide a simultaneous translation service for that purpose (unless you conduct the interview in Welsh without a translation service).

75 When you inform an applicant of your decision in relation to an application for a grant, you must do so in Welsh if the application was submitted in Welsh.

Administering the Grant-awarding Process in accordance with the Standards

Raising awareness of a fund or grant program

When promoting a new grant fund, or raising awareness of new closing dates or new rounds of grant funding, we will ensure that we promote through the medium of in Welsh, to the same standard and the same time as in English. In all communication channels, including social media, a Welsh language publicity will be released at the same time as in English. Similarly, when communicating by mass email or letter, we do so bilingually, with Welsh appearing first.

When advertising for applications, we will state that we welcome Welsh applications and that any Welsh applications will be treated the same as English applications, using this statement, '[An application form may be submitted in Welsh and any application submitted in Welsh shall not be treated less favourably than a request submitted in English](#)'.

Process administration: Paperwork

We will offer Welsh versions of all paperwork related to a grant application process to all organisations at the first point of contact, to encourage people to apply through the medium of Welsh. We will ensure that grant details, application forms and any additional information are available in Welsh and there will be a statement on the English paperwork to state '[This document is also available in Welsh](#)'. At the initial contact, we will establish the organisations' preferred language and ensure that we provide them with everything in Welsh unless we know that they do not wish to receive a Welsh version.

Process administration: communication

We will communicate bilingually on first contact with each organisation. Following the first contact, we will offer to communicate in Welsh at every opportunity when discussing verbally with staff or volunteers of the organisations. We will communicate in writing bilingually, unless we know that they do not wish to receive communication in Welsh. This sentence will be included on each email or letter 'You are welcome to communicate with us in Welsh'.

When communicating with organisations, we will explain the context of this policy and the support available to them in terms of the Welsh language when applying for any grants. We can refer potential applicants to the bodies and

resources indicated on page 13 and tailor the support according to the applicants' situation.

Process Administration: assessment and monitoring

We will offer a Welsh-medium interview if there is to be an interview, and a Welsh-medium interview with simultaneous translation service if it cannot be conducted with a Welsh-language panel. We will provide a decision in Welsh on paper or verbally unless we know that the organisation does not require it. We will arrange monitoring visits in Welsh if visits are part of the process, unless we know that the organisation does not require it.

Expectations regarding Welsh language to be passed on to the applicants.

Carmarthenshire County Council will pass on the requirements of the Welsh Language Standards to the applicant bodies by ensuring that they:

- Administer
- Plan Services
- Deliver Services

in a way that treats Welsh as favourably as English.

- Ensuring that they instigate positive effects on people's opportunities to use Welsh and on not treating the Welsh language less favourably than English in Carmarthenshire.
 - We will provide suggestions on how to achieve the above in the guidance documents to potential candidates,
 - We will ask for applicants' commitments to fulfil the above on the application form,
 - We will transfer the agreed commitments to the successful applicants in the 'Grant Offer Letter' or 'Terms and conditions'.

**The wording to be included in the candidate paperwork is in blue.*

Information for potential applicants

The Guidance we will provide applicants before they submit an application, will state:

The Welsh Language Standards Compliance Notice places a statutory requirement on the Council to ensure that the grants it awards have a positive effects on opportunities for persons to use Welsh, and on not treating Welsh less favourably than English; To meet these requirements you must make every effort to do the following:

- Operate bilingually publicly, giving Welsh a high visual presence and status at every opportunity (promotional materials, posts, press releases)
- Communicate bilingually with the public (emails, press releases, phone call letters)
- Collaborate with partners who promote the Welsh language (Mentrau Iaith, Urdd, Young Farmers, Meithrin, Cymraeg i Blant, Welsh medium Schools, Welsh for Adults, chapels, choirs, local newspapers, forums and networks that promote the Welsh language)
- Ensure that there is a workforce with Welsh language skills, or other arrangements in place, that will enable activity in accordance with the Standards
- Provide services in person or online in Welsh
- Demonstrate consideration of the linguistic nature of the geographical area in which it is intended to serve, and of how the work is going to have a positive impact on the number of speakers or the use of Welsh*.

*This means that the applicant has a knowledge of the communities of Welsh speakers who may be affected by the provision; positively or negatively. The applicant will need to be aware of opportunities to increase the visibility of the Welsh language and promote everyone's use of Welsh; confident speakers as well as those who can speak only a little Welsh.

Examples of provision in accordance with the Standards:

Here is a list of examples of commitments that the applicant could make in order to provide in accordance with the Standards. This list is not exhaustive but rather offers suggestions, and the candidate may suggest other commitments. They will be expected to consider the relevance of the below to the work they want to achieve through the grant and commit to as much as possible in line with the size of the turnover of the organisation, and the size of the funding application. Please note however that any organisation employing more than 50 members will be expected to make a significant commitment to the Welsh language, aiming to achieve what is in the list

below. Every situation will be considered individually, and advice and support will be available to candidates.

1. The organisation

We will map the organisation's current capacity to deliver in Welsh
We will strive to increase the organisation's capacity to provide in Welsh either by employing staff with Welsh language skills, by using volunteers with Welsh language skills or by working in partnership with another organisation who can provide in Welsh
We will ensure that we have arrangements in place to provide materials in Welsh
We will consider Welsh language provision from the outset, when planning the provision
We have a Welsh Language Policy or Action Plan that outlines our commitment to the Welsh language in everything that we do / We are working with the Welsh Language Commissioner on the <u>Welsh Offer</u>
We are a Welsh medium organisation that administer and deliver through the medium of Welsh

2. Public engagement

We will communicate general message with the public bilingually
We will offer to communicate in Welsh with individuals and then communicate with them in the language they require
We will provide our activity in Welsh
We will deliver our activity bilingually, ensuring that Welsh is treated as favourably as English
If an element of the activity cannot be provided in Welsh for lack of personnel, we will make every effort to ensure that Welsh is treated equally favourably as English, using Welsh facilitators or simultaneous translation for example, or by working in partnership with other organisations
We will promote the Welsh elements of our provision

3. Ensuring a positive impact on the Welsh language

We have an understanding of the linguistic situation of the county and we understand the need to promote the Welsh language
We will offer Welsh language provision rather than waiting for someone to request it
We will be engaging with Welsh-speaking communities (geographical or otherwise)

We will ensure that our provision does not have a negative impact on overall Welsh language use in the county, including ensuring that our provision does not encourage Welsh speakers to engage with each other in English because of our provision
We will ensure the use of Welsh in all our provision including by those who are less fluent
Our activity will provide an opportunity for people to use their Welsh language or develop their Welsh skills
We will collaborate with partners who promote the Welsh language (Enterprises, Urdd, Young Farmers, Meithrin, Cymraeg i Blant, Welsh medium Schools, Welsh for adults, chapels, choirs, local newspapers, forums and networks that promote the Welsh language)

4.Publicity

We will publish all publicity materials in Welsh, electronically and on paper. We will ensure that the Welsh promotional materials go out at the same time as English, to the same standard and with the Welsh language in a position in which it will be read first
We will promote our provision / service to a Welsh-speaking audience clearly indicating that there is a Welsh or bilingual provision available
We will encourage Welsh speakers to get involved / use our service / project through the medium of Welsh
We will promote the Welsh language in all activity
Our organisation's Welsh speakers will wear badges that indicate that they can speak Welsh and encourage people to speak Welsh
We will create and maintain a Welsh or bilingual identity for my project / service.

Applicants will be expected to set out their commitments to the Welsh language when answering the questions about Welsh on the application form and, once agreed with the grant officer, they will be set out as terms and conditions for the successful applicant.

Application form

Our application form will state:

The Welsh Language Standards Compliance Notice places a statutory requirement on the Council to ensure that the grants it awards have a positive effects on opportunities for persons to use Welsh, and on not treating Welsh less favourably than English

We will include the following questions, as mandatory, on all application forms, to ensure that the Council and the body being funded comply with the Welsh Language Standards

1a. How are you going to ensure that you and any third party or partner do everything possible to ensure that the Welsh language is treated as favourably as the English language in the planning and administration of the project*?

(*The applicant can use examples from boxes 1 and 2 in the guidance document given to potential candidates)

1b. What evidence can you provide to prove this?

2a. How are you going to ensure that your work and that of any third party or partner has a positive impact on opportunities to use Welsh*?

(*The applicant can use examples from box 3 in the guidance document given to potential candidates)

2b. What evidence can you provide to prove this?

3. How will you and any third party or partner promote your Welsh medium provision to the county's communities? *

(*The applicant can use examples from box 4 in the guidance document given to potential candidates)

Information for successful candidates

When awarding a grant to successful candidates, we will include the following as terms and conditions.

This grant is awarded in accordance with the requirements of our *Policy on the Awarding Grants and the Welsh Language*, published to comply with the Welsh

Language Standards Compliance Notice, under the Welsh Language (Wales) Measure 2011.

Any successful projects or organisations are expected to comply with the Guidance document for potential applicants.

Officers should check the list of examples in the 'Information for potential applicants' to determine whether the organisation has committed to suitable conditions regarding the Welsh language in the application form. Discussions should be had with the organisation if commitments need to be added. (The Policy and Involvement Team can be consulted for assistance). The commitments included by the applicant in the application form should be transferred to the 'grant offer letter' or 'terms and conditions'.

The Policy and Involvement Team should be contacted at WelshLanguage@carmarthenshire.gov.uk for support in agreeing commitments on the Welsh language.

Assessing applications

We will consider whether the organisation has committed to sensible conditions regarding the Welsh language in the application form. Discussions should be held with the organisation if commitments need to be added or enhanced. (The Policy and Involvement Team can be consulted for assistance).

Reporting and monitoring

The organisation should be asked for evidence of the fulfilment of these conditions in the Progress Monitoring Report and at the end of the project.

The fulfilment of these conditions should be checked in monitoring visits if such visits are part of the grant awarding process.

Support for Applicants: useful links

For Businesses – [Cymraeg mewn Busnes](#), [Helo Blod](#), [Comisiynydd y Gymraeg](#), [Llwybrau Celtaidd](#), [Cynnig Cymraeg](#),

For third sector organisations – [Y Mentrau Iaith](#), [Croeso i'r Gymraeg](#), [fidio hyfforddi'n ddwyieithog](#), [Comisiynydd y Gymraeg](#),

For the Education and childcare sectors – [Caneuon a rhigymau](#), [Gwaith Cartref](#). [Dim Problem](#). [Bod yn Ddwyieithog](#), [apiau i blant](#),

[Safonau'r Gymraeg Cyngor Sir Gaerfyrddin](#)

Dates used for celebrating and promoting the Welsh language:

- [Dydd Miwsig Cymru](#),
- [Mae gen i Hawl](#)
- [Diwrnod Shwmae](#),
- [Dydd Gŵyl Dewi](#),
- [Santes Dwynwen](#).
- [Wythnos Dysgu Cymraeg](#).

Checklist

Publicity and promotion

Have you ensured that the following are **published** bilingually, both versions receiving the same attention, and both versions appearing at the same time.

Adverts for the grant fund/program	
Posts about the fund on social media	
General emails / invitations for grant applications	
Application forms	
Information or guidance notes for potential candidates	
Terms and conditions or grant awarding letter	
Paperwork for target reporting	
Have you ensured the inclusion of this statement on the application form and on any information given to potential applicants, 'An application form may be submitted in Welsh and any application submitted in Welsh shall not be treated less favourably than a request submitted in English'.	

Dealing with applicants

If you offer the following, have you ensured **that you offer** them in Welsh to all applicants and provide them in Welsh if need be?

Initial advice	
Interview	
Comments or information on an application	
Paperwork for applying for a grant	
Paperwork for reporting	
Paperwork on grant decision	

Have you ensured that all applicants **understand** the fund's requirements regarding

Welsh language implementation in project delivery	
Promoting the Welsh language when delivering the project	
Engaging with the public or customers in Welsh	
Ensuring a positive impact on the Welsh language	
Providing evidence of delivering in Welsh	
Providing evidence of promoting the Welsh language	
Providing evidence of engaging with the public or customers in Welsh	
Providing evidence of having a positive impact on the Welsh language	
The Support available to implement and deliver in Welsh (see useful links)	

Assessing Applications

Have you checked that the Welsh language commitments in the application form are sufficient	
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Have you consulted with the Policy and Involvement Team if you are unsure	
Have you transferred those commitments to the 'terms and conditions' if awarding grant	

Monitoring delivery

Have you received satisfactory evidence of the delivery of commitments regarding the Welsh language?	
Have you consulted with the Policy and Involvement Team if you are unsure	
If you offer a monitoring visit, have you offered a Welsh medium visit?	

ADDITIONAL LEARNING NEEDS UPDATE

Purpose:

At the request of the Scrutiny Committee the report provides information pertaining to the progress made in regard to the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act and the areas of best practice with pupils with Additional Learning Needs.

The Scrutiny Committee is asked to:-

Review and assess the information contained in Report and provide any recommendations, comments, or advice to the Cabinet Member and / or Director prior to the report's consideration by Cabinet.

Reason(s)

To provide information pertaining to the progress in regard to the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act and areas of best practice for pupils with Additional Learning Needs.

Cabinet Member Portfolio Holder:- Cllr. Glynog Davies, Cabinet Member for Education and Welsh Language

Directorate: Education and Children's Services

Name of Head of Service:
Aneirin Thomas

Report Author:
Elinor Williams / Rebecca Williams

Designations:

Head of Strategy and Learner Support

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EXECUTIVE SUMMARY

ADDITIONAL LEARNING NEEDS UPDATE

SUMMARY OF PURPOSE OF REPORT

This report provides an evaluation on-

- the progress of transition from Statements of Educational Needs to Additional Learning Needs
- an update on how additional educational needs are categorised and
- feedback on the level of success, to include overview of the areas working well and those that need addressing and statistics (how many are in classrooms and how many are needing unit support).

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: Aneirin Thomas

Head of Education and Inclusion

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

We are required to implement the Additional Learning Needs and Education Tribunal (Wales) Act which is the new statutory framework for supporting children and young people with Additional Learning Needs (ALN). This replaces existing legislation surrounding Special Educational Needs (SEN) and the assessment of children and young people with learning difficulties and/or disabilities (LDD) in Post-16 education and training. The Act also continues the existence of the Special Educational Needs Tribunal for Wales, which provides for children, their parents and young people to appeal against decisions made by the Local Authority in relation to their or their child's ALN but renames it the Education Tribunal for Wales.

Finance

As noted in the report, developing suitable provision to meet the needs of learners is placing additional pressure on both Local Authority and school budgets. We are committed to ensuring inclusion and continue to invest in local provision. The local authority and schools have had to set up additional resource bases and employ additional staff to meet the needs of learners. Demand has risen post-Covid however the service is doing all it can to manage demand and ensure suitable provision is in place.

Risk Management Issues

There are risks associated in failing to meet the needs of learners and learners/parents/carers have recourse to the Education Tribunal for Wales to address their concerns. We continue to develop local provision and supporting in meeting the diverse needs of our learners.

Staffing Implications

There is a comprehensive training programme to ensure that our staff are well equipped to support learners with a range of ALN and ensuring our commitment to inclusion and meeting the needs of our learners, whenever possible, in Carmarthenshire.

CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED- YES

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
Additional Learning Needs and Education Tribunal (Wales) Act	Online	Additional Learning Needs and Education Tribunal (Wales) Act GOV.WALES

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Diweddariad ar Anghenion Dysgu Ychwanegol **Additional Learning Needs Update**

Mai / May 2023



ALN	Additional Learning Needs	<i>Refers to the learning difficulties or disabilities experienced by children and young people that make it more challenging for them to learn than their peers.</i>
ALNET	Additional Learning needs and Educational Tribunal (Wales) Act 2018	<i>The Act was introduced to make provision for a new statutory framework for supporting children and young people with additional learning needs, create an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions.</i>
IDP	Individual Development Plan	<i>A personalised plan developed for a child or young person with additional learning needs, outlining the support they require to succeed in their education.</i>
SEN	Special Education Needs	<i>SEN refers to the learning difficulties or disabilities experienced by children and young people that make it more challenging for them to learn than their peers.</i>
CYP	Children and Young People	<i>Refers to children under the age of 16 or, young people, 16 – 25</i>
LA	Local Authority	<i>Local councils, which is the most common type of local authority, are made up of councillors who are elected by the public in local elections. Councillors work with local people and partners, such as local businesses and other organisations, to agree and deliver on local priorities.</i>
DesCo	Designated Coordinator	<i>Designated staff member to coordinate the transition of children and young people with SEN to the ALN system.</i>
ALNCo	Additional Needs Coordinator	<i>A designated school staff member responsible for coordinating the support for children and young people with ALN.</i>
EHE	Electively Home Educated	<i>A form of education in which children are educated at home by their parents/tutors rather than attending a school setting.</i>
FEI	Further Education Institutions	<i>A post-secondary educational institution that offers vocational, technical, or academic courses to students.</i>
ISPI	Independent special post-16 institution	<i>Special post-16 institutions which are legally established to provide education and are not maintained schools or FE colleges, which provide specialist post-16 education and support to young people with some of the most severe learning difficulties or disabilities or low incidence needs.</i>
EOTAS	Educated Otherwise than at School	<i>EOTAS means the education or provision for children or young people outside of a formal educational setting.</i>
OoC	Out of County	<i>Refers to learners who attend schools or educational settings outside their home county (Carmarthenshire).</i>
WG	Welsh Government	<i>The Welsh Government is the devolved government of Wales.</i>
EY ALNLC	Early Years ALN Lead Officer	<i>This Lead Officer has responsibility for co-ordinating the local authority's functions under the ALN Act in relation to children under compulsory school age.</i>
PCP	Person Centred Planning	<i>Person centred care refers to a process that is people focused, promotes independence and autonomy, provides choice and control and is based on a collaborative team philosophy. It takes into account people's needs and views and builds relationships with family members.</i>

ESTYN	Inspectorate of education and training in Wales	<i>Estyn is the Office of His Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government. Estyn's principal aim is to raise the standards and quality education and training in Wales.</i>
SA	School Action	<i>A child should get more intensive help called School Action if they are making little or no progress with the help normally available in class</i>
SA+	School Action +	<i>This is an increased level of support for pupils who need more help than they can receive on School Action.</i>
ULP	universal learning provision	<i>The universal provision is provision that is available to all children and is available across settings and schools.</i>
TC	Teacher Centre	<i>School Management of Information System</i>
DECLOs	Designated Educational Clinical Lead Officers	<i>The DECLO has responsibility for co-ordinating the health board's functions in relation to children and young people who have additional learning needs</i>
ASD	Autistic Spectrum Disorder	<i>ASD refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviours, speech and nonverbal communication</i>
PEP	Personal Education Plan	<i>A personalised plan developed for looked-after children, outlining the support they require to succeed in their education.</i>
	Specialist Settings	<i>Educational settings that cater specifically to the needs of children and young people with additional learning needs or disabilities.</i>

The purpose of the report is to provide the Committee with information pertaining to the progress and the areas of best practice with pupils with Additional Learning Needs (ALN).

The report provides:

1. An evaluation of the progress of transition from Statements of Special Education Needs (SEN) to Individual Development Plans (IDPs) for pupils with ALN.
2. An update on how ALN is categorised.
3. Feedback on the level of success of the transition into the new system, which will include an overview of the areas that are working well and those that need addressing.
4. Statistical data on pupils with ALN in mainstream schools and those requiring specialist setting support.

Introduction

Through the Additional Learning needs and Educational Tribunal (Wales) Act 2018, the Welsh Government is transforming the expectations, experiences and outcomes for children and young people with Additional Learning Needs.

The Act introduces a new statutory framework for supporting children and young people (CYP) with ALN. This, alongside a mandatory code, makes sure that the new ALN system has a set of clear, legally enforceable parameters within which local authorities, schools and other partners responsible for the delivery of services to children and young people with ALN must act. The new system sets out to:

- Simplify the system with a unified legislative framework for all children and young people with ALN, regardless of their level of need.
- Ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential.
- Improve the planning and delivery of support for learners, placing learners' needs, views, wishes and feelings at the heart of the process.
- Focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

Implementation of the 2018 Act commenced on 1 September 2021 with the ALN system being phased in over a period of 3 years up until August 2024. An additional year in order to transfer statements to IDPs has been agreed by Welsh Government, taking conclusion of transfer into the new system up to August 2025.

An evaluation of the progress of transition from Statements of SEN to Individual Development Plans for pupils with ALN.

Children with Statements of SEN are being gradually transitioned to the new ALN system, starting from 1st September 2022. This phased transfer is taking place over three years as follows:

School year 2022 to 2023:

- Nursery, Years 1 and 2, Reception, Year 6, Year 10 and Year 11

School year 2023 to 2025:

- 2023/24: Year 2, 3, 4, 5, 6, 8, 9 and 10.
- 2024/25: any child or young person who didn't transition during 2023/2024 from those mandated year groups and will now be in the following year groups- Year 3, 4, 5, 6, 7, 9, 10 and 11.

It is important to note that the Minister for Education and Welsh Language has recently extended the ALN Act's implementation period from three to four years. This extension implies that children initially scheduled to move to the ALN system between September 2023 and August 2024 will now transition between September 2023 and August 2025.

To move children and young people in this group from the SEN system to the ALN system, the Local Authority (LA) is asking schools to issue an 'IDP notice' or 'No IDP notice' for each child and young person with a statement. Until this happens, the local authority remains under a duty to maintain the statement of SEN and arrange the Special Educational Provision set out in the statement of SEN.

Schools provide the 'IDP Notice' when they invite the child/young person and child's parents to their annual review. This serves as a transfer review instead of the Statement annual review. Schools use a person-centred approach in the transfer review to develop a draft IDP for the child/young person.

The draft IDP is submitted to the Local Authority via the IDP Platform for quality assurance. This draft version is shared with the child/young person and the child's parents for comment and is subsequently finalised by the local authority. This process should be completed within 12 weeks of the IDP Notice/Transfer Review invite letter.

In only the most exceptional circumstances, a 'No IDP Notice' is issued when the Local Authority does not consider the child/young person to have ALN. Schools are advised to contact the Local Authority if they consider a 'No IDP Notice' might be required.

The Local Authority is contacting other local authorities holding statements for Carmarthenshire children and young people (those that are looked after by or reside in Carmarthenshire) and discussing their transfer to IDPs.

For the groups of children and young people with a Statement of SEN mentioned in the section 'Categorisation of Additional Learning Needs,' a Designated Coordinator (DesCo) from the Inclusion Department team has been assigned. The DesCo's role is to ensure these children and young people transition to the new ALN system before the end of the relevant implementation period. If these children and young people attend a setting, the DesCo supports the school's Additional Needs Coordinator (ALNCo) or the specialist setting's Teacher in Charge in carrying out the process outlined earlier. For children and young people who do not attend a setting, such as those who are Electively Home Educated (EHE), a DesCo is assigned based on their experience related to the child/young person's needs and/or circumstances.

The ALNCo of the school or the Teacher in Charge of a specialist setting is responsible for sending out the 'IDP Notice' to families, facilitating the transfer review, and drafting the IDP. This process must be done under the guidance of the DesCo and follow the training and guidance provided by the Local Authority.

Data

Currently we are processing the following year groups as part of the implementation period 2022/23:

- Nursery Years 1 and 2, Reception, Year 6, Year 10 and Year 11

In total we have **231 statements** to transfer to the ALN system this academic year. They are broken down into the following year groups and categories:

	Carmarthenshire Schools and Settings				
Year Groups	Maintained Schools	FEI	Specialist Settings	Non Maintained Schools	ISPI
Nursery 1 & 2	0	0	0	0	0
Reception	8	0	2	0	0
Year 6	37	0	16	0	0
Year 10	39	0	31	1	0
Year 11	40	0	38	0	0
Total	124	0	87	1	0

	Other		
Year Groups	EHE	EOTAS Package	Home Tuition
Nursery 1 & 2	0	0	0
Reception	0	0	0
Year 6	0	0	0
Year 10	2	0	0
Year 11	1	0	0
Total	3	0	0

The progress to date (31.03.23) for the 2022/2023 year groups are highlighted in the tables below:

	Carmarthenshire Maintained Schools		Carmarthenshire Specialist Settings		Carmarthenshire Non-Maintained Schools	
Total Number of CYP	124		87		1	
Schools Informed	124	100%	87	100%	1	100%
Transition Review Date Set	54	44%	37	43%	0	0%
Draft IDP Quality Assured	23	19%	29	33%	0	0%
Draft IDP Issued	21	17%	26	30%	0	0%
Final IDP Issued	15	12%	17	20%	0	0%

	Out of County Schools and Settings				
Year Groups	Maintained Schools (OoC)	FEI (OoC)	Specialist Settings (OoC)	Non Maintained Schools (OoC)	ISPI (OoC)
Nursery 1 & 2	0	0	0	0	0
Reception	0	0	0	0	0
Year 6	2	0	0	0	0
Year 10	6	0	1	0	0
Year 11	4	0	0	3	0
Total	12	0	1	3	0

	OoC Maintained Schools		OoC Non-Maintained Schools		OoC Specialist Settings		Other (EHE)	
Total Number of CYP	12		3		1		3	
Schools Informed	12	100%	1	33%	1	100%	0	0%
Transition Review Date Set	11	92%	1	33%	0	0%	0	0%
Draft IDP Quality Assured	3	0%	0	0%	0	0%	0	0%
Draft IDP Issued	1	0%	0	0%	0	0%	0	0%
Final IDP Issued	0	0%	0	0%	0	0%	0	0%

For each child/young person that requires to be processed a decision needs to be made as per the decisions mentioned in 'categorisation of Additional Learning Needs' noted below. Local Authority projected decisions for 2022/23 are as follows:

LA Projected Decision	Total
The child or young person (CYP) <u>does not have ALN</u>	DOES NOT APPLY 0.43%
The CYP <u>has ALN</u> , and the <u>school</u> can maintain the Individual Development Plan	IDP-SCHOOL 49.3%
CYP <u>has ALN</u> , but the <u>Local Authority</u> needs to maintain the IDP	IDP-LA 49.8%

The distribution of school and local authority IDPs is nearly equal, with 49.3% being school IDPs and 48.8% LA IDPs. LA-maintained IDPs include children and young people with statements who don't attend Carmarthenshire-maintained schools, except for the 10 Looked-After Children in maintained schools.

2023/24

Starting September 2023, an additional 382 statements will need to be transferred to the ALN system by the end of the 2024/25 academic year. The breakdown of these statements by year group for 2023/24 is as follows:

Year Group 2023/24	Total
2	35
3	28
4	37
5	34
6	53
8	64
9	72
10	59
Total= 382	

Extensive action plans to manage the moving of individual learners, for which the LA retains responsibility, from the SEN system to the ALN system are in place.

Details have been shared with all schools relating to the process involved and the expectations for practitioners in working with the Local Authority to support the moving of learners onto the ALN system.

An update on how ALN is categorised.

As CYP transition to the new ALN system, there are three potential categorisation outcomes:

1. The CYP does not have ALN, and the outcome is categorised as "Does not apply" (DNA). Schools make universal and targeted learning provision for this category of learner.
2. The CYP has ALN, and the school can maintain the IDP. These cases are categorised as "School-maintained IDP" (IDP-SCH). Schools provide additional learning provision for this category of learner.
3. The CYP has ALN, but the Local Authority needs to maintain the IDP. These cases are referred to as "Local Authority Maintained IDPs" (IDP-LA). These children will normally access a specialist school or setting or have the below categorisation.

The following groups of children and young people, if identified as having ALN, will require a Local Authority Maintained IDP:

- Children and young people attending maintained specialist settings or schools.
- Looked-after children, regardless of the educational setting they attend.
- Children and young people with dual registration (attending more than one educational setting).
- Electively Home Educated children.
- Early Years children (under compulsory school age) not attending maintained schools.

- Detained children or young people (subject to a detention order and detained in relevant youth accommodation in Wales or England).
- Children enrolled in non-maintained settings.
- Young people attending independent special post-16 institutions (ISPI).
- Children and young people in maintained schools or Further Education Institutions (FEI) where securing additional learning provision independently would be unreasonable.

Feedback on the level of success of the transition into the new system, which will include an overview of the areas that are working well and those that need addressing.

Inclusion Department remodelling to manage the changing expectations.

The Inclusion Department have made extensive adaptations to accommodate the new way of working. New systems and processes have successfully been created. We have expanded the workforce in anticipation of the forecasted increased demands of delivering the new way of working, however it is recognised that additional funding is required to sustain the new system ensuring that the Local Authority is meeting statutory responsibilities. To address this the year-on-year growth has been requested.

The Inclusion Department has made good use of the additional Welsh Government (WG) funding to ameliorate temporary issues related to increased administrative aspects of establishing new processes and systems and then running both the ALN and SEN systems concurrently. However, we have needed to secure additional core funding as the changes necessary are seen as long-term and not exclusively related to implementation.

We are confident in our ability to manage the moving of the mandated year groups and the specific groups of learners over the forthcoming academic years. However, optimal conditions are necessary for this to happen as there is little resilience within the system to cope with any other demands. For example, there is increasing demands on the Inclusion Services because of the repercussions and on-going impact of the pandemic on learners. Schools are facing unprecedented pressure to improve attendance and support the academic, social and emotional well-being of learners. This consequently impacts on our Inclusion Services as it plays a central role in providing support for schools to adapt or adopt whole-school inclusive practices to cater for a much wider than usual range of needs.

Early Years

The role of the Early Years ALN Lead Officer (EY ALNLO) has enabled strong progress to be made in implementing the Act. Listening to parents and schools suggests that families have more confidence in the system because they are respected as equal partners in all decisions and that their views are taken meaningfully into account. On the few occasions where parents have expressed frustration or dissatisfaction, the EY ALNLO reports that this is usually because misinformation

about the new way of working was provided by other agencies when initial concerns were raised about their child potentially having ALN. Nearly all of the cases have been swiftly resolved once the parents have had an opportunity to engage with the EY ALNLO in person-centred meetings. The EYALNLO is a statutory role, it is recognised that to fulfil the statutory requirements for Early Years significant investment in the central ALN team will be required to support families and children, schools with transitioning young learners into school, advising preschool settings on managing the needs of learners and managing the required central statutory processes from 0-5.

Post 16 Provision for Young People with ALN

Planning for the 'flow-through' of Post 16 learners with ALN is underway, however we have considerable concern about the increased capacity (in terms of LA officer time and knowledge) to both plan and support transition to non-maintained Post 16 settings and the realignment of the current provision with the expectations of the new system.

With regard to Post 16 specialist provision, we are currently voicing our concerns about the uncertainty relating to funding arrangements. Local Authorities have been relieved and reassured by Welsh Government confirmation that it will continue to honour current placements as well as the arrangements made for those in Year 11 during the 2022-23 academic year who will need specialist placements. However, this only provides a temporary reprieve as establishing funding equity across Wales will inevitably lead to gains for some and losses for others, given that practice is vastly different across LAs.

Carmarthenshire is significantly out of kilter with many areas of Wales as we have a significant footprint of Post 16 specialist provision that accommodates young people to 19. The Code directs that there is now only 2 years of entitlement and that pathway options should be available. There is a continuing need to develop a joint and shared vision about how best to meet the needs of Post 16 learners with ALN across Carmarthenshire which will necessitate improved strategic engagement between the Local Authority, local further education institutions (FEI) and health delivery partners.

