CITY AND COUNTY OF SWANSEA

NOTICE OF MEETING

You are invited to attend a Meeting of the

CABINET

At:	**Committee Room 5, Guildhall, Swansea**
On:	**Thursday, 21 January 2016**
Time:	**4.00 pm**
Chair:	**Councillor Rob Stewart**

Membership:
Councillors: M C Child, W Evans, R Francis-Davies, J E C Harris, D H Hopkins, A S Lewis, C E Lloyd, J A Raynor and C Richards

AGENDA

Page No.

1. **Apologies for Absence.**

2. **Disclosures of Personal and Prejudicial Interests.**
    http://www.swansea.gov.uk/DisclosuresofInterests

3. **Minutes.**   1 - 7
    To approve and sign as correct records the Minutes of the previous meetings of Cabinet.

4. **Leader of the Council's Report(s).**

5. **Public Question Time.**

6. **Councillors' Question Time.**

7. **Response to the Report of the Education Inclusion Scrutiny**   8 - 64
    Inquiry Panel.

8. **Local Authority Governor Appointments.**   65 - 67

9. **21st Century Schools Programme - Contract Award and Capital**   68 - 75
    Programme Authorisation for the Design and Refurbishment of
    Pentrehafod Comprehensive Schools Existing School Buildings.
    21st Century Schools Update - FPR 7 - Pentrehafod
    Comprehensive.

10. **The Move to an In-House Managed ICT Service.**   76 - 106

Next Meeting: Thursday, 11 February 2016 at 11.00 am

Patrick Arran
Head of Legal and Democratic Services
Tuesday, 12 January 2016
Contact: Democratic Services - Tel: (01792) 636923

CITY AND COUNTY OF SWANSEA

MINUTES OF THE MEETING OF CABINET

HELD AT COUNCIL CHAMBER, GUILDHALL, SWANSEA ON THURSDAY, 10 DECEMBER 2015 AT 4.00 PM

PRESENT: Councillor Rob Stewart (Leader of the Council) presided

Councillor(s)	Councillor(s)	Councillor(s)
M C Child	J E C Harris	J A Raynor
W Evans	D H Hopkins	
R Francis-Davies	C E Lloyd	

Officers:-:   Jack Straw, Patrick Arran, Huw Evans, Mike Hawes and Dean Taylor

121. APOLOGIES FOR ABSENCE.

Apologies for absence were received from Councillor A S Lewis and C Richards.

122. DISCLOSURES OF PERSONAL AND PREJUDICIAL INTERESTS.

In accordance with the provisions of the Code of Conduct adopted by the City and County of Swansea, the following interests were declared:

1)   Councillor J E C Harris declared a Personal Interest in Minute 127 "Local Authority Governor Appointments".

123. MINUTES.

RESOLVED that the Minutes of the meeting(s) listed below be approved as a correct record:

1)   Cabinet held on 19 November 2015.

124. LEADER OF THE COUNCIL'S REPORT(S).

The Leader of the Council made no announcements.

125. PUBLIC QUESTION TIME.

A number of questions in relation to Minute 129 "Sustainable Swansea - Fit for the Future: Budget Proposals 2016-2017 to 2017-2018" were asked.

126. COUNCILLORS' QUESTION TIME.

No questions were asked.

127. **LOCAL AUTHORITY GOVERNOR APPOINTMENTS.**

The Cabinet Member for Education presented a report which sought approval of the nominations submitted to fill Local Authority (LA) Governor vacancies on School Governing Bodies.

RESOLVED that:

1) The following nominations be approved as recommended by the LA Governor Appointments Panel:

a)	Blaenymaes Primary School	Councillor Hazel M Morris
b)	Newton Primary School	Mrs Fiona Susan Hesketh
c)	Pontarddulais Primary School	Mr Clive Mathias
d)	Ynystawe Primary School	Mrs Jennifer James
e)	Olchfa Comprehensive School	Councillor Mary H Jones
f)	Pontarddulais Comprehensive School	Councillor Philip Downing
g)	YGG Y Login Fach	Dr David Lloyd

128. **ADOPTION OF THE FFYNONE AND UPLANDS CONSERVATION AREA REVIEW AS SUPPLEMENTARY PLANNING GUIDANCE & PROPOSAL TO SERVE AN ARTICLE 4(2) DIRECTION.**

The Cabinet Member for Enterprise, Development and Regeneration presented a report which outlined the representations received during the consultation on the Ffynone and Uplands Conservation Area Review. It also sought agreement of the proposed amendments to the draft guide and that it be adopted as Supplementary Planning Guidance (SPG).

RESOLVED that:

1) The amendments to the Ffynone and Uplands Conservation Area Character Appraisal and Management Plan as set out at Appendix A of the report be noted;

2) The Ffynone and Uplands Conservation Area Character Appraisal and Management Plan be referred to Planning Committee for:

   i) Adoption as Supplementary Planning Guidance;

   ii) Approval of enlarged Conservation Area Boundary as set out in Appendix D of the report;

   iii) Agreement to serve draft Article 4 Direction to remove Permitted Development Rights for selected properties as shown in Appendix E of the report and to protect all boundary walls.

129. **SUSTAINABLE SWANSEA - FIT FOR THE FUTURE: BUDGET PROPOSALS 2016/17 - 2018/19.**

The Cabinet Member for Finance and Strategy presented a report which considered budget proposals for 2016-2017 to 2018-2019 as part of the Council's Budget Strategy *Sustainable Swansea - Fit for the Future*.

RESOLVED that:

1) The Budget proposals summarised in the report and detailed in Appendix A and Appendix C of the report as the basis of consultation be approved;

2) The approach to consultation and engagement with staff, trade unions, residents, partners and other interested parties set out in Section 7 of the report be agreed;

3) A report on the outcome of the consultation and final budget proposals be presented to Cabinet on 10th February 2016.

130. **REVENUE AND CAPITAL BUDGET MONITORING – 2ND QUARTER 2015/16.**

The Cabinet Member for Finance and Strategy presented a report which outlined financial monitoring of the 2015-2016 revenue and capital budgets, including the delivery of budget savings.

RESOLVED that:

1) The comments and variations in the report and the actions in hand to address them be noted.

131. **AMENDMENTS TO THE DISABLED FACILITIES & IMPROVEMENT GRANT PROGRAMME.**

The Cabinet Member for Transformation and Performance presented the report of the Cabinet Member for Next Generation Services which sought approval to amend the 2015-2016 Disabled Facilities and Improvement Grant programme.

RESOLVED that:

1) The amendments to the 2015-2016 Disabled Facilities and Improvement Grant Programme detailed in the report be approved.

132. **THE ESTABLISHMENT OF A REVISED OFFER FOR THE CITY'S MOST VULNERABLE POST 16 LEARNERS.**

The Cabinet Member for Education presented the report of the Cabinet Member for Services to Children and Young People which approval to establish a revised offer for the City's most vulnerable Post 16 learners using a Council contribution as the funding source.

RESOLVED that:

1) The proposal for the model be approved;

2)   Officers be authorised to progress with staff and appropriate stakeholder consultation.

133.   **QUARTER 2 2015/16 PERFORMANCE MONITORING REPORT.**

The Cabinet Member for Transformation and Performance presented a report which outlined the Corporate and Service Performance for Quarter 2 of 2015-2016.

RESOLVED that:

1)   Performance be reviewed to help inform executive decisions on resource allocation and, where relevant, corrective actions to manage and improve performance and efficiency in delivering national and local priorities.

134.   **EXCLUSION OF THE PUBLIC.**

Cabinet were requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendations to the report(s) on the grounds that it / they involve the likely disclosure of exempt information as set out in the exclusion paragraph of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 relevant to the items of business set out in the report(s).

Cabinet considered the Public Interest Test in deciding whether to exclude the public from the meeting for the item of business where the Public Interest Test was relevant as set out in the report.

RESOLVED that the public be excluded for the following item(s) of business.

CLOSED SESSION

135.   **EUROPEAN SOCIAL FUND (ESF) WORKWAYS+ FUNDING ACCEPTANCE.**

The Cabinet Member for Enterprise, Development and Regeneration submitted a report in relation to the Workways+ project.

RESOLVED that:

1)   The recommendations as set out in the report be approved.

The meeting ended at 5.05 pm

Published on: Friday, 11 December 2015

CHAIR

CITY AND COUNTY OF SWANSEA

MINUTES OF THE CABINET

HELD AT COMMITTEE ROOM 5, GUILDHALL, SWANSEA ON THURSDAY, 17 DECEMBER 2015 AT 2.00 PM

PRESENT: Councillor R C Stewart (Leader of the Council) Presided

Councillor(s)	Councillor(s)	Councillor(s)
M C Child	W Evans	R Francis-Davies
J E C Harris	D H Hopkins	A S Lewis
J A Raynor		

Also Present: - Councillor(s) P Downing, M H Jones and P Lloyd.

Officer(s): - Jack Straw, Phil Roberts, Patrick Arran, Mike Hawes, Huw Mowbray and Huw Evans.

Apologies for Absence
Councillor(s): C E Lloyd and C Richards

136. **APOLOGIES FOR ABSENCE.**

Apologies for absence were received from Councillors C E Lloyd and C Richards.

137. **URGENT ITEM**

The Leader of the Council stated that pursuant to paragraph 100B (4) (b) of the Local Government Act 1972, he considered that the report of the Cabinet Member for Education "Contract Award Report - Tender for a Framework Agreement for the Provision of Taxi Services" should be considered at this matter as a matter of urgency.

138. **CONTRACT AWARD REPORT - TENDER FOR A FRAMEWORK AGREEMENT FOR THE PROVISION OF TAXI SERVICES**

Reason for Urgency

An urgent decision is required so that Framework Agreements for the successful tenders can be prepared and issued before the current contract expires on 31 January 2016 allowing anticipated savings to be realised as early as possible in the New Year.

The Cabinet Member for Education presented an urgent report which sought to award a framework agreement for the provision of taxi services for the period 1 February 2016 to 31 January 2017 with an option to extend for a period of up to 24 months.

She stated that an amended paragraph 1.15 had been circulated in order to update a number of figures.

RESOLVED that:

1)   The Taxi Framework Agreement be awarded for 2 years from 1 February 2016 to 31 January 2018 with an option to extend for a period of up to 24 months.

139.   **EXCLUSION OF THE PUBLIC.**

Cabinet were requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendations to the report(s) on the grounds that it / they involve the likely disclosure of exempt information as set out in the exclusion paragraph of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 relevant to the items of business set out in the report(s).

Cabinet considered the Public Interest Test in deciding whether to exclude the public from the meeting for the item of business where the Public Interest Test was relevant as set out in the report.

RESOLVED that the public be excluded for the following item(s) of business.

CLOSED SESSION

140.   **COUNCILLORS' QUESTION TIME.**

No questions were asked.

141.   **DEVELOPMENT OF CITY CENTRE SITES - SELECTION OF DEVELOPMENT PARTNER(S) AND AUTHORISATION TO AMEND THE CURRENT YEAR CAPITAL PROGRAMME (FPR7).**

The Chair of the Scrutiny Programme Committee, Councillor M H Jones stated that a Special Scrutiny Programme Committee had met on 14 December 2015 in order to conduct a pre decision scrutiny process in relation to the item. Councillor Jones outlined the findings of the Committee.

The Leader of the Council thanked Councillor Jones and the Scrutiny Programme Committee for their work and responded to the issues raised.

The Cabinet Member for Enterprise, Development and Regeneration submitted a report which sought agreement for the Council to take on the initial developer role to progress regeneration proposal for St David's and Civic Centre Sites; to seek confirmation of funding for work up costs and appoint development partner / managers to advise the Council through the process.

The Director of Place and Property Development Manager explained the outcome of the Competitive dialogue process. The key issues and risks facing the Council were

set out and that further reports would be required to deal with the funding and risk aspects of working up, and subsequently agreeing, future development on these sites.

RESOLVED that:

1)   The recommendations as set out in the report be approved;

2)   The initial 3 month funding requirement be agreed;

3)   Further reports be presented to Cabinet in early 2016 to finalise the scheme work up funding arrangements.

142.   **DISCLOSURES OF PERSONAL AND PREJUDICIAL INTERESTS.**

In accordance with the provisions of the Code of Conduct adopted by the City and County of Swansea, no interests were declared.

The meeting ended at 2.53 pm

CHAIR

Published 17 December 2015

Agenda Item 7.

Report of the Cabinet Member for Education

Cabinet – 21 January 2016

**RESPONSE TO THE REPORT OF THE EDUCATION INCLUSION
SCRUTINY INQUIRY PANEL**

Purpose:	To outline a response to the scrutiny recommendations and to present an action plan for agreement.
Policy Framework:	None.
Reason for Decision:	To comply with the requirements of the Council Constitution.
Consultation:	Legal Services, Financial Services.
Recommendation(s):	It is recommended that the response as outlined in the report and related action plan be agreed.
Report Authors:	Lindsay Harvey
Finance Officer:	Stephanie Williams
Legal Officer:	Sue Rees
Access to Services Officer:	Sherill Hopkins

1. Introduction

1.1 The Education Inclusion Scrutiny Inquiry report was submitted to Cabinet on the 19 November 2015 after the Education Inclusion Scrutiny Inquiry Panel completed a detailed inquiry into Education Inclusion. The scrutiny report is attached as Appendix A.

1.2 Having considered the contents of the scrutiny report, and specific recommendations made, advice to Cabinet on whether it should agree, or not agree, with each recommendation is detailed in this report.

1.3 Cabinet is also asked to consider, for each of the responses, any relevant policy commitments and any other relevant activity.

2. Response to Scrutiny Panel recommendations

Recommendation 1
A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour matters into the future. This strategy should: a) form part of the overall education strategy and provide a clear way

forward for the whole education service

b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils

c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people

d) have clear aims and targets for reducing the number of children and young people using EOTAS provision

e) be developed in partnership with schools and other stakeholders including children and young people

f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour

g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.

Relevant Policy Commitments: (list briefly)

14. Raise educational standards and the performance of all schools and pupils in Swansea

15. Implement a programme of sharing best practice between teachers and schools

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken: (Briefly list relevant action taking place NOT as a consequence of the recommendation)

- Options for the delegation of funds back to mainstream secondary schools to enable them to reduce referrals to EOTAS are being explored
- Working party to plan the EOTAS restructure being set up, to include a range of stakeholders including primary and secondary heads and representatives of services for children and young people (CYP)

New actions following from the recommendation:

- A Behaviour Plan and Strategy is to be developed for the local authority
- EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the Accelerated Implementation Plan (AIP) and the recommendations from the Scrutiny Inquiry Panel report

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 2

The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:

a) stipulate clear lines of responsibility and detail desired outcomes

b) be challenged and driven forward by the PRU Management Committee

c) that pupil voices are heard in the development of this way forward

endeavouring to produce a vision of something better from the perspective of children and young people

d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)

e) ensure that it has a whole system approach to children and young people with social and emotional difficulties

f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services

Relevant Policy Commitments:

> 14. Raise educational standards and the performance of all schools and pupils in Swansea
>
> 15. Implement a programme of sharing best practice between teachers and schools
>
> 16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- Post Inspection Action Plan (PIAP) and AIP are driving improvements in the PRU
- The new Management Committee has established subgroups and provides increased levels of support and challenge to PRU leadership with a focus on outcomes
- Mainstream colleagues have been supporting PRU staff with the PRU curriculum and assessment regime

New actions following from the recommendation:

- An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 3

The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.

Relevant Policy Commitments:

> 14. Raise educational standards and the performance of all schools and pupils in Swansea
>
> 15. Implement a programme of sharing best practice between teachers and schools

Action already being undertaken:

- Feasibility of secondments has been explored with Challenge Advisers and mainstream schools and is an option after the Estyn monitoring visit in Spring Term 2016

New actions following from the recommendation: • An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report   • This plan could include secondments from primary and secondary schools
Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 4
It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and sharing specific skills sets and expertise).
Relevant Policy Commitments: (list briefly)   14. Raise educational standards and the performance of all schools and pupils in Swansea   15. Implement a programme of sharing best practice between teachers and schools   16. Explore ways of improving pupil engagement and attendance
• **Action already being undertaken**:   • Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the role and purpose of EOTAS   • Head of PRU now attends Swansea City and County Association of Secondary Heads (SCCASH) meetings
New actions following from the recommendation: • Primary and secondary school headteachers to be encouraged to explore ways in which joint working could take place as part of a local authority Behaviour Plan and Strategy, as well as part of the development of school to school support
Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 5
It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include: • a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service.   • schools keeps in regular communication with the child through for example

a weekly update discussion a process be developed that will bring all those people who can help with

- the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.

Relevant Policy Commitments:

14. Raise educational standards and the performance of all schools and pupils in Swansea

15. Implement a programme of sharing best practice between teachers and schools

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- The majority of Foundation Phase, Key Stage 2 and Key Stage 3 pupils have planned, regular reintegration to their mainstream schools
- There is good communication between mainstream schools and PRU staff in the majority of cases

New actions following from the recommendation:

- Clearly defined entry and exit plans need to be developed
- A Behaviour Plan and Strategy is to be developed

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 6

It investigate the possibility of a more formulised holistic Team Around the Family type approach for all children and young people using EOTAS services.

Relevant Policy Commitments:

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- Initial discussions with CYP Services Manager to establish feasibility of such an approach being undertaken
- Person Centred Planning is being introduced across the PRU

New actions following from the recommendation:

- A Behaviour Plan and Strategy is to be developed

Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 7
Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.
Relevant Policy Commitments: 12. Adopt a new dynamic relationship with the schools, further education colleges, Swansea's two universities and employers.   16. Explore ways of improving pupil engagement and attendance.
Action already being undertaken: - PRU support staff attend meetings of the Gower College (GCS) Autistic Spectrum Disorder (ASD) steering group   - Planning meetings to discuss the NEET agenda, involving senior staff at GCS and the PRU planned in Spring Term 2016   - EOTAS staff have established good working relationships with GCS staff and support learners for the first term in FE
New actions following from the recommendation: - Explore using EOTAS staff to support GCS tutors and learners for longer periods and for more work around wellbeing   - Set target to reduce drop-out rates to help reduce NEETs
Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 8
The use of restorative practice should be encouraged and used where possible in EOTAS provisions.
Relevant Policy Commitments: 16. Explore ways of improving pupil engagement and attendance
Action already being undertaken: - All PRU staff have been trained in Restorative Practice (RP)   - RP used routinely across the PRU to promote positive relationships
New actions following from the recommendation:

Actions already in place as above

Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 9
The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.
Relevant Policy Commitments: (list briefly) 16. Explore ways of improving pupil engagement and attendance
Action already being undertaken: No current activities)
New actions following from the recommendation: • Train all EOTAS staff and external providers in UNCRC principles
Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 10
Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.
Relevant Policy Commitments: 15. Implement a programme of sharing best practice between teachers and schools
Action already being undertaken: (Briefly list relevant action taking place NOT as a consequence of the recommendation) • Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends SCCASH meetings
New actions following from the recommendation: • A Behaviour Plan and Strategy is to be developed
Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 11
An analysis of training needs for staff across schools in Swansea be

completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.

Relevant Policy Commitments:

15. Implement a programme of sharing best practice between teachers and schools

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- The School Improvement Team already monitors training needs through its visits to schools

New actions following from the recommendation:

- A Behaviour Plan and Strategy is to be developed
- Training plan to be developed on the basis of collated information from the School Improvement Team in line with the Strategy

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 12

PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.

Relevant Policy Commitments:

15. Implement a programme of sharing best practice between teachers and schools

Action already being undertaken:

- PRU core subject leaders attend Head of Department meetings
- PRU leads are also made aware of training offered to schools by the local authority

New actions following from the recommendation:

- Extend to involve a wider range of PRU staff in local authority training.

Cabinet Member Comments: Any issues not covered above

Recommendation is **AGREED**

Recommendation 13

A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.

Relevant Policy Commitments: (list briefly)
15. Implement a programme of sharing best practice between teachers and schools

Action already being undertaken:
• Some PRU staff have mainstream school 'buddies' to help them keep up to date with developments • Key mainstream staff have provided support for the key stage 3, key stage 4 PRU curriculum and assessment strategies

New actions following from the recommendation:
• Extend the buddy system to involve a wider range of staff

Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 14
It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.

Relevant Policy Commitments:
14. Raise educational standards and the performance of all schools and pupils in Swansea 16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:
• All primary schools have access to Vulnerability Assessment Profile (VAP) data for their schools

New actions following from the recommendation:
• Primary headteachers to work closely with the City and County of Swansea School Information Team in use of VAP+ and 'My Learners'

Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 15
An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.

Relevant Policy Commitments:
14. Raise educational standards and the performance of all schools and

pupils in Swansea

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- The LA maintains an SEN/ALN Development Plan which is kept under six monthly review to confirm updates/changes to planned places in specialist provision. This plan will be reviewed in conjunction with the new Head of Service, Nick Williams, when he is in place in February 2016, as an action independent of the EOTAS restructure.

New actions following from the recommendation:

The recommendation as it stands seems out of context and does not relate directly to EOTAS issues.
It is not clear from any of the evidence or matters cited in the report why this is a recommendation, unlike the other recommendations in the report which have a clear linkage to investigations, evidence and findings.

Cabinet Member Comments: Any issues not covered above

Recommendation is **NOT AGREED**

Recommendation 16

The EOTAS Pathways Service:
a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy
b) improve consistency, quality assure and develop the sustainability of external providers
c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings
d) ensures robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.
e) Review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.

Relevant Policy Commitments:

14. Raise educational standards and the performance of all schools and pupils in Swansea

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- Challenge Adviser has provided extended support to improve outcomes
- External providers are monitored by Agored Cymru and Pathways Manager
- External provider monitored by Estyn with successful outcome

- Programme of lesson observation by Head of PRU and Challenge Adviser is in place using ERW framework
- Safeguarding audit undertaken with no issues
- Service level agreement and tendering documentation reviewed by LA procurement officer and Head of PRU

- **New actions following from the recommendation:**

- A Behaviour Plan and Strategy is to be developed
- Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report
- A new 14-16 service for young people with Emotional and Behavioural Difficulties (EBD) will be developed as part of the EOTAS restructure

Cabinet Member Comments: Any issues not covered above	
Recommendation is **AGREED**	

Recommendation 17
Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.

Relevant Policy Commitments:

16. Explore ways of improving pupil engagement and attendance

Action already being undertaken:

- Head of PRU is working with Corporate Building Services team to source possible sites for PRU
- Head of PRU has visited three sites to establish suitability for purpose Two sites were inappropriate but one site could be adapted to accommodate some PRU provision

New actions following from the recommendation:

- Estimate for costs of improvement of Brondeg site to be established by Corporate Building Services Department
- Investigate possibility of other sites (such as primary school buildings that have become or will become, vacant) being used for PRU provision

Cabinet Member Comments: Any issues not covered above	
Recommendation is **AGREED**	

Recommendation 18
The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership

working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.

Relevant Policy Commitments: (list briefly)
14. Raise educational standards and the performance of all schools and pupils in Swansea
15. Implement a programme of sharing best practice between teachers and schools

Action already being undertaken:
No further action other than that identified above

New actions following from the recommendation:
• A Behaviour Plan and Strategy is to be developed • Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report

Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 19
Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.

Relevant Policy Commitments:
15. Implement a programme of sharing best practice between teachers and schools

Action already being undertaken:
• Schools whose referrals need improvement are being identified and the Head of PRU has started to visit these schools in a supportive and advisory capacity in order for them to improve their referral processes • Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends SCCASH meetings

New actions following from the recommendation: *Any actions already in train or proposed*
• A Behaviour Plan and Strategy is to be developed

• As part of the Strategy, a Communication Plan is also developed
Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

Recommendation 20
Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.
Relevant Policy Commitments: 16. Explore ways of improving pupil engagement and attendance
Action already being undertaken: • Each Centre has a School Council that meets regularly   • Each Centre has a strategy for eliciting suggestions and comments around wellbeing that children and young people can use confidentially and anonymously
• **New actions following from the recommendation:**   • Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the Accelerated Implementation Plan that includes learner voice and the recommendations from the Scrutiny Inquiry Panel report
Cabinet Member Comments: Any issues not covered above
Recommendation is **AGREED**

2.1   An action plan for the agreed recommendations attached as Appendix B.

3.   Equality and engagement implications

3.1   Any recommendation that leads to a proposal or change will be subject to an Equality Impact Assessment screening and, if required, a full Equality Impact Assessment report incorporating any relevant engagement activities and taking full account of Children's Rights.

4.   Legal implications

4.1   There are no specific legal implications arising from this report. However legal advice should be sought as necessary when implementing the recommendations.