School Implementation and Development

The new way of working is overwhelmingly welcomed by ALNCOs. There is a consensus that person-centred practice brings a significant and well-needed improvement to supporting learners with ALN and their families. Where schools have applied PCP approaches to a broader range of school-based practices there is evidence of improved strategic management, operational organisation, and staff wellbeing.

All ALNCOs have had access to high-quality Inclusion Department-led professional development relating to person centred practice leading to enhanced levels of understanding and skills. Feedback suggests that person-centred meetings with learners and their families engender higher levels of trust, which in turn elicit better and more meaningful information about how best to support learners. Although this new approach is valued and much preferred, conducting the IDP process as it is intended requires more time than anticipated and far exceeds that allowed for Special

Educational Needs Co-ordinators under the old system. Consequently, many ALNCoS report that there is a significant increase in demands on their time.

Most schools have prepared well for the transformation from SEN to ALN and made good use of the support offered by the Inclusion Department directly and via the cluster model in developing practice. Where cluster working is well-established it has been effective in developing capacity and consistency within and across schools to support ALN practice. Evaluating the impact of the new way of working is in the early stages of development. In a very few instances exemplary practice has been successful in influencing whole-school self-evaluation and improvement planning for ALN and creating sustainable processes for quality assuring IDPs, this is evident in a notable number of ESTYN inspection reports.

Despite good early gains in improving whole-school ALN practice, many ALNCoS report that because of the enduring repercussions of the pandemic, schools are having to prioritise addressing the upsurge of learning, social and emotional needs of learners in general. Efforts therefore have been directed at re-establishing equilibrium in schools, meaning that it has not always been possible to focus on developing whole-school ALN practice as originally intended. This has also resulted in financial pressures at a time of reconsideration of the ALN Formula Funding model to align with the new Code. This does not mean that schools are not committed to ALN implementation, in fact the opposite is true, but it is a recognition that more time may be needed to embed robust and effective whole-school ALN practice. The focus of the ALN Formula Funding Model has been to reduce barriers to accessing funding and ensuring that funding is provided to schools to build capacity for all learners rather than specifically to individual children based on need. This supports schools to effectively plan early for the needs of learners.

Initial feedback from ALNCOs suggests that moving the mandated year groups from the SEN system to the ALN system has been manageable during the first year of implementation. This has predominantly been due to the fact that an extension of time was allowed by Welsh Government. Broadly speaking, this granted two academic years for schools to move these groups of learners. However, significant concerns have been raised about the capacity of schools to move the mandated groups during the final year of implementation (September 2023 - August 2024).

Over the first two academic years the numbers of learners at SA and SA+ moving from the SEN to the ALN system across Wales totalled approximately 43,000 (excluding statemented learners). Whereas approximately 33,000 across Wales (excluding statemented learners) are due to move within the final year of implementation. This therefore represents a significant increase for schools to manage within a shorter timescale. Welsh Government responded to concerns of ALNCoS and central service officers and has extended the transition completion period for an additional year.

Key successes fro ALNCOs include:

- Coordination of ALN process across all schools.
- Understanding of the strategic role of the ALNCo.

- Adhering to the ALNET implementation plan, conveying the change in system with children and their parents to ensure a smooth transition from the SEN to the ALN system.
- The understanding and embedding of a person-centred ethos into schools to support the decision-making process.
- Developing a good universal learning provision (ULP) offer and understanding the importance of this in meeting the needs of all learners, not just those with an identified need.

Challenges for ALNCOs include:

- Resources/funding to enhance the school's universal/inclusive offer, which would improve the progress of all learners and therefore reduce the number of children who require additional learning provision.
- Insufficient time for the ALNCO to implement change effectively, some ALNCOs have high teaching commitments and other areas of responsibility.
- Insufficient access to specialist staff due to the small scale of the team/limited capacity centrally. Schools need readily available access to central expertise.
- Schools require time to adjust to the responsibility for statutory decision-making processes, preparing and maintaining plans for children/young people, and adhering to statutory timescales.
- Small schools find it difficult to understand and complete the processes under the new system as they have fewer children that need to be processed. The funding of universal learning provision and targeted support is difficult in small schools due to economies of scale.
- ALNCOs' confidence in using the IDP Platform needs improving, particularly for those who don't have many cases to process, as they don't have the chance to get used to using the platform. Teacher Centre is struggling to evolve at the pace we require.
- Welsh-medium schools consistently express concerns about the lack of parity with English medium schools in being able to access a wide range of standardised assessments and resources to support the early and accurate identification of ALN.

Training and Support for Staff and Stakeholders

Before and during the implementation, a comprehensive training and guidance package has been provided and continues to support both LA staff and schools in implementing the ALNET Act. A continuous professional learning programme is delivered to schools to ensure that ALNCOs have the necessary knowledge and skills to perform the new duties.

This training has been delivered through various channels over the years, and it is continually reviewed, implemented, and made available:

The practice of evaluating the quality and impact of IDPs is variable and requires further refinement and cross education discussion as to the most effective means to ensure that schools are providing quality provision for all learners. We are currently running an internal process of quality assuring IDPs, however this is extremely time

consuming on officers and is identifying gaps in the knowledge and understanding of school practitioners in identifying effective outcomes for learners.

- ALN Transformation Conferences
- ALNCo Forums
- Secondary ALNCo For a
- Half-termly cluster meetings- Secondary school and feeder primary school ALNCOs and LA cluster lead. Educational Child Psychologists, members of Behaviour Support and Educational Support Advisors also attend when available.
- Half-termly specialist settings clusters- Specialist settings supporting children and young people with the same areas of need meet with the specialist advisory teacher for that need.
- ALN Bitesize Training: A bi-weekly online training program for schools, with each session focusing on a different aspect of Additional Learning Needs. Guest speakers are invited to share relevant processes and best practices. These sessions are recorded, allowing schools to disseminate the content to appropriate staff within their school or setting.
- Termly school support visits- Advisory teachers meet with their assigned schools to create an action plan for ALN Transformation specific to the school in question. These plans are monitored and reviewed termly. Plans are also shared with Educational Support Advisors.
- Specific training on using the new LA's IDP Platform to monitor statutory processes, prepare IDPs, and refer cases to the LA.
- Specific guidance on how schools can support the LA in transferring statement children and young people to the ALN system.
- Regular headteacher bulletins with ALN transformation updates.
- Presentations delivered to headteachers on ALN Transformation and statutory requirements.
- Advisory teachers supporting schools in quality assuring IDPs, in addition to DesCo's who conduct this role for LA statutory processes.
- Bespoke support/training as needed, identified, or requested.

Working with Health

We work closely with our Designated Educational Clinical Lead Officers (DECLOs) and significant and useful efforts are jointly put into multi-agency working. However, the engagement of health professionals in collaborative working is variable. Issues are compounded by differing expectations between us, schools and health in interpreting the ALN Code regarding health involvement and provision, this requires prompt clarification.

We remain concerned about the capacity of health professional to engage consistently in the IDP process. We are acutely aware of the continuous and cumulous impact of the pandemic, understandably efforts and resources are prioritised to address these

acute issues. Further work is needed to establish joint expectations between LAs and health.

Statistical data on pupils with ALN in mainstream schools and those requiring specialist setting support.

The ALN Strategy Document and 4 Phase Behaviour Model document sets out the Inclusion Departments vision for provision across Carmarthenshire. The aim of the new approach, as stated in the Code is as follows: ***“To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.”***

The LA under the code has a duty to favour mainstream education.

Carmarthenshire Inclusion Department vision is to create *‘21st century learning environment which meets the needs of Carmarthenshire’s growing and changing population. Schools are well-designed to offer inclusive and accessible education equipped with flexible spaces, digital technologies and specialist resources to meet a wide range of additional learning needs.’* This includes both mainstream and specialist setting development. Mainstream schools require the following environments to support inclusion:

- Spaces to create small groups/classes delivering stage and provision specific education.
- Small spaces to provide 1:1/2:1 support.
- Creative outdoor spaces
- Spaces for professionals and families to meet.
- Appropriate changing and toileting spaces
- Assistive Technology available
- Low sensory stimulating environments
- Sufficiently accessible spaces

Autistic Spectrum Disorder (ASD) Provision

Since September 2021, there has been a significant increase in the demand for ASD provision across Carmarthenshire in line with a national trend. In the 2021/22 academic year there was a shortfall of 30 places which is an over capacity of 20%. This trend continues into years 22/23, and in 23/24.

The significant increase in demand experienced as a result of:

- Inward migration- families relocating to Carmarthenshire.
- A significant increase in the number of pupils being diagnosed with the additional needs/ASD medical diagnosis which is recognised as a national trend. Health Board has increased the capacity of the neurodevelopmental team to process the backlog of ASD referrals resulting in an increase of ASD diagnosis. Across the last 3 years this has seen over a 100 children in Carmarthenshire with ASD diagnosis in our schools.
- School capacity- growth in local school population/building suitability

- Covid related disruption of well-established early identification processes
- Early identification processes re-established.
- Impact of lockdowns on learners with ASD/Social Communication resulting in reluctance and heightened anxiety to return to face-to-face education, lack of routines and specialist support resulting in entrenched/complex behaviours.

The Local Authority has a legal obligation to make provision for these pupils and could face costly legal challenge if the need is not met locally. This could result in the legal obligation to secure costly out of county independent placements (upwards of £150,000 for a given year). Parents readily advised the Department that if specialist provision is not provided, they will be taking legal action via SEN appeals processes.

To counter this position the following specialist ASD settings have been opened/in the process of being opened geographically spread across the county:

Llanelli Area

- Additional class in Burry Port- **Canolfan Goleudy**
- Class in Llangennech- **Canolfan y Fesen** (awaiting completion of works)
- 2 classes in Glan Y Mor- **Canolfan Y Mor** (1 class open, 1 open in Sept '23)

Ammanford/Dinefwr Area

- 2 classes in Ysgol Y Bedol- **Canolfan Y Bedol** (1 class open, 1 open September '23)

Future Requirements for ASD Provision:

- In addition, the Carmarthen area requires a minimum of 1 ASD class.

It is important to note that all the opened classes are already full, and those awaiting opening have waiting list which will mean they too will be full. We would not want to open further ASD classes in the short term to allow the classes and mainstream to embed provision. Yearly review is required.

All other Specialist Settings

All specialist settings within Carmarthenshire are up to/overcapacity currently, many are already full for next year also which aligns with the management of placement request. Termly monitoring is undertaken.

Additional Provision Required/Amendments to Provision:

- Parcyrhun Hearing Impairment Base is over capacity and not fit for purpose. This is to be considered within the reconfiguration of education within the Ammanford area.
- Evaluation and transformation of the provision of specialist settings for children with Speech, Language and Communication Needs
- Review of Observation and Assessment Units – align with Early Years ALN Transformation
- Post 16 Provision Review urgently required to meet the needs of the new statutory responsibilities as set out in the ALN Code.

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Agenda Item 6

**EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE
SCRUTINY COMMITTEE
05 MAY 2023**

WELSH LANGUAGE PROMOTION STRATEGY 2023-28

Purpose:

To present the five-year Welsh Language Promotion Strategy for Carmarthenshire.

The Scrutiny Committee is asked to:-

Consider the Welsh Language Promotion Strategy for 2023-28 and to provide feedback prior to consideration by Cabinet.

Reason(s)

Preparing a Welsh Language Promotion Strategy is a statutory responsibility under the Welsh Language Standards. We are keen to receive feedback on the content of the strategy and the objectives / work areas as prepared in this draft version.

CABINET MEMBER PORTFOLIO HOLDER:- Councillor Glynog Davies

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EXECUTIVE SUMMARY

Welsh Language Promotion Strategy 2023-28

The Welsh Language Measure (Wales) 2011 and the subsequent Welsh Language Standards require Carmarthenshire County Council to produce and publish a 5-year strategy that sets out how we propose to promote the Welsh language and to facilitate the use of the Welsh language more widely in our area. Furthermore, we are required to assess to what extent we have followed that strategy and publish that assessment on our website.

The first Promotion Strategy was published in 2016 and ended in 2021 and, after a period of reflection and measuring its impact, a report was completed in 2022, followed by this second Strategy for 2023-28. Both Strategies and the report have been completed in conjunction with the County's Welsh Language Strategic Forum, which has been the main vehicle for its planning as well as its scrutiny.

Despite the recent, further reduction in the number and percentage of Welsh speakers in Carmarthenshire, the Strategy aims to be confident and aspirational with a vision to:

'...see an increase in the proportion of Carmarthenshire residents who can speak Welsh and use their Welsh consistently. We want to see the Welsh language as a working and operating norm in the County's public institutions and increasingly prevalent in County businesses. We want our young people to see a future for them in the County in sustainable and prosperous Welsh communities, economically, culturally and socially. We want everyone to be proud of the Welsh language in Carmarthenshire.'

The Strategy's four main aims are to instigate:

1. An increase in the number of Welsh speakers,
2. The County's residents' pride, use and confidence in the Welsh language
3. The Welsh language as a norm in the workplace and workforce
4. Thriving Welsh speaking communities.

The actions needed to implement these aims are divided into 9 workstreams which will be the focus of the Strategy's action plan which will coincide with the five-year delivery period of the Strategy.

DETAILED REPORT ATTACHED ?

YES

Welsh Language Promotion Strategy 2023-28

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: Noelwyn Daniel, Head of ICT & Corporate Policy

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

1. Policy, Crime & Disorder and Equalities

Preparing a Welsh Language Promotion Strategy is a specific requirement under the Welsh Language Standards (Standard 145).

“A Wales of vibrant culture and thriving Welsh language” is one of the seven National Well-being Goals under the Well-being of Future Generations Act.

CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED

YES

Cllr. Glynog Davies as Cabinet member and as a member of the Carmarthenshire Welsh Language Strategic Forum

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
Welsh Language Standards Compliance Notice		Welsh Language Standards (Welsh Language (Wales) Measure 2011) Compliance Notice (gov.wales)

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Welsh Language Promotion Strategy

2023-28



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1. Foreword

The recently published 2021 Population Census Results have further increased the importance of the success of this Strategy. As Carmarthenshire experiences the highest percentage loss of Welsh speakers of all the counties of Wales for the second decade running, firm and confident action must be taken to stop this damaging trend.

However, all the planning and action taken since the 2011 results were published and since the Welsh Language Promotion Strategy 2016-21 was produced have not been in vain. Indeed, the careful and cohesive work has contributed to significantly slow the reduction from 6% in the 2011 Census to 4% in the 2021 Census. Furthermore, Carmarthenshire's Welsh speakers' experience of living their lives through the medium of Welsh proves beyond any quantitative data that the Welsh language is alive and viable in our County. Welsh is widely used by our residents in every ward of our County and in every aspect of our residents' lives, from education to leisure and work. The use and continuity of Welsh in Carmarthenshire is vital to the survival of the Welsh language in Wales.

I am confident that, having implemented a purposeful promotion strategy for five-plus years, and with the positive operational cooperation of many partners, we are in a position, to have a significant effect on the viability of the Welsh language in Carmarthenshire during the period of this Strategy. The Strategy benefits from a clear baseline set out in the first Strategy report and benefits, furthermore, from a real practical understanding of what needs to be done and how to achieve it, having implemented the first Strategy so vigorously. Our understanding of the factors affecting the Welsh language within the economic sphere, and within our workplaces is now advanced and this Strategy will develop the Welsh language in those areas. It will also, of course, continue with the vital work of increasing use of Welsh as has been done thus far in the education and community sectors by the Mentrau, the Young Farmers and others.

This Strategy sets an aim, a vision, objectives and a set of sub-objectives. The aim is ambitious and voices our determination that Carmarthenshire should remain a Welsh language heartland.