5.   Financial implications

5.1   The availability of finance for this application of this policy is based on the likely levels of future budgets, the medium term financial plan and the Sustainable Swansea – Fit for the Future budget strategy. It is anticipated that the behavioural review savings target of £340k for EOTAS in 2015/16 will not be met and further savings are currently under consideration.

5.2   Any additional capital funding required for accommodation changes would require a separate FPR7 report to commit the scheme to the capital programme.

Background Papers:

Appendices

Appendix A – Original Scrutiny Inquiry Report
Appendix B – Proposed Cabinet Action Plan

High Aspirations

How are services being improved for those children and young people who need or are at risk of being educated other than at school?

The Education Inclusion Scrutiny Inquiry Panel

City and County of Swansea - Dinas a Sir Abertawe

October 2015

Why This Matters by **Councillor Cheryl Philpott** (Convener)

We found this topic to be complex and challenging at times, we found it difficult to *see the wood from the trees*. Given this complexity it is essential that all those involved in working with this group of children understand this complexity and their role within it.

We found that some of the support for this group of young people, particularly by schools, to be strong, like for example the nurture group PACE in Pentrehafod Comprehensive and Elevate in Bishop Gore School, while others were much weaker and needed addressing.

We did feel that schools working at the coalface need more support and assistance in working with those children who are at risk of exclusion or Education Other Than At School (EOTAS). A clear and active behaviour strategy was needed for the authority which details how schools will be supported to move forward in this area.

The secondary schools we spoke to felt out of loop in relation to any development in behaviour support and in EOTAS changes. The Panel early in the inquiry put a recommendation to the Cabinet Member which emphasised the importance of involving schools; recognising that they are critical part of service. We also emphasised the point that schools are showing many areas of good practice that could be shared with the Pupil Referral Units (PRU) and other schools. We also found that there was a lack of communication between different parts of the education department and felt that there was a need for a reflective journey to discuss their commonalities and communication links.

We did feel that by asking questions around this subject it has helped keep a spotlight and momentum on these services and on the needs of this group of young people and we hope this has helped move things along.

The changes to the PRU Management Committee were found to be positive by the Panel who believe that, in refreshing membership and refocusing the Committee, it is now in a much better position to drive forward improvements once the action plan is complete. We were also pleased to hear that a dedicated challenge advisor for the EOTAS service has now been allocated.

I would like to thank all those people who have helped us with this inquiry especially schools and the other agencies who contributed to this important piece of work.

Summary of Conclusions and Recommendations

How are services being improved for those children and young people who need or are at risk of needing) EOTAS services?

Conclusions

1. The local authority, schools and EOTAS service must be better at meeting the needs of this group of vulnerable children.
2. Communication between professionals needs to be improved.
3. There needs to be a greater emphasis on reintegration of young people back into school.
4. The PRU management committee must drive improvement in the EOTAS service.
5. The PRU staff need to be part of mainstream training and development.
6. A holistic wrap around approach is needed for this group of children and young people.
7. Improve the quality of services for and outcomes of this group of children.
8. Improve services for young people 16+ transitioning to adulthood.
9. Ensure that the pupil voice is heard for this group of vulnerable children and young people.
10. Improve the fabric and suitability of the buildings used to house EOTAS services as a matter of urgency.

The Panel recommends to Cabinet that:

Long term challenges

1. A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour matters into the future. This strategy should:
    a) form part of the overall education strategy and provide a clear way forward for the whole education service
    b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils
    c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people
    d) have clear aims and targets for reducing the number of children and young people using EOTAS provision
    e) be developed in partnership with schools and other stakeholders including children and young people
    f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour

g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.

Medium term improvements

2. The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:

   a) stipulate clear lines of responsibility and detail desired outcomes

   b) be challenged and driven forward by the PRU Management Committee

   c) that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people

   d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)

   e) ensure that it has a whole system approach to children and young people with social and emotional difficulties

   f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services

3. The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.

4. It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and sharing specific skills sets and expertise).

5. It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include:

   - a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service.

   - schools keeps in regular communication with the child through for example a weekly update discussion

   - a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.

6. It investigate the possibility of a more formulised holistic Team Around the Family type approach for all children and young people using EOTAS services.

7. Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link

and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.

8.   The use of restorative practice should be encouraged and used where possible in EOTAS provisions.

9.   The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.

Quick wins

10.   Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.

11.   An analysis of training needs for staff across schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.

12.   PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.

13.   A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.

14.   It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.

15.   An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.

16.   The Pathways service:

    a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy

    b) improve consistency, quality assure and develop the sustainability of external providers

    c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings

    d) ensures robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.

    e) Review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.

17.   Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.

18.   The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.

19.   Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.

20.   Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.

Contents

1 WHY WE PRODUCED THIS REPORT

1.1 Overview

1.1.1 In selecting this topic and producing this report our aim is to help improve the education and wellbeing of a vulnerable group of children. Those are children who are either receiving their education outside of school or who are at risk of doing so. The Panel looked to answer the inquiry key question *How are services for those children and young people, who need or who are at risk of needing, education other than at school being improved?*

1.2 Selecting the topic

1.2.1 The Inquiry into Education Inclusion was proposed by the Schools Performance Panel who completed some initial work before referring it on for an in-depth inquiry. The Inquiry began in February 2014 but was put on hold while an independent review of the issue was completed. The Inquiry resumed its evidence gathering on the 27 March 2015.

1.2.2 This topic was identified for inquiry because:
- We must ensure that we help every child meet their full potential by ensuring that every child can access effective education even whilst they are unable to attend mainstream school.
- Legislation in the UK prohibits discrimination in education and supports inclusive education. The UK also has obligations under international human rights law to provide inclusive education for all children.
- The need for equality of opportunity and the right of children and young people to receive high quality education, no matter where that education may be delivered – as set out in the United Nations Convention on the Rights of the Child (Article 28) which has been fully adopted by the Welsh Government.
- Young people receiving education outside of mainstream school are one of the categories most at risk of not being in education, employment or training.
- An issue of concern was highlighted in a recommendation in the Estyn Inspection that we must 'improve the quality of provision for those pupils who are educated other than at school, particularly to raise standards of achievement and to assist reintegration back into schools'.

1.3 Intended contribution

1.3.1 As a Panel we believe that we can make a valuable contribution to helping to improve this service. We recognise that the challenges are deep seated and complex. We also believe that, while no one has all of the answers, success will only come from a conversation that everyone is able to contribute to.

1.3.2 Specifically this report aims to contribute to this vital debate by:
- Drawing together some general principles for the development of the service for children who require services outside of mainstream schools
- Offering proposals for improvement in the long, medium and short term
- Providing a councillor perspective on how well the service is working
- Pointing to good practice examples
- Sharing the views of different people involved with this group of children and young people

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1.3.3 We recognise the limitations of the inquiry. Given the complexity of the topic and the time that we had this report provides only a broad view.

1.3.4 Finally, many of our conclusions are in line with the Council's current direction of travel and these are offered in order to provide reassurance. Others may be either additional or contrary to what has already been agreed. These are intended to offer challenge and to stimulate debate. Where we have made recommendations these are intended to help improve the service.

1.4 Context

1.4.1 The Panel started this inquiry by looking specifically at the EOTAS service but it soon became clear that the needs of this group of children will only be met by a whole system approach which includes a number of services within and outside of the local authority. Detailed below is a short description of some of these services in order to give context and understanding to the detail of this inquiry.

1.4.2 The Education Other Than At School (EOTAS) service consists of:

- Pupil Referral Units (PRUs), this includes one for Key Stage 4 (14-16 years) pupils and one for Key Stage 3 (age 11 to 14 years) and below.

- Step Ahead - Step-Ahead is a Pupil Referral Unit for secondary school age pupils who are unable to attend a mainstream comprehensive school. All our pupils have an identified anxiety disorder.

- Home Tuition Services - For pupils who are not well enough to attend school

- Pathways - EOTAS Pathways works with young people 14-16 who are not educated in school or Pupil Referral Units. Young people are provided with a bespoke programme of schooling which include the use of external providers

1.4.3 The Behaviour Support Team supports and advises schools about pupils with social, emotional and behavioural difficulties (SEBD) including those at risk of becoming educated other than at mainstream school. The team's time is allocated on a patch basis to secondary schools and their feeder primaries on the basis of pupil numbers and deprivation indicators. The team at present does not provide a direct service to pupils within the PRU setting. They also work jointly with EOTAS providers to help with reintegration at the request of the EOTAS Panel but this time does come out of that school's allocation. The team also work at a local authority level providing a range of training, sitting on special educational needs and EOTAS Panels and contributing to strategy groups upon request.

1.4.4 School Improvement Service is part of Education Through Regional Working (ERW) regional service that works with schools to *"build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners".*

2 THE EVIDENCE COLLECTED

2.1 In summary the evidence gathering activities undertaken by the Panel included:

- Overview of subject by Head of Education Inclusion

- The EOTAS independent Review Report[1]
- EOTAS consultation outcomes and restructure proposals
- Equality Impact and UNCRC Assessment
- Careers Wales West and Keeping in Touch project
- School Improvement Service
- Pentrehafod Comprehensive School
- Bishop Gore Comprehensive School
- Clase Primary School
- Social Services Child and Family Services
- Behaviour Support Service
- Cabinet Member for Education and Chief Education Officer
- Youth Services Manager
- Youth Offending Service
- Education Welfare Service

2.2   The Panel recognised the importance of gaining young people's views in this process but also the difficulties in doing so for this group of young people where time to develop trust in needed before this can be done. The Panel did speak to young people while visiting the three schools but for this inquiry mainly relied upon the views given by the agencies representing the issues young people may have plus they used the report of the Children's Commissioner for Wales called '*The Right to Learn, Supporting children and young people at pupil referral units to reach their potential'* which detailed the views of young people using this facilities across Wales.

3   CONCLUSIONS

3.1   The local authority, schools and EOTAS service must be better at meeting the needs of this group of vulnerable children

3.1.1 The Panel used the recent Education Other Than at School Good Practice Survey*[2]* by Estyn as a basis for assessing the evidence collected over the period of the inquiry. The conclusions and recommendations are reflective of this while also answering the Panel's key question…*How are services for those children and young people who need or who are at risk of needing EOTAS being improved?*

3.1.2 The local authority, schools and EOTAS must do better at meeting the needs of this group of vulnerable children. There is a need for a clear strategy for this group of young people. This needs to be developed as a part of the wider education strategy in order to provide Swansea with a whole system approach to this issue. The Panel recognises that the service is going through a process of change and that the strategy and action plan are currently being developed. The Panel hopes that the outcomes of this inquiry will help in developing that way forward.

3.1.4 The Panel was concerned to hear that some of those interviewed felt that the action plan, as it stood in February, was weak and that it did not have teeth. Additionally, responsibilities were unclear and that there was a need for all those named in the plan to understand their part and to work much more closely

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[1] Provision for pupils educated otherwise than at school (EOTAS) in the City and County of Swansea Sue Willan - Independent Education Consultant - Final report: 25 July 2014 - link
[2] Education other than at school: a good practice survey – Thematic Report - Estyn – June 2015 - link

together. The Panel therefore believe the action plan must be stronger with clearer accountabilities and 'buy in' from all involved with this group of young people.

3.1.5 There was a clear need for the action plan when produced to be based firmly in 'what works' good practice and to be advised by the independent review and by schools. The Panel believe that the strategy moving forward must put greater emphasis on what is best for their vulnerable children and young people. It must show how they are at the centre of any decision and actions moving forward.

3.1.6 The Panel was also concerned by the findings of a recent report by the Children's Commissioner for Wales which said that Pupil Referral Units across Wales had been described to him as a *'Cinderella education service',* and he believes that' *this issue must be urgently addressed so that every child can enjoy the right to an education that allows them to reach their full potential[3].*

> **Children's Commissioner for Wales claims pupil referral units seen as an afterthought**
> A report looking at pupil referral units, where some of Wales' most vulnerable learners are taught, has concluded that practice is inconsistent and that they're too often seen as an afterthought both within local and national priorities.
> The report by the Children's Commissioner for Wales examined the provision of education in pupil referral units (PRUs) and focused on the views of learners, their wellbeing and their right to education. The findings included:
> - There is a need to change the general attitude towards PRUs: 'too often young people are labelled the worst of the education system'.
> - Too many children and young people with additional needs are arriving at the PRU at a point where their issues have gone unsupported and have escalated to a point where engaging in education is particularly difficult.
> - Meeting the range and depth of additional needs of learners at PRUs is challenging, in the context of staff capacity and access to appropriate training.