Aim: To make Welsh the main language of the County. Our aim is to restore Welsh to a language spoken and used by the majority of our inhabitants consistently, and in all aspects of life.

The vision further voices our desire to see Welsh as the norm in all domains of life. Our desire in Carmarthenshire is not to increase numbers and encourage use but, rather to welcome people into Welsh confidently and without apology.

Vision: We want to see an increase in the proportion of Carmarthenshire residents who can speak Welsh and use their Welsh consistently. We want to see the Welsh language as a working and operating norm in the County's public institutions and increasingly prevalent in the County's businesses. We want our young people to see a future for themselves in the County in sustainable and prosperous Welsh communities, economically, culturally and socially. We want everyone to be proud of the Welsh language in Carmarthenshire.

There are four (4) high-level objectives as well as a set of sub-objectives identified in this Strategy which will enable us to reach our aim, and an Action Plan will be prepared to drive forward its implementation.

Objective 1. An Increase in Welsh speakers

Objective 2. Maintaining the pride, use and confidence of the County's residents in the Welsh language

Objective 3. Welsh as the norm in the workplace and workforce

Objective 4. Thriving Welsh communities

We have identified nine areas of work for the Action Plan which will provide us with a practical framework to implement the objectives of the Strategy.

In conclusion, I would like to thank all the County Council's partners for their willing collaboration on the first-of-its-kind Welsh language Promotion Strategy for which the County Council is statutorily responsible. I look forward to another five-year period of working together for the benefit of the Welsh language in Carmarthenshire.

Cllr. Glynog Davies

Cabinet Member for Education and the Welsh Language, Carmarthenshire County Council

2. Introduction: Policy Context

The Welsh Language Measure (Wales) 2011, regulated by the Welsh Language Commissioner places 174 **Welsh Language Standards** on Carmarthenshire County Council in its 2016 Compliance Notice. The Standards set out expectations of how the language will be treated as the Council:

- 1) delivers Welsh language services,
- 2) formulates policy in a way that promotes the Welsh language,
- 3) operates through the medium of Welsh,
- 4) keeps records about the Welsh language and finally
- 5) promotes the Welsh language.

Within the Promotion Standards, Standard 145 and 146 specifically call on the County Council to produce this Strategy.

Standard 145: You must produce, and publish on your website, a 5-year strategy that sets out how you propose to promote the Welsh language and to facilitate the use of the Welsh language more widely in your area; and the strategy must include (amongst other matters):

(a) a target (in terms of the percentage of speakers in your area) for increasing or maintaining the number of Welsh speakers in your area by the end of the 5 year period concerned, and

(b) a statement setting out how you intend to reach that target; and you must review the strategy and publish a revised version on your website within 5 years of publishing a strategy (or of publishing a revised strategy).

Standard 146: Five years after publishing a strategy in accordance with standard 145 you must -

(a) assess to what extent you have followed that strategy and have reached the target set by it, and (b) publish that assessment on your website, ensuring that it contains the following information:

(i) the number of Welsh speakers in your area, and the age of those speakers;

(ii) a list of the activities that you have arranged or funded during the previous 5 years in order to promote the use of the Welsh language.

Carmarthenshire County Council's first Promotion Strategy built on the work carried out in response to the results of the 2011 Census. *The Welsh Language in Carmarthenshire* Report, and the work of the task and finish working group set up by the County Council, formed a sound basis for the formulation and implementation of the Promotion Strategy 2016-2021. The efforts undertaken in the first Promotion Strategy are summarised in a comprehensive report which, in turn, has offered firm basis on which to formulate this Strategy.

The wider context in terms of other efforts to plan for the development of the Welsh language at a County and National level has changed significantly since the time of the first Strategy.

In 2017 the Welsh Government published an ambitious Strategy, *Cymraeg 2050. A Million Welsh Speakers*. The Strategy identified two specific targets, namely:

- Number of Welsh speakers to reach 1 million by 2050.
- The percentage of the population who speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050.

The Government intends to use National Census statistics and the Language Use Survey to measure progress against these targets.

At the time this Strategy was formulated, *Cymraeg 2050* still stands as the core of the government's language planning efforts, and in 2022, it was reiterated and strengthened by the vision of the new Minister for the Welsh language, Jeremy Miles MS. He placed an emphasis on using the Welsh language, 'providing and speaking not just creating institutions'. The Minister expressed the need to shift the emphasis away from 'promoting and facilitating' and towards increasing the use of Welsh with the consistent message being that 'the Welsh language belongs to us all'. He set out the intention of encouraging co-operative organisations, which will operate in Welsh, of mainstreaming the Welsh language into all Policy areas within government, of tackling the problem of second homes and housing and of establishing a Commission for Welsh Communities to look at the situation of the Welsh language at community level.

In 2015, **the Well-being of Future Generations Act** was published, which set seven national goals that public bodies must work towards, to ensure they 'consider the long-term impact of their decisions'. One of those aims refers directly to the Welsh language and the need to create 'a Wales with a vibrant culture where the Welsh language thrives'. The significance of having a national goal that comes from outside the traditional field of language planning undoubtedly reinforces our efforts within that field.

The Public Services Board (PSB) and the Well-being Act itself are now established and it is becoming ever clearer how promoting the Welsh language through the Promotion Strategy could combine with these efforts to promote social, economic, environmental, and cultural well-being. The planning timetable of this Strategy and the Public Services Board's Well-being Plan has coincided during 2022-23 and there has been an opportunity for the Welsh County Strategic Forum to have an input to during the consultation period. The Well-being Plan for 2023-28 includes an objective of 'Helping to create bilingual, safe and diverse communities', and one of the key steps over the period of the next Well-being Plan will be to 'Support the implementation, further development and monitoring of the Welsh Language Promotion Strategy'.

We want to ensure that a link has been created between the PSB and the Welsh Language Strategic Forum and that the Forum discusses key issues about the Welsh language with the Board. Similarly, we want to ensure that the officers of the partner bodies sitting on the Forum are supported by the representation of the PSB in order to realise the objectives of the Promotion Strategy.

More than just words, the Welsh Language Development Plan for Health and Social Care, has experienced a period of lull in recent years. Largely as a result of the whole sector being turned upside down by the COVID-19 pandemic, the 'active offer' has not received much attention at a strategic level recently. However, following an independent evaluation of the More than just Words Framework in 2019, a new five-year plan from 2022-2027 has been published.

Despite the positive contribution of all the above policies, a number of factors that most adversely affect the Welsh language in Carmarthenshire remain outside their scope. The affordability of housing for local young people for example is largely influenced by the open market and private sector profits. The same is true with regard to the influx of older people from outside Wales into Welsh-speaking communities. After the first Strategy's efforts to work with estate agents to try to gain useful information to address this problem, it must be recognised that it is only Welsh Government who are in a position to meaningfully influence these factors. We look forward to working together on innovative efforts by the government in this area of work and to explore new law-making forces that could mitigate harmful effects on the Welsh language.

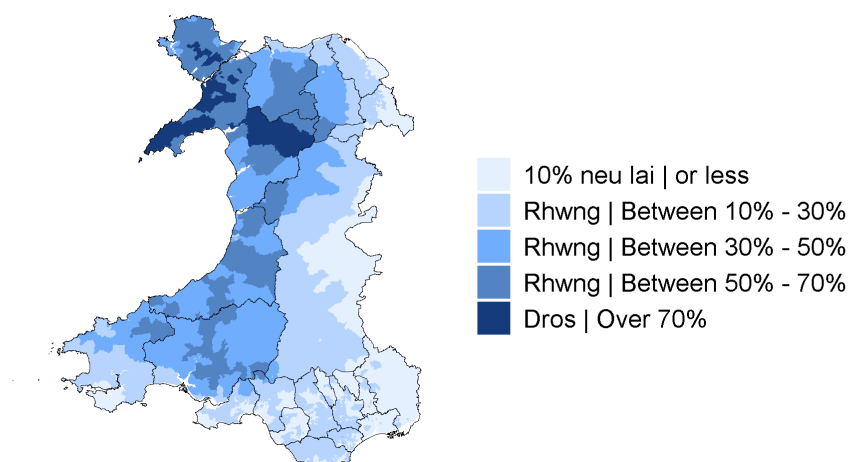
Similarly, the extent of the success of this Strategy is dependent on the commitment of other public bodies outside the control of the Strategy's owner, the County Council. Work remains to be done to ensure that other Strategic Forum organisations commit to implementing the Strategy, at all levels within the organisations. The aim of this Strategy needs to be integrated into the work of the Public Service Board and to ensure that there is full support from those organisations to their representatives on the County Strategic Forum to ensure ownership of the Strategy across the county's public bodies rather than to be limited to the Welsh language element of those organisations. We must remember 'The Welsh language belongs to everyone' and our aim is to 'restore Welsh to a language spoken and used by the majority of our inhabitants consistently, and in all walks of life'. Achieving the aim will not be easy.

Introduction: Linguistic context

While drafting this Strategy, we have just obtained the initial results of the 2021 Census. The number and percentage of Carmarthenshire Welsh speakers has fallen once more. We've lost 6,000 Welsh speakers, which equates to 4 percentage points. The number who consider themselves Welsh speakers now stands at 72,800 which means the county has lost its position of being the local authority with the most Welsh speakers in Wales. Gwynedd has now taken up that mantle.

Although Carmarthenshire has seen the biggest drop in percentage of Welsh speakers compared to other counties in Wales for the second Census running, the percentage drop is smaller than in the last Census. The downturn has slowed and that is encouraging, but there is no doubt that even more vigorous action is needed if we are to hold on to areas within the county where the Welsh language is the natural medium of our relationships with each other.

Canran y bobl tair oed neu'n hŷn sy'n gallu siarad Cymraeg, yn ôl ACEHI, 2021 Percentage of people aged three or older able to speak Welsh, by LSOA, 2021



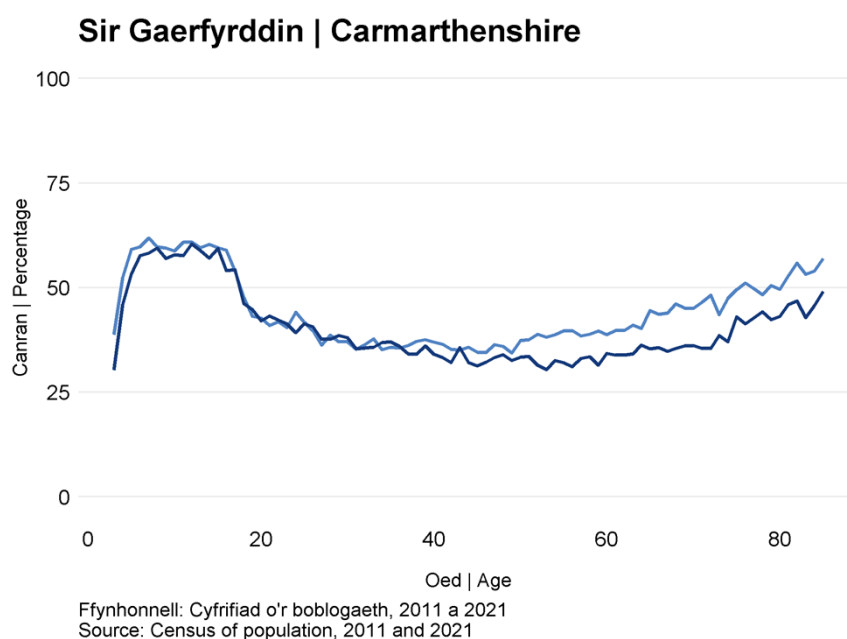
Ffynhonnell: Cyfrifiad o'r boblogaeth 2021
Source: Census of population 2021

Initial results indicate that of the 112 small areas in Carmarthenshire, the percentage of people aged three years or over who were able to speak Welsh ranged from 62.2% (area around Brynaman) to 15.0% (area adjacent to Llanelli). At first glance, some wards have seen a slight increase in the number of Welsh speakers, and it will be interesting to analyse the causes of that growth in areas such as Gorslas. However, it is also true to say that the greatest reduction has happened in the areas which are traditionally considered the natural home of the Welsh language, where there is a high density of Welsh speakers, in areas such as the Amman Valley. The Welsh language is still strong in these areas, but it is losing ground quickly. Analysing the reasons behind this decline will be essential for implementing an effective Promotion Strategy for the county. Identifying the language transmission and

population mobility trends, for example, will help us identify what actions would lead to change in these geographical areas.

Compared to the situation across Wales, the initial results of the Census suggest that the initial conclusions are not as relevant to Carmarthenshire. The significant reduction in the number of the youngest children able to speak Welsh, largely attributed to the COVID-19 era when play groups, childcare and schools were closed, has not happened in Carmarthenshire. The reduction in our numbers has manifested itself in the 45+ age group and the percentage has fallen most in the age 50+ and up to the age of 80. Further analysis of population mobility will shed significant light on this change.

The ability to speak Welsh according to age, 2011 and 2021



Planning for this Strategy was finalised before the Census results were published. And it is acceptable that the planning was based on the last Strategy report, with the statistical and qualitative detail it contains, rather than the bare Census figures. There are limits to the usefulness of census figures, considering the effects of the census being conducted during Covid-19 lockdowns and the significant difference between the figures and other survey figures such as the Annual Population Survey. That said, due attention will be given in the second Strategy to analysing the figures when they become available in their entirety, and to plan some priorities as a result.

The Annual Population Survey Statistics, from the Office for National Statistics gives us a very different picture. As of June 2011, 82,300 (47.2%) Welsh speakers are recorded in Carmarthenshire, placing the county second to Gwynedd in terms of numbers. According to the same source, there are 94,000 Welsh speakers in Carmarthenshire in June 2021, (52.5%), which places us with the highest number of speakers in Wales. Therefore, not only do the mayor figures here significantly exceed the Census figures, but they also show a completely opposite trend to the census of growth in numbers and percentages in Carmarthenshire, as in the other counties.

The importance of data on Welsh *usage* for meaningful language planning is well known. It is key that we maintain communities where Welsh is the community and social norm and the *number* of those who can speak Welsh is only half the picture. According to the Welsh Language Commissioner and the Welsh Government's joint Language Use Surveys, the percentage of Welsh speakers using Welsh every day in Carmarthenshire fell from 80% to 71% between the 2004-6 Survey and the 2013-15 Survey. This was very similar to the national average and matched the percentage losses of the counties similar to us in terms of density of Welsh speakers. Unfortunately, the 2019-20 Language Use Survey was finished early due to the pandemic. This meant that the sample was a third lower than previous surveys and it was not possible to analyse the survey results by local authority as had been done in the previous surveys. The national results suggested however that 'over half (56%) speak the language every day (regardless of their fluency levels) compared to 53% according to the 2013-15 Language Use Survey, and almost one in five speak the language every week (19%, exactly the same percentage as in 2013-15)'. It therefore appears that Welsh is being maintained fairly successfully as a community and social language at this time. Obviously, having meaningful and comparative data on language *use* would be very useful to measure the future impact of a Promotion Strategy like this.

At the beginning of the first Promotion Strategy, an effort was made to find more local data on attitudes and awareness of the Welsh language. A questionnaire was administered mainly through the Mentrau, which gave us some useful information. The report stated that 97% of respondents saw bilingualism as advantageous and that 'work opportunities' were most prominent in people's minds when thinking about those benefits. We found that only half of respondents understood that pupils receiving English medium education in the county were unlikely to be bilingual before leaving school. It was also possible to establish that respondents' awareness of the organisations promoting Welsh in the county was relatively high (between 67 and 82 %). Despite the usefulness of this survey, the sample was too small to be representative and it had to be recognised also that the respondents came from the usual audiences of the Mentrau, rather than providing us with information about the residents of the county more widely. Although it was planned to re-run the survey at the end of the strategy period, it was decided, that there was insufficient resource available to administer it, and while it would have been useful to understand whether our campaign to raise awareness of Welsh language education had had an impact, there was not the necessary infrastructure in place at county level to find meaningful and representative data. There remains, therefore, a gap in empirical evidence that would ascertain the impact of the campaigns and interventions of the Strategy.