3.1.7 Evidence suggests that the way forward for the services involved with this group of children must be through an integrated whole system approach, which will form part of wider changes to the entire education system in Swansea. It was felt that there must be a more inclusive approach to the EOTAS service, that it must not be separate or isolated from the rest of the education provision in Swansea.

3.1.8 The Panel agreed with the Cabinet Member when she emphasised the importance of keeping children within the mainstream school setting wherever possible. The Panel recognise that this will involve schools making changes to how they work with children and young people with behavioural problems.

3.1.9 The Panel believe that the strategy and action plan moving forward must include the recognition to intervene much earlier in a child's life starting at primary and even in pre-school settings to reduce the need later along the line. The Panel was clear that the primary sector and even pre-school services must fulfil and meet their responsibilities in this area. It was clear that too many children and young people with additional needs are arriving at the PRU at a point where their issues have gone unsupported and have escalated to a point where engaging in education is particularly difficult.

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[3] The Right to Learn, Supporting children and young people at pupil referral units to reach their potential, Children's Commissioner for Wales - link

3.1.10 How effective are schools at delivering on this agenda? Evidence suggests that some are excellent and are putting facilities in place and are developing strategies for dealing with this group of children. However, indications show that some have not started moving forward fast enough in this area and it is patchy at present, particularly in the primary sector. The Panel found the need for more consistency in approach.

3.1.11 We found that many schools especially those in the secondary sector are starting to put solutions in place for example 'PACE' in Pentrehafod School and 'Elevate' in Bishop Gore School.

> **Bishop Gore Secondary School outcomes of work with young people at risk of exclusion and/or EOTAS services - *Outcomes (Estyn July 2015):***
> The school provides very high levels of care, support and guidance that enable all pupils from diverse backgrounds and with different abilities to achieve their potential. There are very effective support systems to promote and encourage pupils' academic progress, attendance and wellbeing. As a result, pupils achieve excellent outcomes regardless of their ability or particular needs. The support systems have contributed exceptionally well to improving attendance for vulnerable groups, reducing exclusions and the number of pupils educated away from the school. The number of pupils excluded permanently from the school over the past three years is very low. Number of pupils excluded for short periods decreased significantly in the past two years.
>
> ***PACE (Pentrehafod Alternative Curriculum Education)***
> The provision for pupils at Pentrehafod Secondary School who are at risk of exclusion and/or referral to EOTAS services. PACE is an off-site provision that is located in a small building in the community in a location close to the school.   Principles of PACE are to: improve outcomes for all pupils', to improve whole school Level 1 and Level 2 indicators, to re-engage pupils motivation to learn, to provide a holistic framework of support for pupils and their families, to raise pupil attendance, to reduce the number at risk of exclusion, to reduce the number of pupils who are at risk of becoming NEET, to provide the most vulnerable pupils with essential skills for life.
> The outcomes from PACE so far include: all of the year 11 pupils are predicted to gain the Level 2 indicator; all pupils have gained at least level 1 in English and Mathematics; improved engagement in learning, increased confidence and self-esteem and attendance is 92%.

3.1.12 Good practice has also been identified in many primaries including Clase and Hafod. We must ensure that there is a way for these and other examples of good practice in 'what works' to be shared and used by other schools.

> **Case study: Clase Primary School – engaging families**
> The school is located within a large housing estate in a Communities First area. Within the school, there are four specialist teaching facilities (STFs). Fifty-eight per cent of pupils are eligible to receive free school meals. Thirteen per cent of pupils have a statement of special educational needs.   In order to engage pupils who are at risk of low attendance and underachievement, the school places a strong focus on working with families. Example: the Derbyshire Play Project (DPP) and nurture groups help the school to engage in activities with whole families, including outdoor activities, a pastoral worker is an attendance officer keeping contact with families when attendance is a concern. Parents are highly supportive of the school and have high expectations of their child's standards. Parents feel confident asking for help with a child's learning and behaviour. There has been an increase in the attendance of vulnerable pupils; attendance rose from 76% to 97% in 2013-2014. There has been an upward trend in attendance figures since 2010. The school has had no exclusions in the last five years.

3.1.13 The Panel found a need for working more closely with Health colleagues to ensure that Swansea has adequate Special Teaching Facilities (STF) provision across schools. The Panel was informed by schools and the previous Chief Education Officer that a hold had been put on increasing provision until an 'assessment of requirements' is made in conjunction with Health. This has not yet taken place and the Panel feel this must be addressed as a matter of urgency. The Panel believes that this is, and will continue to cause pressure in other parts of the education system including within EOTAS until it is resolved.

3.1.14 The Panel emphasised the importance of the action plan itself being a working document. It must be seen and used as the driver for improvement across all services for this group of children; this will include getting buy in from schools and all those services affected. The Panel also believes that the action plan should be advised and challenged by the School Improvement Service on a regular basis.

3.1.15 The Panel and schools were concerned that the early reconfiguration proposals which were presented to them in February 2015 seemed to be mainly based around financial matters rather than what the actual key requirements were for this group of vulnerable children. The Panel expressed these concerns to the Cabinet Member for Education who reassured the Panel that this reconfiguration document was a consultation document and that no decision had been made on the way forward. The Panel was pleased to hear that they were considering all options at this stage. The Panel was also informed that no one service was going to be ring-fenced or will have priority over another in the reconfiguration process. The aim will be to ensure children and young people are able to move flexibly across the whole education service based upon their needs.

Proposed reconfiguration of EOTAS service - as presented to the Panel meeting on 16 Feb 2015

1) Retain the provision at Arfryn as it currently stands whilst ensuring that there is effective reintegration from the centre into mainstream schools.
2) Combine Step Ahead, Teenage Learning Centre (TLC) and Home Tuition as recommended by the external review, With TLC pupils being educated with Step Ahead Group.
3) Take the amalgamation further than the review considered by amalgamating Arfryn with Step Ahead under new Head of Centre.
4) Close Key Stage 4 Education Centre and make provision for KS4 Social Emotional and Behavioural Difficulty pupils through EOTAS Pathways as recommended by the review.
5) Keep the number of planned places in the PRU under review as schools will be expected to make provision for pupils with SEBD reducing wherever possible referrals to EOTAS.
6) Make efficiency savings where possible and appropriate.

3.1.16 The Panel was reassured that many of the findings from the External Review were reflective of their own early thoughts and concerns on the issue, for example *the relatively high provision for EOTAS places. This indicates that provision in mainstream schools at earlier stages of the graduated response is not effective enough,* in particular *that the authority does not have a coherent strategy for inclusion and behaviour support.* The Panel felt that the external review was a good basis to start the process of change and will help to inform and develop the action plan that will be able to drive change.

3.1.17 The Panel met with Headteachers from three schools in Swansea, Bishop Gore and Pentrehafod Secondary schools and Clase Primary School in order to gain a sample of views and see how schools are working on the frontline in relation to working with this group of children.

3.1.18 The Panel found clear views coming from the three schools around the way forward for the services for these children and young people. These are summarised as follows:

- The reconfiguration proposals (Feb 15) seem to be focused on cost savings
- EOTAS should include a small KS4 PRU that has overarching responsibility for a small Pathways provision and the remaining funds to go back to schools for them to develop capacity internally and possibly between/across schools. Outcomes after interventions in PRU at KS4 are improving so why is there a proposal to close it.
- Schools know their pupils best and are in most cases best able to understand and cater for their needs…given the resources to do so.
- There is great potential for joint working and economies of scales in schools working together in this.
- The Action Plan must clearly reflect how schools will be supported to reduce demand for EOTAS.
- EOTAS provision needs to be at the centre of schools and not an add-on…it could potentially be staffed by schools or be part of a school provision which would bring it closer to mainstream.
- Unsure how the reconfiguration proposals had got to where they were because the input they had had potentially showed a different set of proposals.
- Must ensure the quality, consistency and standard of Pathways providers.
- It is vital that all schools and education facilities/services understand their primary purpose which is to raise educational attainment. Must be all on the same page especially in relation to literacy and numeracy.

3.1.19 The Panel was not convinced that the continuum of provision was currently complete. They felt that a number of questions where still left unanswered (or not yet answered to the Panel's satisfaction) these include: if StepAhead are to take pupils with SEBD difficulties what will be the impact on the capacity and upon those children who attend for anxiety related issues? Will it mean longer waiting lists? Where will these children receive education while waiting? What will happen to these children while they are waiting for a place given Home Tuition will potentially be reduced? Are the skills sets available in StepAhead to deal with children with Social Emotional and Behavioural Difficulties (SEBD) group of children? The Panel did not feel that they were adequately assured that these aspects had been addressed fully.

3.1.20 The Panel recognise that, given the budgetary climate within the local authority the cost of services must be considered. The Panel did find that the cost of nurture type provision within schools, for example PACE compared to EOTAS was far more economical. This coupled with preferable outcomes made it clear to the Panel that this should be considered as a way forward. The Panel found EOTAS to be a very expensive option and emphasised that it should only be the last resort. The Panel recognise that having a small EOTAS provision was important financially as it is more cost effective than using out of county facilities.

3.1.21 The Panel for these reasons recommends:

- The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:
  - stipulate clear lines of responsibility and detail desired outcomes
  - be challenged and driven forward by the PRU Management Committee
  - that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people
  - clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)
  - ensure that it has a whole system approach to children and young people with social and emotional difficulties
  - be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services
  - Swansea Council, Schools and PRUs identify pupils who are at risk of disengagement early and put in place appropriate, timely interventions.

3.2 Communication between professionals needs to be improved

3.2.1 We found this topic to be complex and challenging at times, the Panel found it difficult to *see the wood from the trees*. Given this complexity it is essential that all those involved in working with this group of children understand this complexity and their role within it. The Local Authority, schools and PRUs must work together to meet the needs of these pupils to ensure that they remain in full-time education

3.2.2 All agencies understanding their role and working together to provide a holistic service to these young people is vital. The Panel felt that a flow chart translating this complexity would be a useful pictorial representation of the service for all those involved.

3.2.3 In respect of this issue the Panel found the lack of communication to be a key factor across the whole education service. More working together across sections within the education department was needed. Evidence suggests that joint working and communication across different agencies seemed to be working much better for this group of children and young people. However, the Panel concluded that the involvement of and consultation of schools must be improved along with cross specialism working within the education department. This was also highlighted in the independent review which said '*that there are too few opportunities for joint working between inclusion and school effectiveness officers to raise standards and promote inclusive practice in schools'.* The Panel believed that the key focus must be on improving the outcomes of children and young people and not the systems/silos in which we work.

3.2.4 Concerns were raised by a number of those interviewed about different parts of the education service not working together effectively in relation to this group of children. The Panel felt that some of the processes and/or ways of working encourage this, for example the 'hours allocation model' with schools for Behaviour Support, which does not easily allow for flexibility in support provided. The Hub Head of the School Improvement service felt that there was huge scope for working together and pooling knowledge with the Behaviour Support Team.

3.2.5   The Panel was pleased to see that a Challenge Advisor had been allocated to EOTAS services moving forward.   This person will also sit on the PRU Management Committee. The brief for this role will also be to provide a link and to improve working right across the education department in relation to this group of children and particularly between the inclusion and improvement teams.   The Panel hoped that this would start with the basics of pulling together all the different specialisms around a table and start the process of building relationships and identifying commonalities.

3.2.6   The Panel spoke to a selection of different agencies as part of the review in order to assess the level of joint working and their comments are detailed throughout this report.

3.2.7   *Child and Family Services (CFS), Social Services Department*
The Panel recognised that a significant number of children and young people using EOTAS services are known to social services found out that many of these are on Pathways, but the exact figures were unknown. The Panel also found that:

- The Head of CFS is a member of the Swansea PRU Management Committee.
- Communication between EOTAS and CFS is good with regular meetings to ensure joined up approach to individual children.
- Swansea schools use of the Vulnerability Assessment Profile was important and using this to assess and intervene early was important.
- There needs to be a more formalised multi agency structure around those children who are at risk of or using EOTAS services (team around the family type approach)
- Buy in from schools must be sought in any changes made.
- Must recognise that schools are in the best position to work with these children but did express a concern that some schools may not be fully exercising their responsibilities in respect of this group of children.
- There are concerns around some aspects of the early re-figuration proposals with regard to the potential for higher exclusion rates which can increase the looked after children population because of pressure on families.
- More work place development in relation to working with children with behavioural issues was needed across the board, particularly in schools, colleges and with Pathway providers
- Pathways has some good outcomes, the flexibility of the provision and development of bespoke packages are good but do have concerns about the number of hours the young people are doing and therefore the amount of time on their hands. It is suggested that Pathways need to strengthen its workforce development, safeguarding in provider settings and development of young people's numeracy and literacy.

3.2.8   *Youth Offending Service (YOS)*
The Panel found that the YOS is very aware of the link between exclusions, non-school attendance and offending and anti-social behaviour. Members recognised the link between non-constructive use of time and its link to offending and anti-social behaviour. The relationship between YOS and EOTAS was well defined and worked well although they were informed that the communication channels with schools can fluctuate, while some work closely with YOS others are slow to communicate. The Team Leader of YOS is on Swansea PRU Management Board. They would like to see a range of provision remaining in EOTAS in order to support different needs, as not one size fits all.

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3.2.9   *Swansea Youth Service*
The Panel met with the Youth Services Manager where they were particularly keen to hear about the development of the Lead Worker role for the Youth Service which is a substantial change to its role and function. The nature of the change will include each youth worker having caseloads. Referrals are made to the youth service and a lead worker is then allocated to work with that child (and sometimes the family). The Panel heard that the role of the youth service is now much more targeted at those children identified as vulnerable (young people referred into the service are on the continuum of need levels 2 and 3). The capacity is limited, they are not able to work all the children and young people identified so must prioritise their resources. They have started to work more closely with Pathways with a newly developed direct referral system from them into Youth Service. Two staff will be allocated to the EOTAS services from autumn.

Specification for the 'lead worker' role

Lead workers will have a direct relationship with the young person, being a consistent point of contact and support as they move forward and helping them to build and develop the long term resilience they need to succeed in education, training and employment.

Alongside their existing role, professionals identified as lead workers will have a responsibility for keeping in touch with a young person and for formally reporting back to the Engagement and Progression Coordinator (EPC) if the support package and interventions put in place around an individual are not actively helping re-engage and move the young person forward.

The specific responsibilities associated with the lead worker role are:

being a named individual for a caseload of young people as agreed by their host organisation with the EPC and wider partnership

- providing support directly to the young person to help build resilience and/or coordinating support from a range of other support services
- acting as a champion for the young person to make sure they are getting the support they need providing feedback on the progress of the young person to the EPC to enable an assessment of whether support is having the desired impact.

Welsh government Youth Engagement and Progression Framework

The Youth Service Manager made some observations of good practice which they wished to note including

- Must include young people and families in any changes to get buy-in
- There needs to be a whole system approach we cannot work in silos anymore
- Must use evidence based practice to improve
- Must use available data to plan for the future
- Pay levels must continue to be able to attract and keep the best staff (not get low paid staff to work with the most vulnerable children)
- Capital investment in services and facilities for all service for CYP but particularly EOTAS. No using old unsuitable buildings and facilities that imply that these children are second best.
- Learn lessons from others including England where many authorities have had to deal with financial restraints and cuts before Wales.

3.2.10 *Careers Wales West and the Keeping in Touch Project*
The Panel found the following after meeting with representatives from both Careers Wales West and the Keeping in Touch Project the Panel:

- The Welsh Government Youth Engagement and Progression Framework[4] is a key document in relation to the work with this group of young people who often make up the core of Swansea's NEET population.
- This group of children are identified as a priority and receive services within the EOTAS provision. There are currently two dedicated specifically trained Careers Advisors that work with young people using EOTAS services. A more bespoke service is provided to the EOTAS services including more freedom for advisors so they can develop and engender trust of the young people they are assisting.
- Colleges need to improve their support and engagement with the group of children when they are allocated a place.
- There is a gap in provision for those young people who are not able/ready for college, training or employment currently. No answer to give for this yet.
- Any young person who needs additional support once careers advice stops can be allocated a Lead Worker from the youth service. Although issues have been identified in capacity and also in the difficulty that there can be for these vulnerable young people transitioning to a different agency with different staff, procedures, practices and locations. Young people say they just want consistency.
- Careers Wales West felt it was important that lead workers including those in the youth services have clear and consistent job descriptions and to ensure they are trained in working with this group of young people. It was felt that not all staff are currently sensitive to the needs of these young people.

3.2.11 The Panel for these reasons recommends:

- Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.
- A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.
- The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.
- An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.
- Encourage joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example in developing and sharing different skills sets and expertise).
- The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils.
- Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and /or inadequate paperwork.

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[4] Welsh government Youth Engagement and Progression Framework - link

3.3 There needs to be a greater emphasis on reintegration of young people back into school

3.3.1 The Panel was concerned to assess whether the EOTAS has a well-established referral processes and clear entry and exit criteria. The Estyn Good Practice Survey says that *'in the best cases there is a strategic approach to EOTAS, authorities have clear policies and procedures, included well-established referral processes, robust entry and exit criteria and effective reintegration strategies. They identify pupils at risk of exclusion at an early stage and provide them with appropriate support. They place pupils promptly at a PRU or other EOTAS provision to ensure that they do not miss out on education. These authorities monitor provision regularly and use data effectively to ensure that there are enough EOTAS places to meet the needs of pupils across the authority'*.

3.3.2 The Panel considered aspects of the referral process and had concerns about whether schools had different tolerances and thresholds for referring. Do we need to work with schools to improve this consistency to ensure that the graduated response is working effectively across all schools? The Panel felt more guidance and training needed to be available to schools in the referral and graduated response process. This should also be monitored to ensure that it is being used consistently and appropriately by all.

3.3.3 The Panel believed that the referral process and entry and exit procedures were generally clear but that they had not been communicated effectively to all schools and therefore varying qualities of referral were received. The Panel felt that an awareness raising process with schools around this issue would be beneficial; with specific extra development sessions on using the process made with schools that were the worst offenders or requested extra help. The Panel considered that if more support/advice was provided to schools around the referral process the standard of referral paperwork and appropriate use of the process would improve. The Panel was not convinced this was happening presently.

3.3.4 The Panel did have concerns that decisions at the EOTAS Panel were only based upon the paperwork submitted. The Panel was told that it is done this way to ensure objective decision making based on the evidence presented and avoids advocacy for individual pupils. There was no representation for the child, from the school and no involvement from parents or carers. The Panel believed that we would not make decisions about a vulnerable child in any other circumstances without attempting to involve those who are important in their life.

3.3.5 The Panel considered how effectively the authority reintegrates children back into school from EOTAS i.e. using of the revolving door properly and consistently. Evidence suggested as highlighted by both schools and staff from within EOTAS that a lot more work is required in this area. The Panel found little evidence of consistent reintegration where children went back to the mainstream particularly at Key Stage 3. It seemed that there was limited commitment to this by many schools and that the systems in place to ensure this happened were inadequate.

3.3.6 Communication will be key to improving the reintegration process. Evidence from schools suggested that there was little indication that EOTAS and Schools talk and share information regularly to enable reintegration. The aim must be for the child to return to school and work to ensure this happens must be a priority and planned at the outset.

3.3.7 The Panel believe that all those who can help with ensuring a successful transition back to school should be brought together around that child to ensure that it happens successfully. This includes the school, PRU, Behaviour Support Service and the parents/carers where possible.

3.3.8 The Panel believe that the school must retain ownership of the child when they go into EOTAS. It is not adequate to just hand over the child to EOTAS and not follow up. The child should still have links with the originating school and must be kept in regular contact. The Panel proposes that each child has a link teacher allocated from the originating school that can be responsible for keeping regular contact. The child then still feels part of the originating school and transition back will be potentially smoother. The school link could then also be invited to activities and when reviews are undertaken on the child while in the provision for example celebrations of achievement. This link teacher will then work alongside EOTAS and others to bring that child back to the school through a reintegration process.

Ceredigion Council – Case Study - link

Ceredigion carried out a review of EOTAS provision in 2009. They found the rate of exclusions was high and there were too many pupils in the KS4 PRU provision. It was also recognised they needed to reduce the number of pupils in expensive out of county provisions.

It was recognised at a strategic level that there was a need for a change in culture. It was recognised that attendance and behaviour should become part of the wider school improvement agenda. Following this review the local authority reorganised the provision, the main aims were to:

- Develop schools' capacity to manage behaviour more effectively
- Focus on early intervention and building links with pre-school providers
- Introduce an inclusion centre and a provision to support children with behavioural difficulties and services as an alternative to exclusion
- Develop a counselling service in schools
- Develop a strong peripatetic support service to schools
- Restructure the PRU portfolio
- Reduce the rate of permanent and fixed-term exclusions
- Reduce the number of pupils registered as EOTAS pupils
- Reduce the number of children and young people with social, emotional and behavioural difficulties placed out of county

As a result of the changes the Council now has a clear continuum of provision and

- There have been no permanent exclusion since that time
- The number of fixed term exclusions of six days or more reduced significantly.
- Attendance in secondary schools has been the highest in Wales for the last four years
- The percentage of Year 11 leavers becoming NEET was the lowest in Wales in 2013 and second lowest in 2014

3.3.9 Estyn identified good practice in schools that retain close links with their pupils and where pupils stay on the school role. Examples given included where these links include visits by school staff to the PRU, attendance at regular review meetings, the provision of coursework or specialist resources and the effective use of data to track pupils progress. The Panel found little evidence of this in Swansea at present.

3.3.10 The Panel believe that the role of the Behaviour Support Teams (BST) in working with children when they reintegrate back to school was important and should be

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more formalised. The BST can act as a bridge/link back to school, preparing and working with the young person helping to elevate anxiety and make the transition smoother. The Panel was informed that the need for this had been identified in previous service review work but the BST was not currently doing this at present due to capacity issues. The BST at present works to a time allocation model and any work with a child comes out of the schools time allocation.

3.3.11 It is for these reasons that the panel recommends:

It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include:

- a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service.
- schools keeps in regular communication with the child through for example a weekly update discussion
- a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.

3.4 The PRU management committee must drive improvement in the EOTAS service

3.4.1 The Estyn Good Practice Survey says that *'there is a wide variation in quality of PRU management committees across Wales. Where they are effective they have representation from a broad range of stakeholders who have relevant knowledge and expertise. In these committees, members have a clear understanding of the strengths and area for development of the PRU and provide robust support and challenge'*.

3.4.2 The Panel welcomed the recent changes to the Swansea PRU Management Committee. The membership of the Committee is now far more diverse and is headed by an independent Chair who is currently the Headteacher of a Secondary School in Swansea. The appointment of a Challenge Advisor allocated to the EOTAS and on the PRU Management Committee will provide the needed support and challenge the service requires. The committee now consists of:
- 8 Community members which includes the following places: 4 Headteachers, 1 Child and Family Services, 1 Snap Cymru, 2 Challenge Advisors
- 1 Parent representative
- local authority including at least 1 Councillor
- staff members from EOTAS

3.4.3 The Panel agreed that the role of the PRU Management Committee must be to drive improvements in this service, done through focusing firmly on the improvements identified in the EOTAS Action Plan (once it is agreed). It is therefore essential that this Action Plan has clear targets, timescales, expected outcomes and most importantly there should be clear accountabilities.

3.5   The PRU staff need to be part of mainstream training and development

3.5.1   The Estyn Best Practice survey found that most local authorities that were showing good practice *ensure that their PRU staff take part in local authority initiatives and the professional development opportunities available to mainstream colleagues.* This enables them to keep up-to-date with important developments such as curriculum changes and the Literacy and Numeracy Framework. The survey found that when staff do not have these opportunities they often feel '*isolated and unsupported'.*

3.5.2   The Panel concluded that that the training and development of EOTAS staff, particularly alongside mainstream school on important key initiatives is essential but limited at present. The Panel found little evidence of this shared training at present although some upskilling had taken place when the PRUs received support to move out of special measures.

3.5.3   The Panel thought that it might be useful for the EOTAS services to be paired with one or more schools where they share training and development opportunities. This could also extend to staff members in the EOTAS service particularly PRUs to be buddied with a teacher in mainstream to share practice and perspectives. This will also help to draw and link EOTAS services in which the mainstream while avoiding isolation of staff.

3.5.4   The Panel also believed that expertise could be better shared between schools and EOTAS by, for example, the secondment of teachers from mainstream to EOTAS and vice a versa for periods of time in order to develop and share skills between EOTAS and schools.

3.5.5   In the best cases identified in the Estyn Best Practice survey they ensure '*staff receive regular high-quality training that helps them to support pupils with speech and language difficulties, autistic spectrum disorder, dyslexia and other learning needs'.* It was recognised that this happened in some schools across Swansea and the Panel felt this training would also be beneficial for EOTAS.