3. Foundations: The work achieved in the first Strategy

In the process of drafting the Carmarthenshire Promotion Strategy 2016-2021, regular meetings of the Welsh Language County Strategic Forum were established to assist the local authority in planning, implementing, and scrutinising the Strategy. The significant work of the Mentrau as well as the other bodies promoting Welsh within the county was recognised as the backbone of the Strategy. Then, during the five-year period, 10 meetings were held looking at an area of work for development at each meeting. At each meeting, there were presentations from county council officials and key representatives working in the areas covered. Following the discussions, new action points were formulated for the work area. The actions were laid out in an Action Plan which was updated on a meeting-by-meeting basis. The Action Plan remained a live document throughout the period. In between Forum meetings, meetings were held with various departments within the Council to plan for the Welsh language in preparation to present to the Forum and then following the meeting to propose and commit to new actions.

In September 2019, Meri Huws started to chair the Forum's quarterly meetings, providing stability and astute guidance to the discussions and co-planning. Inevitably, the content of the schedule had to be revised due to Covid-19. The lockdown had hit a large number of service providers and community activity, and scrutiny on some areas had to be delayed as a result. The meetings were not suspended, however. We transitioned straight to a digital platform without losing any of the momentum or commitment of the members.

The objectives identified for the strategy were:

1. Welsh language Skills Acquisition
2. Increasing confidence and use
3. Affecting population movements
4. Geographical areas of priority
5. Marketing and Promotion.

The areas of work that were recognized for reaching these objectives and provided a focal point for the implementation of the Action Plan and for forum meetings were:

- Preschool
- Welsh for Adults and Welsh in the Workplace
- Leisure
- Youth
- Housing
- Planning and assimilating newcomers (and the Moving Rural Carmarthenshire Forward report)
- Regeneration
- Private sector
- Young people and the world of work
- Geographical areas of priority

A detailed report was produced to take stock of the impact of the Strategy in 2022 and came to the following conclusions on progress and lack of progress against the objectives.

Objective 1: Welsh Language skills acquisition

Good Progress	Lack of progress
Promoting Welsh in childcare, language transmission and education: the creation of resources	Insufficient ownership of the promotional resources and no effective and consistent processes to distribute them
Increasing number of Welsh-medium private nurseries	Childcare/pre-school provision. Progress of Welsh medium locations stopped, difficulties in recruiting
Advances in Welsh for Adults learning, including online teaching, the National Centre collecting useful data and a joint online prospectus enabling messaging to be more effective and access to lessons smoother	Numbers of adult Welsh learners living in Carmarthenshire relatively low following Covid-19
A good provision of Welsh courses for teachers and expertise in intensive provision from UWTSD	Insufficient joint planning between community adult learning provision and Welsh language promotion to reinforce the Welsh in Education Strategic Plan (WESP) targets
A good and more cohesive provision of informal opportunities for learners	Not enough of our teachers taking advantage of the learning provision available
Public body policies encourage the development of Welsh language skills in the workplace. Diverse and purposeful provision of Welsh courses in the workplaces	Efforts to collectively promote informal provision not having a positive effect on numbers
Coleg Sir Gâr increased the number of courses students can take through the medium of Welsh. Collaboration between Coleg Sir Gâr and the University on developing pathways from further to higher study through the medium of Welsh	Not enough progress in increasing Welsh language skills in the workplace
	Lack of data on Carmarthenshire young residents in higher and further education studying through the medium of Welsh

Objective 2: To increase the confidence of Welsh speakers and the use of Welsh in all aspects of life

Good Progress	Lack of progress
The Mentrau have adapted their ways of operating to respond to the Pandemic situation. Flexibility and resilience in community delivery bodies, e.g., YFC	Impact of the pandemic on Urdd membership Impact of the pandemic on all organisations providing events for the public
Canolfan Yr Egin is an attractive place to congregate, interact and use Welsh	Impact of the pandemic on the Atom's activity

Good Progress	Lack of progress
The establishing of a contemporary, central and viable new Centre in Llandeilo as a natural space for Welsh language use	The impact of the pandemic and staffing issues on the provision of Menter Gwendraeth Elli, particularly in Llanelli
Informal opportunities to use Welsh in county council and other workforces	A lack of progress in administering through the medium of Welsh, to create workplaces where the use of Welsh is natural, which allows people to maintain their confidence in their Welsh language skills
Efforts made within leisure, with Theatrau Sir Gâr offering much more Welsh language provision and the county's leisure centres and indoor markets playing Welsh music	Efforts to find ways of jointly promoting Welsh-language community activities have faded
	The development of the capacity of swimming tutors to provide in Welsh and bilingually not resulted in an adequate increase in provision of Welsh swimming lessons. A system that offers and delivers Welsh lessons consistently has not been successfully established
	The work of Language leaders within the departments of our public bodies has not developed further

Objective 3: Positively impact population movements.

Good Progress	Lack of progress
Design and publish the language awareness leaflet, 'Croeso i Sir Gâr'	Lack of use of the leaflet
The coordination of language planning and economic development efforts initiated. A strong start in terms of linguistic expectations and opportunities at Pentre Awel.	Difficulties recruiting Welsh speakers into the workforce. Young people don't appreciate the benefit of their Welsh language skills for the workplace.
Housing policies and actions increasing the provision of affordable housing, engaging local people to housing provision and reducing the number of empty houses in the county creating favourable conditions for local residents to remain in the county.	The Ten Towns project not always maximising the opportunities to develop the Welsh language while developing the economy
Language planning work within the LDP process, particularly the development of a new methodology to measure the impact of land use on the Welsh language.	Lack of national guidance and dependable information on the impact of construction on the Welsh language in terms of numbers of permitted locations for house building and their geographical locations.
Strengthen Council's policy for naming houses and streets.	Lack of cohesion (or lead body) of efforts to prepare the county's young people into the world of work and persuade them to use and develop their language skills for use in the workplace and encourage them to develop careers in areas where Welsh

Good Progress	Lack of progress
	speakers are needed in the workforce within the county.
Establishment and expansion of the Profi project by MGSG.	Lack of Welsh-medium provision within the study and accreditation elements of apprenticeships
Establish the provision of the Urdd's and Meithrin's Welsh-medium apprenticeships and in childcare, sport, and outdoor pursuits	Lack of workplaces that provide and promote Welsh-medium apprenticeships
Work to improve the provision of Welsh-medium apprenticeships in the county initiated.	Lack of a lead body to co-ordinate efforts to improve the position of Welsh-medium apprenticeships in the county.
Coleg Sir Gâr's efforts to build young people's confidence in their Welsh skills within areas of study that lead to work where Welsh language skills are particularly necessary.	Funding <i>Local Hello Blod</i> Officers came to an end.
The design and publishing of the e-resource 'Welsh in Business', and distributed through projects such as those of Menter a Busnes.	
Implementation of a number of specific projects to increase the use of Welsh in the private sector.	
Economic development funding cascaded to specific projects to promote the Welsh language.	

Objective 4: Targeting Geographic Areas of priority

Good Progress	Lack of Progress
Attracting funding to pilot a project in the Priority Areas	Short duration of pilot project
The three Menter collaborating on project delivery and reporting	Difficulty of capacity of Mentraau to work both myopically in specific areas and also provide activity across the area
	Lack of flexibility of national Welsh language promotion bodies to respond to county requirements due to national plans and targets
	Focus on areas specific enough to instigate change
The initial work of Developing the Welsh Language in Llanelli: an effort to operate with a solid evidence base and act strategically and in partnership	

Objective 5: Language Promotion and marketing

Good Progress	Lack of progress
All the new Welsh language promotion resources created and shared	Lack of an effective system to distribute and use the resources created
Some good examples of distributing the materials	Lack of specific campaigns for promoting Welsh

The dedication of all forum bodies to organising activity on national days for the promotion of the Welsh language	Lack of influence on external bodies to distribute Welsh language promotional materials
Efforts to create channels to share promotional resources	Some bodies still miss out on opportunities to distribute resources created by other organisations

It must be recognised that there has also been significant work and progress made since the end of the last Strategy period, particularly in the community provision in the Llanelli area, and in the re-establishment of comprehensive provision to support children and young people's use of Welsh outside of formal education after COVID-19. Effective partnership work has also been undertaken to increase the involvement of county residents at the Carmarthenshire Urdd Eisteddfod 2023. This work will be reflected and developed in this Promotion Strategy 2023-2028.

The Forum also attempted to influence the above areas of work by raising issues with other bodies, to try to make an impact on the elements of policy that were outside the reach of the bodies on the county forum at county level. Correspondence has been shared with the Government and the Welsh Language Commissioner about Welsh-medium apprenticeships, about the consultation procedures of the Welsh in education Strategic Plans, about advertising regulations and, more recently, the Carmarthenshire Public Service Board was corresponded with about the Welsh language in the draft Well-being Plan. The Forum has matured and now seeks to influence issues affecting the Welsh language at a strategic level and will continue to do this in the Promotion Strategy 2023-28, as issues arise.

4. Aim and vision

Aim: To make Welsh the main language of the County. Our aim is to restore Welsh to a language spoken and used by the majority of our inhabitants consistently, and in all aspects of life.

While members of the Forum were in agreement about continuing with the same aim into the next five-year period, a desire was also expressed to change gears in terms of this aim. Following all the co-planning, influencing and collaboration that has taken place over the last five years and before, we feel there is now a basis and need to be more confident in discussing the Welsh language in the county. We believe that we have reached a point in the history of Welsh in Carmarthenshire where we should move away from 'encouraging its use' and towards declaring that Welsh is at the core of the county's identity and welcoming everyone to the language and to the community of the language, without apology. We want to plan and deliver in a way that accepts that Welsh *is* the norm in the county and does not need to be 'normalised' anymore. To reflect this, we agreed on the following vision to inform the approach we will take in implementing this Strategy.

Vision: We want to see an increase in the proportion of Carmarthenshire residents who can speak Welsh and use their Welsh consistently. We want to see the Welsh language as a working and operating norm in the County's public institutions and increasingly prevalent in the County's businesses. We want our young people to see a future for themselves in the County in sustainable and prosperous Welsh communities, economically, culturally and socially. We want everyone to be proud of the Welsh language in Carmarthenshire.

We also recognise that the 2023 Census results will highlight geographical areas within the county that have not yet reached this state of linguistic confidence, and the new Census figures will drive our response to these challenges. At first glance, it appears that 'language transmission' and 'population movement' will be areas that this Strategy will explore in more detail when analysing Census results.

The fundamental objectives of the first Strategy, such as creating more confident speakers, and maintaining the use of Welsh as a whole will obviously continue in this Strategy, but there will be a more focused emphasis on the Welsh language and the economy, workforce and workplace as these are themes in which, as a forum, we have developed a clearer understanding of how action is needed to improve the position of the Welsh language in the county.

The Forum also feels that 'Marketing the Welsh language' has progressed in the period of this strategy. It now seems better suited to be actioned intertwined with the activity of the other objectives, as a feature of all the work of this Strategy. The work of raising the status of the Welsh language and raising awareness of specific elements of the Welsh language (such as Welsh language education, and the need for Welsh language skills in the workforce) will be undertaken as a core part of achieving all the objectives. There will also be an

attempt, during the next five-year period to identify audiences within the county who do not understand the significance and benefits of bilingualism and of the Welsh language as a fundamental and unique aspect of our county's identity and culture. We will seek to convey these messages in new and innovative ways.

The Forum will also prioritise the 2021 Census data. We will analyse the most significant trends at community level and respond through planning at a geographical level. Time will tell what the new geographical priorities will be, and it will have to be carefully prioritised to be realistic about what can be achieved with the resources available.

This Strategy categorises the sub-objectives as ones that should be addressed in the short, medium and long term. This will enable us to give clearer direction to the work of the action plan whilst recognising that it is not realistic to try to achieve everything at the same time. The Strategy also identifies an Area of Work to match each sub-objective, in order to set a clear operational direction.

Approaches to implementing and monitoring the Objectives: The Mechanism

Planning:

Most of the planning of this second Promotion Strategy was carried out at meetings of the County Strategic Forum. Having done detailed work on assessing the success of the first Strategy, there were discussions on objectives and priorities. The planning also took input from the partnerships and documents below into account, and space has been allowed for analysing and finalising the implications of the 2021 Census data in the Strategy as well, as the timing of the data did not allow for full consideration of them while drafting this Second Strategy.



Implementation:

In the same way as in the first Strategy, all the organisations on the Forum implement the Strategy by promoting the Welsh language and providing opportunities for county residents to use the Welsh language. The detail of their provision is in their annual plans and strategies as independent organisations. The national bodies that are members of the Forum generally operate according to national targets, and while their objectives align precisely with the objectives of this Strategy, there is little way to get input into their provision at a county level. However, meetings of this Forum and Promotion Strategy provide a valuable opportunity to ensure that we co-plan at county level within the confines of those national targets. It must be recognised that there are voluntary, community organisations and partnerships that contribute indirectly to this Strategy. A number of chapels and choirs, village halls and various clubs provide key Welsh language social opportunities without being a direct contributor to any wider strategy.



* Statutory partners - Hywel Dda University Health Board, Natural Resources Wales, West and Mid Wales Fire and Rescue Service and Carmarthenshire County Council

While the core work of promoting the Welsh language in the county is progresses continuously in line with the individual organisations' plans, there will be an Action Plan for this Strategy, which will identify actions for addressing the objectives of the Strategy. It will provide a vehicle to drive the work forward and the forum will receive updates from the contributing bodies to these action points on a quarterly basis.

Monitoring:

We will develop an impact measurement framework, which sets out measures for the objectives of the Strategy.

Each work area will be timetabled to Forum meetings in turn and as the work areas are addressed at Forum meetings. Each area of work will be discussed twice in the Strategy period and the data will therefore be updated twice. This will enable the Forum to track progress in line with the objectives as the five-year period progresses.

At the end of the five years, a detailed analysis of the Welsh language situation in the County will be prepared, which will provide us with detailed information on the impact of the Strategy and action plan. This report will also include statistical information from national censuses and surveys.



*The impact measurement Framework includes PLASC data, data from National Well-being Indicators, data from providers etc.