3.5.6   The Panel felt that the PRU should follow the same broad initiatives, policies and training as schools in Restorative Practice Methods and United Nation Convention on the Rights of the Child Rights Respecting.

3.5.7   The Panel for these reasons recommends

- An analysis of training needs for staff in schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.
- PRU staff have access to and are to encouraged to use the same training and development opportunities as their colleagues in mainstream schools.

3.6   A holistic wrap around approach is needed for this group of children and young people

3.6.1   The Panel recognised that there must be a greater focus on education providers using a range of different strategies to reduce exclusions and prevent pupils from going into EOTAS.

3.6.2 Most schools manage most children's behaviour very well, but have some problems around recognising or understanding some conditions and therefore are not getting appropriate interventions in early enough was highlighted. Particularly around ADHD, it was felt that some schools were better at this than others. Those schools with special teaching facilities are especially aware. There is ongoing need for training in this area.

3.6.3 The Panel agreed with the Councils Executive Board in its conclusion that *'there are too many pupils receiving provision outside of mainstream schools and at how well they currently achieve'.*

3.6.4 The Panel found that strategic planning around behaviour support needed to be strengthened particularly in relation to how schools were and will be supported in order to improve their services and facilities for this group of children. This is key in the aim to reduce the need for EOTAS services. They believed the strategy must be developed in conjunction with schools, have clear buy in from stakeholders and be included in each schools self-improvement and development plan. Swansea must have a clear behaviour strategy which provides a way forward for the whole education service in relation to this matter.

3.6.5 The Panel was keen to see that the behaviour strategy, once developed, had clear actions identified for the way forward with targets, timescales and accountabilities. This strategy must be developed in conjunction with schools and other stakeholders.

3.6.6 The Independent Review said *'evidence indicated that the School Improvement Service and Education Inclusion Team do not routinely work together to support and challenge schools to develop inclusive provision for pupils'.* The Panel's findings mirrored this conclusion and agreed that work was needed in this area. The Panel was pleased to hear that some work had started in this area. In particular the allocation of a Challenge Advisor specifically to EOTAS service and part of that brief will be to develop the relationship across education services for the benefit of this group of children.

3.6.7 Upskilling and support/advice for schools in dealing with difficult and challenging children and young people is needed. The Panel suggested that schools have an 'in-house' designated person (who can cascade training) who is specifically experienced and knowledgeable around behaviour matters; that they act as the link on this matter, keeping the school up to date and helping to cascade training. It is also important that governors understand the issues around behaviour, are committed to the strategy and are kept in the loop with developments in this area.

3.6.8 The Panel was surprised that the Behaviour Support Team did not provide a predetermined service for EOTAS provision although the Panel was informed the original reconfiguration proposals included creation of an additional half a post to start to do this.

3.6.9 The Panel was unsure whether the time allocated model was the best way for the allocation of Behaviour Support Services. The Panel thought that the whole service priorities need to be re-assessed in line with different changing requirements of education services and in line with the new behaviour strategy. Do we need to look more closely at the balance between preventative and reactive services, given there is limited provision for those children who are currently

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experiencing actual behavioural issues? The revolving door and reintegration back to school was also identified as a particularly beneficial moment for the BST to be involved, helping to make those returns back to school more sustainable. The Panel felt that there was also an important role for the BST in the drive to upskill schools in how to deal with this group of young people better.

3.6.10 It was suggested that an analysis needed to be completed into the needs of individual school staff development requirements in relation to behaviour matters. A programme of training can then be developed based upon what is actually required. Developing this capacity in schools to deal with behaviour is essential if we are to reduce demand for EOTAS services.

3.6.11 The Estyn Good Practice survey found schools that were most effective at reducing exclusions and addressing the needs of pupils within the school adopted a consistent whole school approach to managing pupil behaviour, for example by using restorative approaches. The Panel found many examples of good practice in Swansea schools but recognise that this needs to more consistently the case across all schools.

> **Effective strategies improve behaviour and wellbeing**
> Ysgol Gyfun Gymraeg Bryn Tawe has implemented restorative strategies to promote positive behaviour across the school and has reduced the number of exclusions considerably. The school established procedures to ensure that pupils are included in an active way in every aspect of pastoral processes. A whole school strategy was developed that focused on introducing affective language, quick chats, restorative circles and using restorative questions.
> The school's discipline policy has been adapted to ensure that these strategies are at its core. Pupils now feel more positive, the number of incidents has reduced and improvement has been seen in the school's ethos and atmosphere.
> **Best Practice 2014, Estyn**

3.6.12 Secondary schools in Swansea recognise the importance of developing a curriculum that engages pupils at risk of disengagement, with most putting nurture type facilities or strategies in place. The Panel was pleased that secondary schools are developing programmes to meet the needs of individual pupils. Although the Panel were concerned with comments made by the secondary schools that the Panel met when they reported that *it felt a little like a lottery as to what a young person would get when entering EOTAS.* They said that their concerns were such that they began to set up their own systems because of poor outcomes.

3.6.13 The Panel believed that making the curriculum interesting and engaging both within schools and within EOTAS was essential. The Estyn Best Practice survey found that *'positive outcomes in secondary schools visited who recognise the importance of developing a curriculum that engages pupils at risk of disengagement. These schools develop programmes to meet the needs of individual pupils. These programmes generally include a focus on vocational options and relevant qualifications that prepare pupils for life after school'.* The Panel believes that a curriculum where children feel they can succeed was important and they emphasise that schools must develop their curriculum so that it is inclusive for all, with a wide and interesting offer that will engage all pupils. Governors must challenge and ensure that this is the case.

3.6.14 It was agreed that in all educational facilities, whether a schools or an EOTAS service, there must be a focus on the development of literacy and numeracy. The Panel also believe that there must also be a constant strive to achieving excellent outcomes and raising the aspirations of pupils. It is important that we have high expectations for each child relating to both outcomes and behaviour, even when they may not have them for themselves.

3.6.15 The Panel supports the use of restorative practices both in schools and in the EOTAS services. The Panel do recognise that some of these young people do not always have the construct to work this way but it was still felt that the concept was valid and that it should be used wherever possible. Good practice in its use can be found in a number of schools across Swansea.

3.6.16 Education providers must recognise that many pupils who are at risk of or unable to maintain mainstream placements often have a range of difficulties to overcome. The Panel agreed that a consistent approach to the complex needs of this group of children was needed. It must be recognised by all education providers that many of these pupils will have, for example, challenging family situations and personal issues. Others have underdeveloped literacy and numeracy skills or other additional learning needs. Training to recognise these issues early and in how to work with them is essential.

3.6.17 The Estyn Good Practice Survey reported that '*schools that have effective systems for monitoring and tracking pupil progress, which identify pupils who are at risk of disengagement at an early stage, can put in place appropriate intervention that keeps pupils in mainstream*'.

3.6.18 The Panel believe that there is a Team Around the Family multi agency type approach to these children and young people. *This should not include blitzing the family with services and then withdrawing*. These children and young people often need a specific wrap around service including support around wellbeing matters. Schools believe that often this support requires more than what say Pathways provides, school nurture groups are usually in the best place to provide this.

> **Swansea Tackling Poverty Strategy - link**
> We know that this investment in early intervention and prevention works, because we have seen improvement in some key areas where we have seen it adopted – such as work with young people not engaged in employment or training, youth offending and unemployment rates in parts of the city and county. A strong example is how some schools have made use of pastoral programmes, which in one case has improved attendance from 83.4% to 90.9%.
> A. Children Have a Good Start in Life
> "*The foundations for virtually every aspect of human development – physical, emotional – are laid in early childhood.*" **The Marmot Review**
> B. People Learn Successfully
> "*Inequalities in education outcomes affect physical and mental health as well as income, employment and quality of life.*" **The Marmot Review**

3.6.19 The Estyn Good Practice survey found that close working relationships between schools and other agencies, for example health, social services and voluntary agencies, helped to ensure that pupil's at risk of disengagement and their families receive appropriate, timely support. The Panel felt that this was essential if we want to avoid, wherever possible, young people entering into EOTAS services.

3.6.20 The Panel wishes to emphasise the point that arose in the Independent Review that *'the relatively high demand for EOTAS places indicates provision in mainstream schools at the earlier stages of the graduated response is not effective enough'*. The Panel believe that it is essential to reduce this demand on EOTAS by working with schools to improve their ability to recognise issues and intervene early, highlighting the importance of the use of the vulnerable assessment tool or Boxall profile. Some schools may need upskilling in order to do this effectively.

3.6.21 The Panel for these reasons recommends

- All primary schools use the vulnerability assessment profile consistently in order to identify and target interventions early.
- Cabinet investigate the possibility of a more formulised holistic Team Around the Family type approach for learners using EOTAS services.
- A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it plans to deal with behaviour matters into the future. This strategy should:
  - form part of the overall education strategy and provides a clear way forward for the whole education service on this matter
  - detail how schools will be supported to develop nurture provision or similar to support challenging pupils
  - how school staff will be upskilled to be better able and prepared to work with difficult and challenging young people
  - have clear aims and targets for reducing the number of children and young people using EOTAS provision
  - be developed in partnership with schools and other stakeholders.
  - ensure School Governing bodies understand the issues around behaviour and are committed to the strategy and are kept in the loop with developments.
  - Consideration given by schools to allocating a staff member who is a behaviour champion within school settings.

3.7 Improve the quality of services for and outcomes of this group of children

3.7.1 As a Panel we believe that the quality of services for and the outcomes of this group of children need to be improved. Until more work is done in schools to develop ways of dealing with behaviour matters in-house and in relation to the revolving door/reintegration of young people back into school the high demand for EOTAS will remain. It is therefore important that the standards, quality and outcomes from EOTAS services continue to improve.

3.7.2 The Panel believes a consistent approach to those children at threat of exclusion is needed across all schools. We must ensure all schools are doing all they can to avoid a child being referred into EOTAS. This also includes ensuring that there are not differing tolerance levels to behaviour matters across schools. The Panel thought that potentially challenge advisors could have a role in advising and challenging schools to ensure that they are doing this effectively. If there are development needs around the referral process identified by schools these need to then be addressed.

3.7.3 The Panel recognise that for some young people Pathways may be the only option, we therefore must ensure that it provides excellent options, outcomes and support including raising the level of young people's literacy and numeracy. The

Panel did have concerns around the consistency of outcomes and sustainability of providers, also around quality assurance and safeguarding.

3.7.4 Concerns were raised by schools around the quality of some of the Pathways providers and the number of hours that pupils can attend. They felt there could be more robust quality assurance for providers but the main concern was around educational attainment and outcomes. Schools felt that they could provide their own Pathways placement which could include working with other schools to do this which would also have beneficial economies of scale. It was felt that schools would then be far more accountable for this group of children.

3.7.5 There was lack of clarity around the systems of observation and quality assurance in terms of teaching and training activity that is provided within Pathway providers as it would be in the classroom in mainstream schools. It is therefore difficult to be assured that the level of teaching is good and of a consistent standard across providers all of the time. The Panel found that the only time teaching observations were made is when the tender is being considered. Concern was raised that these settings teaching vulnerable young people are not being monitored for quality and for safeguarding on a regular basis. Measures need to be put into place to ensure that this is addressed. The Panel was informed that the allocated challenge advisor will now advise challenge and support these providers but the Panel did feel that regular teaching observation by qualified staff was also required.

3.7.6 The Panel felt that there was a clear need for certain aspects of this to be reflected in the tendering process for Pathways providers. This should include aspects like monitoring and measuring of outcomes, monitoring progress, teaching/training lesson observations, individual pupil planning and the recognition of challenge adviser involvement.

3.7.7 The Panel for these reasons recommends that the Pathways service:

- is advised and challenged by the School Improvement service particularly around improving outcomes especially in literacy and numeracy
- improve consistency, quality assure and develop the sustainability of external providers
- have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings
- ensure robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.
- Review any Pathways service level agreements and tendering documentation in order to reflect these changes.

3.8 Improve services for young people 16+ transitioning to adulthood

3.8.1 A gap in provision and support for some young people 16+ was found. Some of the agencies the Panel spoke to recognised this and that this group of young people often make up the core of Swansea's NEET population. There is a gap in provision for those young people who find it harder to engage once they have left school and that services for them tend to be quite fragmented. It was recognised that some need more support 16+ to access and to sustain employment, higher

education or training opportunities. The main difficulties were based around funding this as there is currently no statutory requirement to support 16+.

3.8.2 The Panel was informed by the Education Inclusion Manger that colleges did not seem to be ready or fully able to deal with this vulnerable group and more training was required in order to develop these skills. It was recognised that college tutors may not have this skills set or the experience of dealing with these, often challenging young people. There is support from Careers Wales West and the Keeping in Touch Project but this finishes after certain period.

3.8.3 As mentioned earlier, there is a poor NEET rate for this cohort of young people. They are often not ready for college/employment or training and therefore fall out without intensive support. But there is little pastoral support for these young people aged 16+. The Panel was concerned that all the time and resources spent to this point is lost if these young person do not get support at 16+ to maintain themselves in training, or college or indeed employment. It is a 'spend to save' issue for all agencies involved and is clearly a way of breaking cycle of poverty. The Panel believed that there is no easy answer to this but did recognise that it does need to be addressed because these form the core of Swansea's NEETS and over their lifetime will cost far more to society than if we invest now.

3.8.4 The Panel was informed that that there was a new role for the Youth Service in supporting young people up until the age of 25. The Panel recognises that the development of the Lead Worker role for the Youth Service is a substantial change to how they have worked historically. It will involve youth workers taking on caseloads; these are allocated based on a referral system. The service supports 11-25 year olds but currently capacity allows for working mainly with 11-18 year olds. The referrals are usually based upon those children who are identified as level 2 and 3 on the Continuum of Need. The Panel was informed that the Service does not have the capacity to work with all of those identified as green and amber so they have prioritise resources.

3.8.5 The Youth Service Manager informed the Panel that they were developing their relationship further with Pathways. A process had recently been put into place where Pathways can directly refer young people into the Youth Service.

3.8.6 The Panel was told that the transition from one service to another can be difficult for some young people. Young people's issues are often complex, so it is not usually simply the case of referring on a piece of paper. The transition of relationships across services can be resource intensive and take those agencies involved to work together well to be successful.

3.8.7 The Panel was informed of plans for two members of the Youth Service to form a 'promoting inclusion' team to work directly with EOTAS young people, although at the time of this report the final arrangements had not been made.

3.8.8 We were informed that Gower College had identified a need to create a more nurturing environment including upskilling tutors in the college in order for them to understand the issues and work with this group of young people. The Panel heard that they also recognise the need to reduce drop-out rates of these young people.

3.8.9 The EOTAS group of young people have been identified as a priority with Careers Wales West and they have dedicated Careers Advisors going into schools and a

bespoke service specifically for EOTAS young people. The staff working in PRUs are trained and experienced in working with this group of children. Prior to leaving school young people are given Red, Amber or Green status in relation to their vulnerability and required support requirements.

3.8.10 The Panel for these reasons recommends that Gower College be encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and upskilling of tutors in different aspects of working with this group of young people. A target to reduce drop-out rates should be introduced.

3.9 Ensure that the pupil voice is heard for this group of vulnerable children and young people

3.9.1 All education services must ensure that young people are involved and included in decisions that are made about them, wherever possible. The Panel also felt that it would be beneficial for children and young people using the EOTAS facilities to be involved in developing the environments around them. Many schools already do this successfully, a particular example Hafod Primary School where the children's art lines the walls of the whole school.

3.9.2 As a Panel we believe that United Nations Convention for the Rights of the Child (UNCRC) ethos is an excellent one and that particularly the rights respecting aspect would be of benefit to both staff and pupils within EOTAS facilities. The Panel felt that all educational facilities should be committed to and using UNCRC.

Respecting rights
Hafod Primary School, Swansea, has introduced a framework of values so that children's rights are respected. Pupils and staff are expected to treat each other with respect.

Pupils create their own charters based on rights, respect and responsibilities. The pupil participation group evaluates the school's plans and give feedback that helps to improve policies. This approach has had a positive effect on the school community. Pupils take greater responsibility for behaviour and both relationships and attendance have improved.
Best Practice 2014, Estyn

3.9.3 The Panel found a need for the EOTAS service to look at developing a consistent way of gathering the views of young people and using them to improve the service. It was also felt important to ensure, as indicated in the box above, that they know 'who they can speak to if they have a problem' and 'how to complain or express their concerns'.

3.9.4   The Panel for these reasons recommends:

- The use of restorative practice should be encouraged and used where possible in EOTAS provisions
- The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and Pathways providers on these aspects.
- Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught in. This will require staff to be creative in the ways in which it engages and involves these young people.

3.10 Improve the fabric and suitability of the buildings used to house EOTAS services as a matter of urgency

3.10.1 The Estyn Survey found good practice in local authorities where they '*recognise the importance of PRUs, they ensure that they are well resourced in terms of staffing, accommodation and equipment.   Historically, the standard of accommodation housing PRUs has tended to be poor, and this has had a negative impact on the wellbeing and morale of staff and pupils and the ability of the PRU to provide an appropriate curriculum'.*

3.10.2 The Panel believes that this aspect of the provision must be improved. It was indicated that the PRU buildings felt like a poor relations to schools. Some of the buildings used to house PRU provision are not fit for purpose, are in a bad physical state of repair and configured badly for the young people using these facilities. For example: the Step Ahead PRU is a single skinned building so it was damp and cold. The WC facilities are limited and need to be accessed via a classroom. There is no outside space that the young people can use even though based within Gors Primary School grounds.

3.10.3 There needs to be serious consideration of the accommodation for these children and young people are educated in. The Panel believe that the links between the environment and wellbeing are important.

3.10.4 The Panel emphasised the importance of reviewing and upgrading this accommodation as a matter of urgency. The Panel for these reasons recommends that improvement to accommodation for the EOTAS services are made as a matter of urgency either by upgrading works to the fabric and layout of the current buildings or consideration of finding more suitable premises.

3.10.5 The Panel for these reasons recommends urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of external recreation areas.

4   RECOMMENDATIONS

The Panel commends Cabinet to consider all issues and ideas raised by this inquiry and, in particular, the recommendations set out below.

The Panel recognises that the Authority

(a) will need to ensure that any subsequent actions are legal and meet the requirements of any relevant legislation;

(b) has a responsibility to make the best use of limited resources and that any additional costs will need to be considered carefully as part of the annual budget setting process.

The Panel has kept these principles in mind in the course of its investigations.

The Panel recommends to Cabinet that:

Long term challenges

4.1 A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour matters into the future. This strategy should:

a) form part of the overall education strategy and provide a clear way forward for the whole education service

b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils

c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people

d) have clear aims and targets for reducing the number of children and young people using EOTAS provision

e) be developed in partnership with schools and other stakeholders including children and young people

f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour

g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.

Medium term improvements

4.2 The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:

a) stipulate clear lines of responsibility and detail desired outcomes

b) be challenged and driven forward by the PRU Management Committee

c) that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people

d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)

e) ensure that it has a whole system approach to children and young people with social and emotional difficulties

f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services

4.3 The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.

4.4 It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and sharing specific skills sets and expertise).

4.5   It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include:

a) a commitment made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service.

b) schools keeps in regular communication with the child through for example a weekly update discussion

c) a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.

4.6.   It investigate the possibility of a more formulised holistic Team Around the Family type approach for all children and young people using EOTAS services.

4.7   Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.

4.8   The use of restorative practice should be encouraged and used where possible in EOTAS provisions.

4.9   The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.

Quick wins

4.10   Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.

4.11   An analysis of training needs for staff across schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.

4.12   PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.

4.13   A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.

4.14   It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.

4.15   An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.

4.16 The Pathways service:

a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy

b) improve consistency, quality assure and develop the sustainability of external providers

c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings

d) ensure robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.

e) Review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.

4.17 Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.

4.18 The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.

4.19 Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.

4.20 Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.

5   Acknowledgements

The Panel is very grateful to everyone who contributed to the inquiry and would like to thank:

Cabinet Member for Education
Chief Education Officer
Access to Learning Manager
Careers Wales West
Keeping in Touch Project
School Improvement Service
Behaviour Support Team
Youth Offending Service
Education Welfare Service
Headteacher, Bishop Gore Comprehensive School
Headteacher, Pentrehafod Comprehensive School
Headteacher, Clase Primary School
Child and Family Services, Social Services
Youth Services Manager

The Panel would like to also record its thank you those members of the public that attended Panel meetings and forwarded us evidence and the Children's Commissioner for Wales and Estyn for their informative reports on this matter which have helped shape this inquiry.

6   About the Inquiry Panel

The **Education Inclusion Scrutiny Inquiry Panel** is a team of Councillors who are not members of the Cabinet. Their role is to examine a strategic issue of concern and to make recommendations about how policies and services can be improved.

Members of the Panel
Cllr Cheryl Philpott (Convener)
Cllr Fiona Gordon
Cllr Nick Davies
Cllr Hazel Morris
Cllr Ceinwen Thomas
Cllr Wendy Fitzgerald
Cllr Linda Tyler-Lloyd
Sarah Joiner (Co-optee)
Dave Anderson-Thomas (Co-optee)

The inquiry was supported by Michelle Roberts from the Council's Scrutiny Unit.

For further information contact:

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Scrutiny Inquiry of Education Inclusion – Cabinet Action Plan

NB include the recommendations that have been agreed in the action plan

Recommendation	Action already being undertaken	New Action Proposed	Timescale	Responsible Officer
1. A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour matters into the future. This strategy should: a) form part of the overall education strategy and provide a clear way forward for the whole education service b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people d) have clear aims and targets for reducing the number of children and young people using EOTAS provision e) be developed in partnership with schools and other stakeholders including children and young people f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.	• Options for the delegation of funds back to mainstream secondary schools to enable them to reduce referrals to EOTAS are being explored • Working party to plan the EOTAS restructure being set up, to include a range of stakeholders including primary and secondary heads and representatives of services for children and young people (CYP)	• A Behaviour Plan and Strategy is to be developed for the local authority • EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the Accelerated Implementation Plan (AIP) and the recommendations from the Scrutiny Inquiry Panel report	July 2016 Easter 2016	Head of BSU Head of BSU

2.	The Education Other Than At School action plan should be similar to a School Improvement Plan and it must: a) stipulate clear lines of responsibility and detail desired outcomes b) be challenged and driven forward by the PRU Management Committee c) that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends) e) ensure that it has a whole system approach to children and young people with social and emotional difficulties f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services	• Post Inspection Action Plan (PIAP) and AIP are driving improvements in the PRU • The new Management Committee has established subgroups and provides increased levels of support and challenge to PRU leadership with a focus on outcomes • Mainstream colleagues have been supporting PRU staff with the PRU curriculum and assessment regime	• An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report	Easter 2016	Head of BSU
3.	The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.	• Feasibility of secondments has been explored with Challenge Advisers and mainstream schools and is an option after the Estyn monitoring visit in Spring Term 2016	• An EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 will be developed to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report • This plan could include secondments from primary and secondary schools	Easter 2016 Easter 2016	Head of BSU Head of BSU
4.	It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and	• Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the	• Primary and secondary school headteachers to be encouraged to explore ways in which	July 2016	Head of BSU

	sharing specific skills sets and expertise).	role and purpose of EOTAS • Head of PRU now attends Swansea City and County Association of Secondary Heads (SCCASH) meetings	joint working could take place as part of a local authority Behaviour Plan and Strategy, as well as part of the development of school to school support		
5.	It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include: • a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service. • schools keeps in regular communication with the child through for example a weekly update discussion • a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.	• The majority of Foundation Phase, Key Stage 2 and Key Stage 3 pupils have planned, regular reintegration to their mainstream schools • There is good communication between mainstream schools and PRU staff in the majority of cases	• Clearly defined entry and exit plans need to be developed • A Behaviour Plan and Strategy is to be developed	July 2016 July 2016	Head of BSU Head of BSU
6.	It investigate the possibility of a more formulised holistic Team Around the Family type approach for all children and young people using EOTAS services.	• Initial discussions with CYP Services Manager to establish feasibility of such an approach being undertaken • Person Centred Planning is being	• A Behaviour Plan and Strategy is to be developed	July 2016	Head of BSU