5. Objectives, Sub-objectives, work areas and main partners

Objective 1. An Increase in Welsh speakers

Objective 2. Maintaining the pride, use and confidence of the County's residents in the Welsh language

Objective 3. Welsh as the norm in the workplace and workforce

Objective 4. Thriving Welsh communities

Short Term

Medium Term

Long term

Objective	Sub-objective	Work Area	Main partners
An Increase in Welsh speakers	Making Welsh the norm in pre-school age	Preschool: Childcare, Pre-school education, Promoting Welsh medium Education, Post 16: early years education and professional training,	- Family information services (CCC) - Mudiad Meithrin - Cymraeg i Blant - Welsh for Adults - private nurseries Flying Start (CCC) - Parent and toddler groups - Early Years Department Welsh Government - Cwlwm - Children and Education Services CCC - UWTSD, - Coleg Sir Gâr - Hywel Dda
	Increasing the proportion of families who successfully transmit the language at home	Language transmission, Community / social opportunities	- Mentrau Iaith - Children and Education Services CCC - Cymraeg i Blant - Cylchoedd Meithrin - Welsh books and resources shops - S4C - Yr Egin - Health Board

Objective	Sub-objective	Work Area	Main partners
			<ul style="list-style-type: none"> - Yr Atom - Welsh Government Welsh language Unit - Village Halls
	To support the WESP objective of improving the progression of pupils in Welsh language education from one foundation stage to another	Promoting Welsh medium education	<ul style="list-style-type: none"> - Children and Education Department CCC - Carmarthenshire Schools - Mentrau
	Ensure Carmarthenshire residents understand about the Welsh language and identity of the county and know that Welsh courses are available to all	<p>Welsh for adults</p> <p>Integrating communities</p>	<ul style="list-style-type: none"> - Aberystwyth University - Welsh language development Team (CCC) - Community and town councils - Mentrau - Hywel Dda - Public Bodies - Village Halls - Housing Services CCC - Housing Associations - Tourism Businesses - Schools
	Support young latecomers and their families to integrate into Welsh medium education	<p>Promoting Welsh medium Education</p> <p>Social / Community opportunities</p>	<ul style="list-style-type: none"> - Mentrau - Schools - Welsh language development Team (CCC) - Urdd
	Support pupils in English medium schools to identify with and take ownership of the Welsh language	<p>Integrating communities</p> <p>Social / community opportunities</p>	<ul style="list-style-type: none"> - Mentrau - Welsh language development Team (CCC) - Schools - Urdd
	Supporting older newcomers to integrate into rural communities without adversely affecting the use of the Welsh language within the community	<p>Welsh for Adults</p> <p>Social / Community opportunities</p>	<ul style="list-style-type: none"> - Aberystwyth University - CCC Welsh for adults - Mentrau - Merched y Wawr - village and community halls

Objective	Sub-objective	Work Area	Main partners
	Increase the number of Carmarthenshire residents learning Welsh	Welsh for Adults	<ul style="list-style-type: none"> - Aberystwyth University - Children and Education Services CCC - National Centre for learning Welsh - UWTSD - Public Bodies
Maintaining the pride, confidence and use of the county's residents in the Welsh language	<p>Ensure there are opportunities for all pupils receiving Welsh medium education in the county to use their Welsh outside of school</p> <p>Provide and promote recreational opportunities for children and young people: initiatives, the Urdd, YFC, sports clubs, county recreation department</p>	Social / community opportunities	<ul style="list-style-type: none"> - Menterau Iaith - Urdd - YFC - Actif Carmarthenshire - Coleg Sir Gâr - UWTSD branch of Coleg Cymraeg - sports clubs - leisure businesses - Language Charter
	Ensure a sense of Welsh identity and increase the use of Welsh outside of their Welsh lessons, amongst pupils in English medium education	<p>Social / community opportunities</p> <p>Language Awareness</p>	<ul style="list-style-type: none"> - Menterau - Urdd - Yr Egin - Yr Atom - Language Charter - Actif Carmarthenshire
	Create a seamless continuum from statutory Welsh medium education to Welsh medium further education for the county's young people	Post 16	<ul style="list-style-type: none"> - Coleg Cymraeg - UWTSD - Coleg Sir Gâr - Schools
	Ensure that all our young people continue to develop and use their Welsh language skills in moving from statutory to further and higher education within the county	Post 16	<ul style="list-style-type: none"> - Coleg Cymraeg - UWTSD - Coleg Sir Gâr - Schools
	Ensure that our young people understand the benefits of continuing to study through the	Post 16	<ul style="list-style-type: none"> - Coleg Cymraeg - UWTSD - Coleg Sir Gâr - Schools

Objective	Sub-objective	Work Area	Main partners
	medium of Welsh, and that they are able to do so		
	Ensure the widespread awareness of the county's residents of all the county's cultural and social, Welsh-language opportunities Marketing and promotion	Social / community opportunities	Theatrau sir Gâr, Yr Egin, Yr Atom, Village/community Halls, Choirs, Welsh and heritage centres, Mentrau
	Increase private and third sector use of Welsh through the promotion of Helo Blod, guidance and various support	Private Sector	- Mentrau Iaith - Economic Development dept CCC - Menter a Busnes - Antur Cymru
	Ensure a vibrant digital use of Welsh among county residents Social media: -Welsh and Welsh language presence on social media, -reaching new audiences with Welsh language content, -new digital Welsh material, -Welsh digital networking, - Sharing successes about Welsh and in Welsh on social media	Social / community opportunities	- S4C - Mentrau - National Centre for Learning Welsh - UWTSD - Yr Egin - Schools - Welsh Government
	Increasing Carmarthenshire residents' use of Welsh-medium public services. Promoting services, raising expectations and awareness	Public Sector	- Public Bodies - Welsh Language Commissioner - PSB
Welsh as the norm in the workplace and workforce	Ensure an annual increase in the Welsh language skills of public sector workforces	Public Sector	- CCC - Hywel Dda - Dyfed Powys Police - Police and Crime Commissioner - MAWWFRS - UWTSD - Coleg Sir Gâr

Objective	Sub-objective	Work Area	Main partners
			- PSB
	Increasing the amount of administration is carried out through the medium of Welsh and the number of workplaces administering in Welsh	Public Sector	As above
	Increasing use of Welsh informally in the workplace	Public Sector	As above
	Recruiting Welsh speakers into workforces of priority Promoting job opportunities where Welsh is needed as a skill	Post 16	- Work and skills Partnership, - Mentrau, - Coleg Sir Gâr, - Pentre Awel, - Cwlwm, - Careers Cymru, - UWTSD
	Increasing Welsh further and higher education provision within the county Promoting the Welsh language provision of Coleg Sir Gâr and Trinity University	Post 16	- Coleg Cymraeg - UWTSD - Coleg Sir Gâr - secondary schools
	Improving access to Welsh-medium professional training	Post 16	- Colleges and universities, - accreditation boards, - Coleg Cymraeg
	Increase the number of Welsh-medium work experience and apprenticeship places provided in the county's workplaces	Post 16	- Profi, - Public sector workplaces, - colleges, - Examination and accrediting boards, - national apprenticeship programmes
	Promoting Welsh as a valuable skill in the world of work, particularly for young people	post 16	- Careers Wales, - Profi, - Mentrau - Language awareness - career advisors - PSB

Objective	Sub-objective	Work Area	Main partners
Thriving Welsh communities	Ensure that strategic and economic developments have a positive impact on the prosperity of the Welsh language in the county	- Economic Development	- CCC economy portfolio holder - CCC economic development department - Arfor partnership - UWTSO Pentre Awel, - Ten Towns Project, - Shared Prosperity Fund, - Community initiatives, - WG
	Ensuring that the LDP's policies drive the prosperity of the Welsh language in the community and in the economy	Planning Housing	- Forward Planning Dept CCC - CJC
	Ensuring that legislative developments about housing and land use are used for the benefit of the Welsh language in the county		- CCC - Welsh Government
	Analyse census data and respond with interventions and plans	Census Data	- County Forum - Data insight team, CCC, - Mentrau
	Support the sustainability of Welsh-language centres and heritage and community centres operating in Welsh. Market, promote and increase capacity of Centres that encourage the use of Welsh	Economic Development	- Mentrau - CCC
	Influence county and national economic and strategic programs to have a positive impact on the sustainability of rural communities	Economic Development	- County Forum - Economic Development CCC - Policy Team CCC - Welsh language Unit, Hywel Dda - Sustainable Food Partnership
	Increasing housing availability for young people, especially young	Housing	- Housing Services CCC

Objective	Sub-objective	Work Area	Main partners
	people who come from the county		- Housing Associations

Agenda Item 7

EDUCATION, YOUNG PEOPLE & THE WELSH LANGUAGE SCRUTINY COMMITTEE

05 MAY 2023

AN EVALUATION OF ESTYN INSPECTIONS ACROSS CARMARTHENSHIRE SCHOOLS, PUPIL REFERRAL UNITS AND SPECIALIST SETTINGS

Purpose:

To provide the Scrutiny Committee with an overview of the outcomes of Estyn inspections, the areas of strength and the recommendations provided.

To consider and comment on the following issues:

The findings of the report and to inform the strategic direction of the department in moving forward.

Reasons:

- To ensure that the outcomes of Estyn inspections continue to improve.
- To ensure that schools are well supported in addressing recommendations.

To be referred to the Cabinet / Council for decision:

No

Cabinet Member Portfolio holder:-

Cllr. Glynog Davies, Education and Welsh Language

Directorate: Education & Children	Designations:	Tel: / Email addresses:
Name of Head of Service: Aneirin Thomas	Head of Education Services and Inclusion	01267 246506 ARThomas@carmarthenshire.gov.uk
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EXECUTIVE SUMMARY

AN EVALUATION OF ESTYN INSPECTIONS ACROSS CARMARTHENSHIRE SCHOOLS, PUPIL REFERRAL UNITS AND SPECIALIST SETTINGS

1. BRIEF SUMMARY OF PURPOSE OF REPORT.

This report is written in response to a request for information from the Education, Young People & the Welsh Language Scrutiny Committee to be updated on the outcomes of Estyn inspections.

The report provides an overview of Estyn outcomes for the past five years, noting those schools requested to provide case studies based on effective practice within their schools.

Recommendations following Estyn inspections are shared within the report, noting how these recommendations are analysed and used to inform the business planning and the strategic focus of the department, including how professional learning opportunities are influenced in relation to key themes.

Reference to the Estyn profile during our last Local Authority inspection in 2012 is also provided.

DETAILED REPORT ATTACHED?	YES
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IMPLICATIONS

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

Signed: **Elin Forsyth** **Strategic lead for School Effectiveness**

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

Legal

In accordance with the provisions of Part 2 of the *School Standards and Organisation (Wales) Act 2013* (hereinafter referred to as “the Act”) and Welsh Government Statutory Guidance Document (222/2017) *Schools Causing Concern* the Education and Children’s services department is required to serve schools with a formal **Warning Notice** should they be placed in a statutory category noting the requirement for immediate improvement.

Finance

Schools are required to routinely ensure that improvement priorities are met. This could have financial implications depending on the nature of the recommendations and the capacity of the school from a leadership and Teaching and learning perspective.

CONSULTATIONS

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

Signed: **Elin Forsyth** **Strategic lead for School Effectiveness**

Relevant Partners

The Education and Children’s Services Department engages each term with the Estyn Local authority link inspector to reflect on the outcomes of Estyn inspections.

Schools, settings and pupil referral units routinely engage with the Education and Children’s services departmental officers addressing school improvement, including the outcomes of Estyn inspections.

**EXECUTIVE BOARD PORTFOLIO
HOLDER(S) AWARE/CONSULTED- Yes**

Include any observations here

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

THERE ARE NONE

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An evaluation of Estyn Inspections across Carmarthenshire Schools, Pupil Referral Units and Specialist Settings



An evaluation of Estyn Inspections across Carmarthenshire Schools, Pupil Referral Units and Specialist Settings

In the two years leading up to the COVID-19 pandemic in March 2020, 44 Carmarthenshire schools were inspected-

- 39 primary schools,
- 3 secondary schools,
- 1 special setting
- and the local authority pupil referral unit.

Standards and Leadership were judged good or better in the majority of schools. A minority of schools were in need of improvement and were placed in a follow-up category. Many of the schools inspected in this period were judged good or excellent for wellbeing and attitudes to learning and care support and guidance. This is a notable feature.

The COVID-19 pandemic caused the suspension of inspections of schools and Estyn re-started their inspection schedule in March 2022. However, Estyn throughout the pandemic period undertook engagement visits and thematic reviews with schools.

Since March 2022 there is a new inspection framework and Estyn no longer provide summative judgments for individual inspection areas. Inspectors can still place a school into Estyn Review if they judge that the school would benefit from a short period of time to improve a few aspects of their work. The two statutory categories of follow-up remain unchanged. This is where schools need significant improvement or require special measures.

When inspectors identify particularly strong or effective practice, the school is invited to produce a written case study to share with other providers on Estyn's website. Since September 2017, the following Carmarthenshire schools have been invited to prepare a good practice case study for dissemination on the Estyn website.

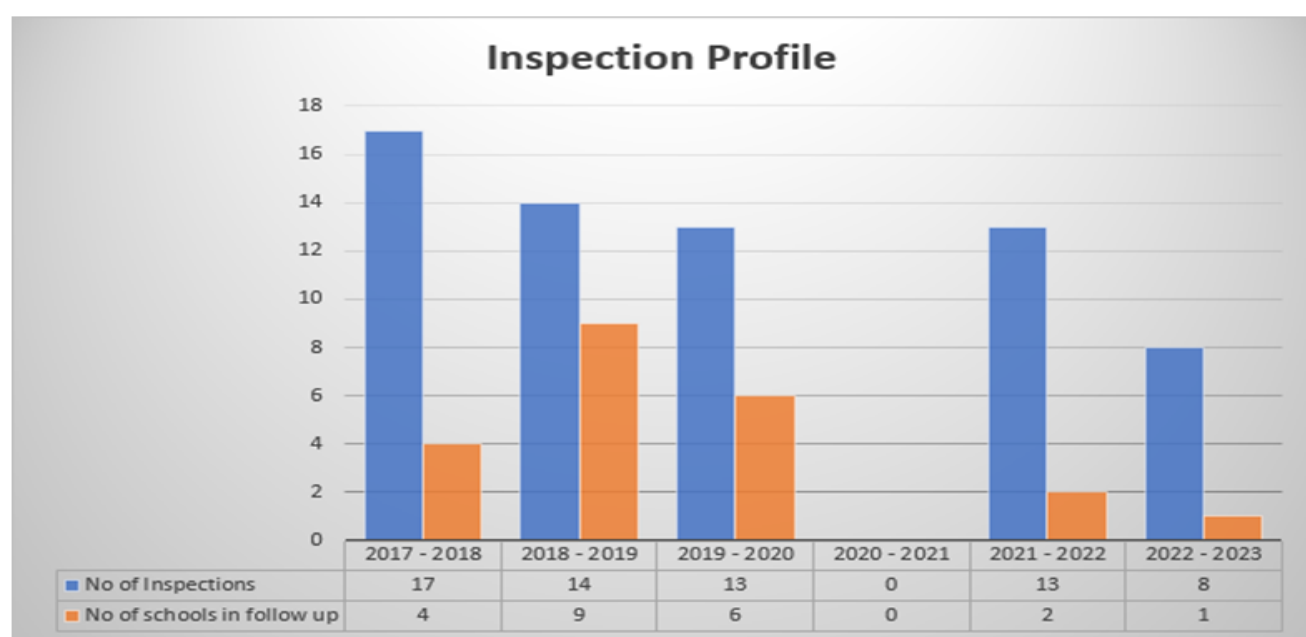
Year	School	Case Study
2017-18	Llangynnwyr	Wellbeing: Intervention programs for pupil wellbeing
2017-18	Ysgol Feithrin Rhydaman	Developing children's early leadership roles
2017-18	Pembrey	Teaching & Learning experiences: developing pupils' independent learning skills
2017-18	Johnstown	Standards: Developing ICT skills across the curriculum
2017-18	Brynsierfel	Teaching & Learning experiences: Provide effective opportunities for pupils to relax their bodies and minds at the beginning of sessions so that they are ready to learn
2017-18	Beca	Curriculum: effect of a creative and practical curriculum on pupils' standards and independence



2018-19	Strade	Wellbeing: supporting pupils emotional wellbeing https://www.estyn.gov.wales/effective-practice/improving-pupils-emotional-wellbeing
2019-20	Penrhos	Wellbeing: Staff at Ysgol Penrhos Primary School have been trained to support pupils facing challenging social issues within the school's catchment area. https://www.estyn.gov.wales/effective-practice/developing-additional-expertise-within-school-support-pupils-wellbeing
2019-20	Penygroes	Independent Skills: a case study on the school's work in relation to success in developing pupils' independent learning skills.
2019-20	Ysgol Y Model	Teaching and Learning: work in relation to the impact of the foundation phase pedagogy in key stage 2
2019-20	Dyffryn Aman	Wellbeing: wellbeing and improving pupils' resilience https://www.estyn.gov.wales/effective-practice/support-wellbeing-during-transition-primary-secondary
2021-22	Bro Myrddin	Case Study 1: How pupils influence aspects of school life https://www.estyn.gov.wales/effective-practice/opportunities-are-available-pupils-influence-aspects-school Case Study 2: Promoting strong Welsh culture. https://www.estyn.gov.wales/effective-practice/promoting-strong-welsh-culture
2021-22	Brynteg	Wellbeing: how the school is supporting pupils and parents' mental health. https://www.estyn.gov.wales/effective-practice/supporting-mental-health-school-community
2022-23	Gwenllian	Curriculum: the school's work in relation to developing the Curriculum for Wales. Fostering pupils' pride in the Welsh language and deepening their local knowledge https://www.estyn.gov.wales/effective-practice/fostering-pupils-pride-welsh-language-and-deepening-their-knowledge-local

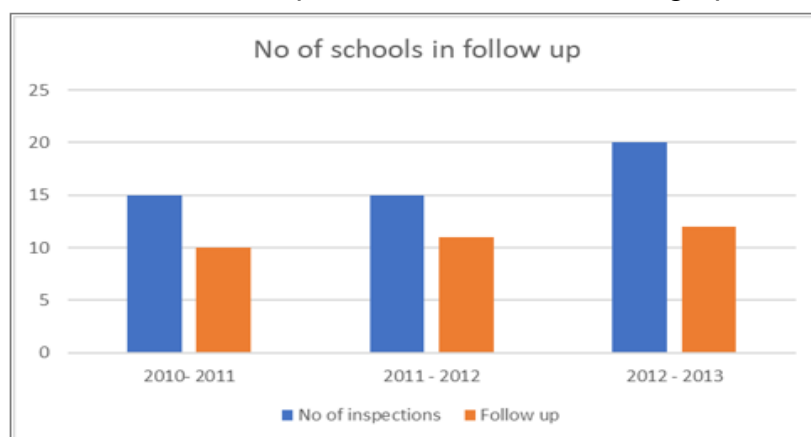
Overview of Estyn Outcomes 2017 – 2023

Academic Year	Number of schools inspected	No Follow up	Estyn Review	Significant Improvement	Special Measures
2017-18	17	13	3	1	
2018-19	14	5	6		3
2019-20	13	7	6		
2020-21 (Covid)	No Inspections	—	—	—	—
2021-22 Inspections Re-start New framework	13	11		1	1
2022-23	8	7	1		



When the Local Authority were last inspected in **March 2012**, we had the following recommendation to address: **R1 ensure that the proportion of schools requiring follow-up activity as a result of inspection is reduced.**

The number of schools in follow up in 2012 are noted in the graph below.



SUMMARY OF ESTYN OUTCOMES Post Pandemic March 2022 (based on published reports)

OUTCOMES	Number of schools Inspected (March 2022 – February 2023)
No follow up	18 schools: <ul style="list-style-type: none"> • 2 Secondary schools • 16 Primaries including 2 Federations (4 schools in total)
Estyn review	<ul style="list-style-type: none"> • 1 Primary
Significant Improvement	<ul style="list-style-type: none"> • 1 Secondary
Special Measures	<ul style="list-style-type: none"> • 1 Primary

Since Estyn have started to inspect schools post Covid in March 2022, many of our schools have had no follow up with a very few in a category. In nearly all case there is close alignment between Estyn outcomes and the departments understanding of schools strengths and areas of improvement.

The below 5 schools were inspected March 2023 - April 2023 but their reports are not yet published-

- Coedcae
- Mynydd y Garreg
- Penygader
- Pontyberem
- Llangadog

How do we support our schools, referral units and settings?

Estyn outcomes influence our improvement strategies, our ways of working and Professional Learning support programme. For example, we have a rigorous focus on improving quality of challenge in learning and in ensuring that effective feedback moves the learning on.

Improvement strategies are routinely addressed in the Strategic Focus Groups for Teaching and Learning, Leadership, Wellbeing Inclusion, Cymraeg, Sustainability and the Department business planning.

The School Improvement Strategy is robust and aligns well with the support required in our schools, overtime.

The department supports the school community before, during and post inspection. All schools receive support depending on their individual needs and most schools produce good outcomes.

Since March 2022 the following areas have been identified by Estyn as recommendations for our schools:

Inspection Area (IA)	Recommendations
IA1 Learning	<ul style="list-style-type: none"> • Improve Writing and Reading in both languages. • Improve standards in Welsh Oracy and Cymraeg Ail Iaith • Improve application of numeracy and problem solving
IA2 Wellbeing and attitudes to learning	<ul style="list-style-type: none"> • Develop pupils Independence
1A3 Teaching and learning experiences	<ul style="list-style-type: none"> • Improve teaching so that it makes a consistent impact on pupils' learning. • Ensure that teaching provides enough opportunities for pupils to make choices more independently across the school. • Improve the effectiveness of teaching and assessment. • Improve the curriculum and provision for the progressive development of pupils' skills. • Expand opportunities for pupils to practice and apply their basic and creative skills both inside and outside the classroom. • Expand opportunities to pupils to make decisions in relation to their learning. • Provide regular opportunities for pupils to apply their numeracy skills in other areas of the curriculum.
1A4 Care support and guidance	<ul style="list-style-type: none"> • Health & Safety (2) • Safeguarding (1) • Attendance- strengthen provision to reduce persistent absence (1) • Additional Learning Needs - recently adopted practice needs to be embedded (1)
1A5 Leadership and management	<ul style="list-style-type: none"> • Self-evaluation processes: Strengthen leaders' ability to evaluate the quality of provision according to its effect. • Strengthen the leadership of, and provision for, the progressive development of pupils' skills. • Roles and responsibilities to be clearly defined. • Ensure consistency and stability in leadership

The Professional Learning offer and sharing events coupled with tailored school support are key in driving forward improvements. Estyn recommendations and cases studies are routinely used to inform the support provided to our School, thus minimising the number of schools requiring follow up.

April 2023

EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE 05 MAY 2023

SCRUTINY ACTIONS UPDATE

Purpose:

To apprise the Committee of actions taken in response to decisions made.

The Scrutiny Committee is asked to:

Review the progress made in relation to actions, requests or referrals recorded during previous meetings of the Committee.

Reasons:

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

To be referred to the Cabinet / Council for decision:

No.

Cabinet Member Portfolio Holder:

Not Applicable.

Directorate: Chief Executive Name of Head of Service: Linda Rees Jones Report Author: Julie Owens	Designations: Head of Administration and Law Democratic Services Officer	Tel Nos./ E Mail Addresses: 01267 224010 lrjones@carmarthenshire.gov.uk 01267 224088 juowens@carmarthenshire.gov.uk
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EXECUTIVE SUMMARY

SCRUTINY ACTIONS UPDATE

During the course of a municipal year, several requests for additional information are made by the Committee in order to assist it in discharging its scrutiny role.

The attached report provides members of the Committee with an update on the progress made in relation to these requests.

DETAILED REPORT ATTACHED ?	YES
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IMPLICATIONS

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

Signed: Linda Rees Jones

Head of Administration and Law

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

CABINET MEMBER PORTFOLIO HOLDER(S) AWARE/CONSULTED

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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Action No.	Meeting Date	Recommendation/Minute Text / Action Required	Progress Update	Responsible Member(s) / Officer(s)	Status
EYP&WL22/23-01	01.09.2022	FORWARD WORK PLANNING SESSION: a workshop be arranged in early 2023 to provide information on the Post 16 Review, Vocational Qualifications and NEETs. The Workshop to include an analysis of the gaps in supply of workers locally, together with funding issues associated with NEETs. The final report to be presented to the Committee on 16.03.2023	Date set for 10.02.2023	Julian Dessent, Curriculum & Learning Network Manager	complete
EYP&WL22/23-02		FORWARD WORK PLANNING SESSION: Given the change in membership following the 2022 local government elections, the Chair requested that previous reports on Elective Home Education (EHE) be circulated to the Committee. This information will determine what further reports/information should be requested by the Committee going forward given that the Council was limited in terms of funding and powers to progress this matter.	Previous reports and WG statistics circulated to the Committee 13/12/2022	Jan Coles, Head of Children's Services / Julie Owens, Democratic Services Officer	complete
EYP&WL22/23-03	01.09.2022	FORWARD WORK PLANNING SESSION: Workshop on Self Evaluation and School Data to be provided as soon as possible.	Workshop delivered on 18.10.2022	Heads of Services	complete
EYP&WL22/23-04	01.09.2022	FORWARD WORK PLANNING SESSION: Members, in recognising the benefits of site visits, expressed a desire to resume these in 2023 on the provision that schools were comfortable in hosting site visits.	Request made on 31.01.23 for Education department to arrange a visit with Ysgol Gynradd Gorslas. AT to arrange site visit schedule	Aneirin Thomas, Head of Education and Inclusion Services	
EYP&WL22/23-05	01.09.2022 & 13.09.2022	FORWARD WORK PLANNING SESSION AND SCORING MATRIX SESSION: An information note to be circulated to all County Councillors to provide an update on the progress made with the roll-out of the provision of free school meals . Furthermore, an update report to be circulated setting out how the Eligibility for Free School Meals (EFSM) categorisation issue has been addressed and will be measured going forward.	Regular updates provided to ALL MEMBERS in the Councilor news bulletins- latest update provided w/c 27th April. Carmarthenshire Catering Service on track to deliver in line with Welsh Government expectations. If possible, we will roll-out earlier than proposed.	Gareth Morgans, Director of Education and Children's Services.	complete
EYP&WL22/23-06	01.09.2022	FORWARD WORK PLANNING SESSION: A development session to be arranged setting out the role and remit of the Committee following confirmation of its revised Terms of Reference.	Development session provided on 01.12.2022	Gareth Morgans, Director of Education and Children's Services / Linda Rees Jones, Head of Administration and Law	complete
EYP&WL22/23-07	13.09.2022	SCORING MATRIX SESSION: The Education department to determine appropriate date for a report to be presented to the Committee on "Transformation, Innovation Change (TIC), including school budgets".	Incorporated into the Forward Work Plan 2022/23 - report to be presented 16.03.2023	Heads of Service/ Gareth Morgans, Director of Education and Children's Services	complete
EYP&WL22/23-08	13.09.2022	SCORING MATRIX SESSION: possible report to be provided on the topic of "Team Around the Family", if considered to be within the remit of the Committee.	Discussed at the Forward Work Planning Session on 23.01.2023 whereby it was concluded that the item is not relevant to the terms and reference of the committee. The item has been removed from the Forward Work Plan.	All Members / Gareth Morgans, Director of Education and Children's Services	complete
EYP&WL22/23-09	13.09.2022 & 27.01.23	SCORING MATRIX SESSION: The Education department to determine an appropriate date for a report to be presented to the Committee on "Sustainable Communities for Learning Programme".	update 27/01/23 - Consultation with the Committee to be undertaken by way of a Workshop on the Carmarthenshire's Sustainable Communities for Learning Programme. Education and Children's Services department to confirm date with Democratic Services for arrangements to be made (Spring 2023). Update 26/04/23 - The update of the Modernising Education Programme (reverting to original name) will be completed during the Summer term. A workshop is planned for all Members to outline progress and draft approaches to reviewing our schools and investment priorities.	Heads of Service/ Gareth Morgans, Director of Education and Children's Services	complete
EYP&WL22/23-10	13.09.2022	SCORING MATRIX SESSION: The Education department to determine an appropriate date for a report to be presented to the Committee on the provision of education post-COVID. Committee Members to set out the report requirements.	Considered at the Forward Work Plan session 23.01.23 whereby Officers agreed to circulate an Estyn report to Committee Members. Any further information can then be requested by members in line with Scrutiny Procedure Rules.	Education and Children's Services department.	
EYP&WL22/23-11	01.09.22 & 13.09.202	FORWARD PLANNING SESSION AND SCORING MATRIX SESSION: Report on the Welsh in Education Strategic Plan (WESP) to be considered by the Committee following publication of the first year annual report.	Incorporated into the Forward Work Plan for 2023/24 (July 2023)	Julie Owens, Democratic Services Officer	complete

EYP&WL22/23-12	01.09.2022 & 13.09.2022	FORWARD PLANNING SESSION AND SCORING MATRIX SESSION: Further information on the Welsh in Education Forum terms of reference and membership be circulated to the Committee.	circulated to the Committee in 13.01.2023	Gareth Morgans, Director of Education and Children's Services / Head of Service	complete
EYP&WL22/23-13	06/10/2022	EDUCATION AND CHILDREN SCRUTINY COMMITTEE ANNUAL REPORT 2021/22 Typographical correction to section 6.2.3 of the report which would be updated to reflect that the committee had considered its report in 2021.	report updated on 06/10/2022.	Julie Owens, Democratic Services Officer	complete
EYP&WL22/23-14	06/10/2022	EDUCATION, YOUNG PEOPLE AND THE WELSH LANGUAGE SCRUTINY COMMITTEE FORWARD WORK PLAN FOR 2022/23 A request was made for an update on the recommendations from the School Organisation Consultation Process Task and Finish Group report to be incorporated into the Forward Work Plan.	incorporated into the Forward Work Plan for May 2023	Education and Children's Services department.	complete
EYP&WL22/23-15	06/10/2022	FORTHCOMING ITEMS - Cabinet Member for Health and Social Services to be invited to the next meeting to present the Carmarthenshire Youth Justice Plan	The Cabinet Member for Health and Social Services presented the Youth Justice Plan at the Scrutiny Meeting held on 01/12/2022	Democratic Services Officer	complete
EYP&WL22/23-16	18/10/2022	SELF EVALUATION AND SCHOOL DATA WORKSHOP - Survey to be distributed to Parent Governors to collate data, including the issues experienced with the HWB platform, with a view to providing appropriate support in their roles.	Lowriand Tanya developing survey to gather views of ict etc	Elin Forsyth, Head of School Effectiveness	In progress
EYP&WL22/23-17	01/12/2022	YOUTH JUSTICE PLAN - the graphical representation set out at page 19 of the Youth Justice Plan pertaining to 'offence type' had been condensed and would therefore be re-issued to the Committee with the full information.	Updated graph and key circulated to Committee Members on 05/12/2022	Gill Adams, Youth Support Service Principal Manager	Complete
EYP&WL22/23-18	01/12/2022	YOUTH JUSTICE PLAN - Future reports to contain a comprehensive glossary to explain the full list of abbreviations, and keys would be provided to enable readers to easily interpret the graphical representations.	Noted for the Youth Justice Plan 2023/24	Aeron Rees, Head of Strategy and Learner Support / Gill Adams, Youth Support Service Principal Manager	complete
EYP&WL22/23-19	01/12/2022	DRAFT COUNTY COUNCIL ANNUAL REPORT 2021/22 Page 19 - " <i>Well-being Objective 1 Start Well - Help to give every child the best start in life and improve their early life experiences</i> ". Wording on graphs to be reviewed in terms of accuracy because, whilst the long-term trend has reduced, the figures for 2021/22 represent an increase on the previous year.	It was agreed that a better word to use should have been 'declined' rather than 'reduced', however this amendment was missed in the quick turn-around of publishing the report. The points raised will be taken on board for future reports.	John Buck, Performance and Information Officer	complete
EYP&WL22/23-20	01/12/2022	DRAFT COUNTY COUNCIL ANNUAL REPORT 2021/22 - Comparable information between the level of EU grant funding and the Shared Prosperity Fund to be provided to the Committee in due course.	information circulated to the Committee on 14.03.2023	Aeron Rees, Head of Strategy and Learner Support	complete
EYP&WL22/23-21	01/12/2022	DRAFT COUNTY COUNCIL ANNUAL REPORT 2021/22 - An update on the ongoing work within the Authority to tackle poverty in the education system to be circulated to the Committee in due course.	information circulated to the Committee on 14.03.2023	Aeron Rees, Head of Strategy and Learner Support	complete
EYP&WL22/23-22	01/12/2022	EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT - The report on 'Support for curriculum development across the schools in Carmarthenshire' to be provided to Committee at its meeting on 23.01.23. Representatives from PARTNERIAETH to be invited.	Considered at the Scrutiny Committee meeting held on 23.01.23	Elin Forsyth, Head of School Effectiveness / Julie Owens, Democratic Services Officer / John Buck, Performance and Information Officer	complete
EYP&WL22/23-23	27/01/23	Alternative Outdoor Education Offer – scheduled to be considered at Cabinet on 27.03.23. Chair has agreed that the Cabinet report is to be circulated to Committee in due course. Members can then request any further information or a specific report to the Committee if required.	Report circulated to Scrutiny Members by email on 02.02.23	Ian Jones, Head of Leisure	complete
EYP&WL22/23-24	27/01/2023	School Cluster Groups. Education and Children's Services department to provide a list of School Cluster Groups for circulation to the Committee.	EF to share all cluster groups.	Elin Forsyth, Head of School Effectiveness /	ongoing
EYP&WL22/23-25	27/01/2023	Glossary of Terms. Education and Children's Services department to produce a generic glossary of terms of frequently used abbreviations which can then be added to the Committee agenda pack template.		All Heads of Service	ongoing
EYP&WL22/23-26	24/03/2023	Schools Transformation Programme. Request that headteachers circulate the benchmarking data 2022/23 to School Governors. Allan Carter to attend the next meeting of the Governors Forum to provide an overview of the work undertaken by the Schools Transformation Programme.	Secondary Headteachers have been advised to share this information with Governors.	Gareth Morgans / Allan Carter	ongoing

EYP&WL22/23-27	24/03/2023	Explore the possible introduction of taster sessions, or workplace experience as Teaching Assistants for university students to further understand the requirements of the teaching role in order to make informed career choices and encourage completion of the PGC.	We have asked to meet with Swansea University to discuss this in the first instance due to our recent partnership working with them. We are awaiting a response.	Aeron Rees / Julian Dessent	ongoing
EYP&WL22/23-28	24/03/2023	Draft Divisional Plans - general update and demonstration of the music service's 'soundtrap' package to be offered to members		Elin Forsyth	ongoing
EYP&WL22/23-29	24/03/2023	Reports on the following topics to be prepared (including copies of the original task and finish reports) to be considered by Committee at an informal session on conclusion of the next Scrutiny meeting: •Update on recommendations from the School Organisation Consultation Process Task and Finish Group •Update on recommendations from the Early Years Task and Finish Group	Ongoing, update on School Organisation and Early Years Task and Finish reports are being presented at the FWP session on the 11th May	Heads of Service	complete

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FRIDAY, 24 MARCH 2023

PRESENT: Councillor A.C. Jones (Chair) (In Person)

Councillors (In Person):

K.V. Broom

L. Davies

P. Hughes-
Griffiths

S.L. Rees

E. Skinner

Councillors (Virtually):

S.M. Allen

L.R. Bowen

L.M. Davies

B.W. Jones

D. Jones

M. Thomas

J.M. Charles

Observers

Oliva Smolicz (Youth Council Wales)

Marianna Pilichowska (Youth Council Wales)

Iestyn Davies (Youth Council Wales)

Zach Davis (Youth Council Wales)

Also Present (In Person):

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

A. Rees, Head of Strategy and Learner Support

E. Forsyth, Strategic Lead for School Effectiveness

J. Dessent, Curriculum and Learning Network Manager

A. Carter, School's Transformation and Change Manager

J. Owens, Democratic Services Officer

M. Runeckles, Members Support Officer

S. Rees, Simultaneous Translator

Also Present (Virtually):

S. Davies, Head of Access to Education

K. Evans, Assistant Democratic Services Officer

S. Hendy, Member Support Officer

Chamber - County Hall, Carmarthen. SA31 1JP and remotely - 10.00 am - 12.05 pm

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor M.J.A. Lewis.

2. DECLARATIONS OF PERSONAL INTEREST INCLUDING ANY PARTY WHIPS ISSUED IN RELATION TO ANY AGENDA ITEM.

There were no declarations of personal interest including any party whips.

3. PUBLIC QUESTIONS (NONE RECEIVED)

The Chair advised that no public questions had been received.

4. TRANSFORMATION, INNOVATION CHANGE (TIC), INCLUDING SCHOOL BUDGETS

The Committee considered a report which provided an overview of the Schools' Transformation Programme which had been introduced in 2017 to support schools in meeting significant financial challenges. The Committee was informed that the programme aimed to apply the Authority's core transformation principles of collaborative working and challenging existing practices to support schools in taking advantage of cost saving opportunities and service improvements, by way of a sustainable approach, across a wide range of activities, whilst also maintaining good pupil outcomes.

The Committee thereupon received a presentation which detailed the progress made to date in delivering the key priority areas, as follows:

- **Benchmarking** – curriculum and routine spend benchmarking exercise undertaken across secondary schools in 2022/23 to share good practice amongst schools.
- **Financial Efficiency Templates** – developed to support discussions with 9 schools in challenging financial positions.
- **Schools' Property 'Handyvan' Service** – a fully funded 2 year pilot underway across primary schools to enhance value for money.
- **Review of School Grounds' Maintenance Service** – a re-modelled Service Level Agreement (SLA) specification developed to provide greater flexibility for schools to derive efficiency savings with the provision of a bespoke, customer orientated approach.
- **Implement findings of schools SLA Review** – provision of a consistent approach with clear lines of communication to enable schools to deal with issues.
- **Administration** – Exploration of new approaches, using cluster-based models, to back office and support functions in primary schools.
- **Procurement** - Identification of savings opportunities, including economies of scale and Best Value approaches to procurement.
- **Communication**- regular engagement and sharing of good practice between schools.
- **School Suitability Surveys** – new template developed and ongoing surveys of all schools to support evidence base for School Improvement Plan (SIP) Review.
- **Rising 4s Policy** - deferred to 2024 pending further investigation of impact and implications.
- **Additional Learning Needs (ALN) funding models** - engagement with headteachers to develop new funding models to suit ALN Transformation.
- **School Catchment Area Review** to be undertaken in line with the Sustainable Communities for Learning programme.

The issues/observations raised by the Committee were addressed as follows:-

Arising from the presentation and in response to a query, the School's Transformation and Change Manager clarified that the benchmarking exercise for 2022/23 had been completed for secondary schools only due to logistical issues,

the purpose of which was to provide schools with information to stimulate discussions and support decision making processes. Reference was made to a previous benchmarking exercise undertaken across primary schools which had been divided according to size groups. It was however acknowledged that such groupings would not necessarily be reflective of school cohorts, particularly due to the variable age of school estates, and this was an area which would be considered going forward. The Director of Education and Children's Services reported that a request would be made for Headteachers of secondary schools to circulate benchmarking information with school governors as a means of raising awareness of the information provided by the Transformation Programme. Furthermore, the School's Transformation and Change Manager would be invited to the next meeting of the Governors Forum to provide an overview of the work undertaken.

In response to a comment in respect of the organisation of primary schools and the perceived limited role of governing bodies, the Director of Education and Children's Services clarified that legislation prescribed the range of responsibilities for primary schools, by way of a delegated budget provision. Accordingly, the Service Level Agreement (SLA) model enabled schools to purchase services from different departments according to the area of expertise. The role of the Transformation Programme was therefore centred upon quality assurance, in addition to raising awareness of the SLAs and the services available to schools.

The School's Transformation and Change Manager, in response to a query regarding capacity to provide individual assistance to schools with budgetary matters and property maintenance services, explained that support was provided within the resources available and prioritised by the Local Authority.

In response to comments made regarding capacity to deliver the aims of the Schools Transformation Programme, The Director of Education and Children's Services was pleased to report that funding had been provided for the secondment of two headteachers to provide part-time support to drive forward the Schools Transformation Programme.

Reference was made to the Headteacher 'drop in' sessions introduced to communicate and engage with schools. The School's Transformation and Change Manager explained that weekly bulletins were circulated to schools to promote the areas for discussion, therefore attendance levels would depend upon the level of interest by schools in the focus area.

The School's Transformation and Change Manager, in response to a query, clarified that whilst the change in telephony system across schools would require an initial financial outlay, schools would then receive free calls, following which long-term financial savings would be derived.

The Director of Education and Children's Services conveyed his gratitude to the School's Transformation and Change Manager in respect of the positive work being developed to support the schools within Carmarthenshire.

UNANIMOUSLY RESOLVED that the report be received.

5. INTERIM REPORT ON POST 16 EDUCATION REVIEW

The Committee received for consideration an interim report on the Post-16 Education Review which had been undertaken in response to the aims of the Education and Children's Service Business Plan to create strong and inclusive schools and services committed to excellence, equity and well-being.

The report outlined the progress made to establish overarching Learner Entitlement Principles for evolving the post-16 landscape in Carmarthenshire and proposed a remodelled governance structure based upon the feedback provided by secondary schools in terms of what learners valued within their educational provision and experience. In this regard, a synopsis of the key themes which formed the basis of those principles was provided to the Committee as follows:

- Relationship, Belonging, Well-Being and Ethos.
- Improved Pathway Guidance and Skills for Independence and for success in academic, work and life.
- Equity through More Welsh Language options.
- Equity through a wide range of options especially Vocational options.

In considering the report, it was noted that the findings were directly in line with the recommendations emanating from Estyn's Review of the current 16-19 curriculum in Wales.

Reference was also made to the consultation workshop held on 10 February 2023 which provided Committee Members with an opportunity to provide feedback on the post-16 education review.

The issues/observations raised by the Committee were addressed as follows:-

Concerns were raised in respect of the ongoing National recruitment shortage of teachers which could prevent the Authority in meeting the demand for additional course options. The Head of Strategy and Learner Support referred to the recent Welsh Government announcement of £800,000 grant funding available across Wales, by way of a competitive bidding process, to recruit and train teachers for the provision Welsh-medium education. Furthermore, the Curriculum and Learning Network Manager clarified that the Authority was exploring the further development of hybrid learning, including the 'e-sgol' initiative to ensure the provision of a range of subjects for learners across Carmarthenshire.

In recognition of the feedback provided by learners in respect of the value placed on relationships, an assurance was provided to the Committee that pupils would experience a mixed model of learning, with core subjects available face to face at a local level, and additional subjects being delivered mainly on-line, with an element of face to face learning provision, to provide a fulfilled experience to prepare young people for higher education, whilst also maintaining a sense of community and belonging.

Reference was made to a report published by the Welsh Language Commissioner which indicated a significant reduction in the number of newly

qualified teachers able to deliver Welsh-medium education. The Head of Strategy and Learner Support outlined the measures available to the Authority to build capacity by way of a comprehensive training system for teachers to learn Welsh or improve the confidence in delivering lessons through the medium of Welsh.

In response to concerns raised in respect of the high level of students not competing their Postgraduate Certificate in Education, the Head of Strategy and Learner Support endorsed the suggestion made to further explore the possible introduction of taster sessions, or workplace experience as Teaching Assistants for university students to further understand the requirements of the role in order to make informed career choices.

Following an enquiry regarding governance arrangements, the Director of Education and Children's Services clarified that following a review of meeting/group structures, the Education and Children's Services division had introduced specific focus groups to deal with various aspects of the business within the department, with appropriate representation to ensure effective input and the best outcomes for young people.

Reference was made to the STEM learning pathways, whereby it was suggested that the Youth Construction Ambassador Scheme for primary school pupils could be extended to secondary and higher education students as a means of providing practical learning and community engagement.

UNANIMOUSLY RESOLVED that the Interim Report on the Post-16 Education Review be endorsed and referred to the Cabinet for consideration.

6. DRAFT DIVISIONAL SERVICE DELIVERY PLANS 2023-24

The Committee received for consideration the Draft Divisional Service Delivery Plans relevant to the Education and Children's Services directorate for 2023/24 as follows:

- Education and Inclusion Services
- Access to Education
- Strategy & Learner Support
- Children's Services

The Draft Divisional Service Delivery Plans set out the strategic actions and measures to be implemented within each Division in order for the Council to progress with its well-being objectives, thematic priorities and service priorities. In this regard, the Cabinet Member for Education and Welsh Language referred to the consultation session held on 27 January 2023 which provided an opportunity for Members to provide feedback on the Corporate Strategy, which had subsequently been approved by the Council at its meeting on 01 March 2023.

In terms of the Children's Services Service Delivery Plan it was acknowledged that the elements relevant to the Education, Young People and Wels Language Scrutiny Committee related to the following areas:

- Schools Safeguarding and Attendance
- Educational Psychology
- Play Sufficiency Assessment

The issues/observations raised by the Committee were addressed as follows:-

In view of the new curriculum, a query was raised in respect of the support mechanisms in place to assist schools with the requirement to maintain systematic records to report progress and to enable reflective practice. The Director of Education and Children's Services explained that regular measures were in place for the current year pending Welsh Government's development of a new data environment. An assurance was provided that the Authority, together with Partneriaeth, were responding to the new requirements for schools to support and evidence the skills progression of individual learners in accordance with the 6 areas of learning and experience, and this system would be further strengthened and applied consistently amongst school clusters.

Members welcomed the importance placed on the music service for Carmarthenshire which was considered to be an integral service to the creative element of the new curriculum. The Director of Education and Children's Service emphasised that additional funding had been received to enable the Authority to continue with the service provision and it was recognised that Authority was in a positive position to have an in-house music provision which was responsive to the needs of pupils and communities. The Strategic Lead for School Effectiveness reported that the Authority led its own National plan for music to ensure that the learning offer for music reached as many learners as possible.

Furthermore, the Strategic Lead for School Effectiveness was delighted to report that the music service would be sharing digital advancements at the Bett Conference 2023 by way of showcasing a 'soundtrap' package which combined music and digital experiences developed in collaboration with schools in America. In response to a request, it was agreed that a demonstration and general update would be offered to members in due course.

In response to a query, it was confirmed to the Committee that the high number of headteachers scheduled to retire imminently presented a risk to the Authority, however the Director of Education and Children's Services was pleased to note that several high-quality appointments had been made recently in line with the Authority's succession planning arrangements and efforts were ongoing to promote Carmarthenshire Council as an employer of choice.

RESOLVED that the Draft Divisional Service Delivery Plans relevant to the Education and Children's Services directorate for 2023/24 be endorsed and referred to the Cabinet for consideration.

7. NON-SUBMISSION OF SCRUTINY REPORT

The Committee received an explanation for the non-submission of the scrutiny report pertaining to the Corporate Strategy.

RESOLVED that the explanation for the non-submission be noted.

8. FORTHCOMING ITEMS

The Committee reviewed the list of forthcoming items to be considered at its next meeting to be held on 05 May 2023, which had been derived from the Committee's Forward Work Plan 2022/23. The Chair emphasised that the Forward Work Plan was a flexible document that could be updated as required throughout the year as new information emerges.

Reference was made to the two update reports emanating from the previous Task and Finish Groups. The Committee agreed to review the reports at an informal session on conclusion of the meeting scheduled 05 May 2023 whereby Committee could request any further information to be considered at a future meeting, if relevant.

RESOLVED that the list of forthcoming items to be considered at the next scheduled meeting on 5th May 2023 be noted.

9. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 23 JANUARY 2023

UNANIMOUSLY RESOLVED that the minutes of the meeting of the Committee held on 23 January 2023 be signed as a correct record.

CHAIR

DATE

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