		introduced across the PRU			
7.	Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.	• PRU support staff attend meetings of the Gower College (GCS) Autistic Spectrum Disorder (ASD) steering group • Planning meetings to discuss the NEET agenda, involving senior staff at GCS and the PRU planned in Spring Term 2016 • EOTAS staff have established good working relationships with GCS staff and support learners for the first term in FE	• Explore using EOTAS staff to support GCS tutors and learners for longer periods and for more work around wellbeing • Set target to reduce drop-out rates to help reduce NEETs	July 2016 July 2016	Head of BSU Head of BSU
8.	The use of restorative practice should be encouraged and used where possible in EOTAS provisions.	• All PRU staff have been trained in Restorative Practice (RP) • RP used routinely across the PRU to promote positive relationships	None. Actions already in place	Current practice	Head of BSU
9.	The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.	No current activities	• Train all EOTAS staff and external providers in UNCRC principles	July 2016	Head of BSU
10.	Carry out an awareness raising exercise to ensure that all stakeholders have a clear	• Head of PRU has presented to Cross-	• A Behaviour Plan and Strategy is to be	July 2016	Head of BSU

	understanding of the role of EOTAS services within the continuum of provision.	Phase Headteachers' meeting regarding the role and purpose of EOTAS • Head of PRU now attends SCCASH meetings	developed		
11.	An analysis of training needs for staff across schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.	• The School Improvement Team already monitors training needs through its visits to schools	• A Behaviour Plan and Strategy is to be developed • Training plan to be developed on the basis of collated information from the School Improvement Team in line with the Strategy	July 2016 July 2016	Head of BSU Head of BSU
12.	PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.	• PRU core subject leaders attend Head of Department meetings • PRU leads are also made aware of training offered to schools by the local authority	• Extend to involve a wider range of PRU staff in local authority training	July 2016	Head of BSU
13.	A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.	• Some PRU staff have mainstream school 'buddies' to help them keep up to date with developments • Key mainstream staff have provided support for the key stage 3, key stage 4 PRU curriculum and	• Extend the buddy system to involve a wider range of staff	July 2016	Head of BSU

			assessment strategies			
14.	It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.	• All primary schools have access to Vulnerability Assessment Profile (VAP) data for their schools	• Primary headteachers to work closely with the City and County of Swansea School Information Team in use of VAP+ and 'My Learners'	July 2016	Challenge Advisers, Information Officer Head of BSU
15.	Recommendation Not Agreed				
16.	The EOTAS Pathways Service: a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy b) improve consistency, quality assure and develop the sustainability of external providers c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings d) ensures robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in. e) Review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.	• Challenge Adviser has provided extended support to improve outcomes • External providers are monitored by Agored Cymru and Pathways Manager • External provider monitored by Estyn with successful outcome • Programme of lesson observation by Head of PRU and Challenge Adviser is in place using ERW framework • Safeguarding audit undertaken with no issues • Service level agreement and tendering documentation reviewed by LA procurement officer and Head of PRU	• A Behaviour Plan and Strategy is to be developed • Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report • A new 14-16 service for young people with Emotional and Behavioural Difficulties (EBD) will be developed as part of the EOTAS restructure	July 2016 Easter 2016 July 2016	Head of BSU Head of BSU Head of BSU

17.	Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.	• Head of PRU is working with Corporate Building Services team to source possible sites for PRU • Head of PRU has visited three sites to establish suitability for purpose. Two sites were inappropriate but one site could be adapted to accommodate some PRU provision	• Estimate for costs of improvement of Brondeg site to be established by Corporate Building Services Department • Investigate possibility of other sites (such as primary school buildings that have become or will become, vacant) being used for PRU provision	Completed (approx.. £1.6 million) Ongoing	CBSD, Head of BSU CBSD, Head of BSU
18.	The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.	No further action other than that identified	• A Behaviour Plan and Strategy is to be developed • Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the AIP and the recommendations from the Scrutiny Inquiry Panel report	July 2016 Easter 2016	Head of BSU Head of BSU
19.	Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.	• Schools whose referrals need improvement are being identified and the Head of PRU has started to visit these schools in a supportive and advisory capacity in	• A Behaviour Plan and Strategy is to be developed • As part of the Strategy, a Communication Plan is also developed	July 2016 July 2016	Head of BSU Head of BSU

		order for them to improve their referral processes			
		• Head of PRU has presented to Cross-Phase Headteachers' meeting regarding the role and purpose of EOTAS		Completed	Head of BSU
		• Head of PRU now attends SCCASH meetings			
				Ongoing	Head of BSU
20.	Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.	• Each Centre has a School Council that meets regularly • Each Centre has a strategy for eliciting suggestions and comments around wellbeing that children and young people can use confidentially and anonymously	• Develop an EOTAS action plan after the Estyn monitoring visit in Spring Term 2016 to build on the progress made by the Accelerated Implementation Plan that includes learner voice and the recommendations from the Scrutiny Inquiry Panel report	Easter 2016	Head of BSU

Report of the Cabinet Member for Education

Cabinet – 21 January 2016

LOCAL AUTHORITY GOVERNOR APPOINTMENTS

Purpose of Report:	To approve the nominations submitted to fill L. A. Governor vacancies in School Governing Bodies.
Policy Framework:	Policy and Procedure for Appointment of L. A. Governors as amended by Council on 23 October 2008.
Reason for Decision:	To ensure vacancies are to be filled expeditiously.
Consultation:	Education, Legal, Finance.
Recommendation:	It is recommended that: -

1) The nominations be approved, as recommended by the LA Governor Panel.

Report Author:	Allison Gough
Finance Officer:	Susan Rees
Legal Officer:	Stephen Holland
Access to Services Officer:	Sherill Hopkins

1. 0   The nominations referred for approval

1.1   At the meeting of the L.A. Governor Panel held on 17th December 2015, nominations were recommended for approval as follows:

1. Blaenymaes Primary School	Mrs Gillian Seaton

2. Cwmrhydyceirw Primary School (2 vacancies)	Mrs Wendy Bromham
	Mr Timothy Buxton

3. Glyncollen Primary School	Cllr. Robert Stewart
4. Gowerton Primary School	Mrs Nicola Louise Matthews
5. Newton Primary School	Mr George Butterfield
6. Pengelli Primary School	Mr Walter David Merriman
7. Pentre`r Graig Primary School	Mr Bob Lloyd
8. Pontlliw Primary School	Mrs Melissa Taylor
9. Trallwn Primary School	Mr Anthony Sturgess
10. Cefn Hengoed Community School	Mr Khandaker Wahid
11. YGG Felindre	Mr Owen Watcyn Pugh
12. YGG Pontybrenin	Mr Huw Gruffydd Evans
13. YGG Tan-y-Lan	Mr Gareth Rees
14. YGG Bryntawe	Mrs Sian Elizabeth Davies

2.0   Financial Implications

2.1   There are no financial implications for the appointments; all costs will be met from existing budgets.

3.0   Legal Implications

3.1   There are no legal implications associated with this report.

4.0   Equality and Engagement implications

4.1   There are no equality and engagement implications associated with this report.

Background papers: None.

Appendices: None.

Agenda Item 9.

Report of the Cabinet Member for Education

Cabinet – 21 January 2016

21ˢᵗ CENTURY SCHOOLS PROGRAMME

CONTRACT AWARD AND CAPITAL PROGRAMME AUTHORISATION FOR THE DESIGN AND REFURBISHMENT OF PENTREHAFOD COMPREHENSIVE SCHOOLS EXISTING SCHOOL BUILDINGS

Purpose:	• To approve and commit to the Capital Programme the scheme for the refurbishment of Pentrehafod Comprehensive School subject to confirmation of the grant and entering into a contract with Welsh Government (subject to planning approval).
	• To seek authorisation to award a contract for the works to Tender No 1, under the agreement that following the contract award the contractor must obtain planning approval and all risks associated with not achieving planning approval are those of the contractor, and subject to confirmation of the grant and entering into a contract with Welsh Government (subject to planning approval).
Policy Framework:	• One Swansea Plan.
	• The Revenue and Capital Budget as reported to and approved by Council on the 10th February 2015.
	• QEd 2020 programme.
	• Corporate Priority – Safeguarding vulnerable young people
	• Corporate Priority – Improving pupil attainment
	• Corporate Priority – Tackling poverty
	• Corporate Priority – Building sustainable communities
Reason for Decision:	• To comply with Financial Procedure Rule No. 7 (Capital Programming and Appraisals) – to commit and authorise a new scheme onto the Capital Programme
	• To comply with Contract Procedure Rule 13, the award of contract.
Consultation:	Education, Finance, Legal and Democratic Services, Corporate Building and Property Services.

Recommendation(s):
It is recommended that;

1)
    a. The capital scheme as detailed together with the financial implications set out in Appendix A is approved, subject to confirmation of the grant and entering into a contract (subject to planning approval) with Welsh Government and,

    b. The 1st Stage Contract for the design of refurbishment, remodelling and extension works for Pentrehafod Comprehensive School be awarded to Tender No. 1 under the agreement that following the contract award the contractor must obtain planning approval and all risks associated with not achieving planning approval are those of the contractor, and subject to confirmation of the grant and entering into a contract (subject to planning approval) with Welsh Government and,

    c. That the Cabinet Member for Education be authorised to approve the award of the stage 2 construction contract for the new school Pentrehafod School, subject to the granting of planning permission for the main works, and subject to confirmation of grant and contract with Welsh Government.

    d. The Head of Legal and Democratic Services is authorised to enter into any necessary documentation required to complete the contract and achieve the scheme.

2)
    A detailed Cabinet Report on the total costs for the scheme and outcomes of the EIA report will be submitted in late 2016 for information prior to any construction works being carried out.

Report Author:	Sarah Weir
Finance Officer:	Jayne James/Jeff Dong
Legal Officer:	Debbie Smith
Access to Services Officer:	Sherill Hopkins

1.0 Introduction / Background

1.1 The Strategic Outline Programme (SOP) detailing the re-organisation and investment need for Schools across Swansea was submitted to the Welsh Government in 2010.

1.2 In December 2011 further approval in principle was granted by the Welsh Government to proceed with the schemes outlined within "Band A" of the programme subject to contract and a Local Authority contribution of 50% towards the overall costs.

1.3 In line with Welsh Government programme requirements the Capital Budget and Programme 2013/14 to 2019/20 provides an outline spending profile for the early priority schemes, totalling £51m. Included within this first phase of priority projects are refurbishment and remodelling works for Pentrehafod School, with a provisional budget of £12.720 million.

1.4 Subject to the successful approval of the final business case the Authority will enter into a formal contract with the Welsh Government which will form a binding agreement with the City & County of Swansea (CCS).

2.0 Description of Schemes

Pentrehafod Comprehensive School

2.1 The scheme aims to provide the pupils and staff of Pentrehafod Comprehensive School with a safe, sound and fit for purpose school environment.

2.2 The phased programme of works will include the refurbishment of existing buildings, curriculum remodelling and the extension of buildings to replace the demountables which are no longer fit for purpose.

2.3 The finished school will also provide a 2 classroom extension for PACE pupils alongside the existing changing rooms. This is in line with Schools Challenge Cymru funding awarded to the school in 2014 and deferred to 2016 in order to support the wider strategy for the school site. This facility will be available to the community out of school hours.

2.4 The phased works will also include the refurbishment of the changing rooms and existing red gravel area into an all-weather pitch which will be available to the community out of school hours.

2.5 The proposals also include for the demolition of the existing demountable buildings on the school site.

3.0 Procurement
3.1 Initial outline design to RIBA Stage 2 has been carried out to date for the Pentrehafod refurbishment project which has resulted in agreed

indicative floor plans and accommodation schedule. The next stage of detailed design will take these projects to RIBA Stage 4 where drawings will be submitted for planning permission.

3.2   First stage tenders were invited, as part of a two stage process, under the terms and conditions of the SEWSCAP Framework Agreement. The tendering exercise was undertaken in November 2015. All five tenderers expressed a wish to tender.

3.3   Prior to the full scheme being approved the Authority must proceed with detailed scheme design and submit a planning application for the scheme with the chosen contractor in order that the main build can proceed in Autumn 2016.

4.0   Equality and Engagement Implications

4.1   A full EIA report has been drafted for the scheme. The draft will continue to be considered (and further developed if necessary) during the planning stage and reported to Cabinet prior to any construction works being carried out.

5.0   Financial Implications

Capital

5.1   In line with the QEd Programme requirements the Capital Budget Programme 2013/2014 to 2019/20 provides an outline spending profile for the early priority schemes totalling £51m. Included within this first phase of priority projects are the phased works at Pentrehafod Comprehensive School.

5.2   The total budget for the overall refurbishment scheme will be £12.72 million. This will be awarded as follows:
First Stage Contract Award = £392,000
Second Stage Contract Award = £12.328 million

5.3   Once the final design has been completed for the scheme, a detailed Cabinet Report on the costs will be submitted for information prior to any construction works being carried out.

5.4   The Welsh Government grant has not been formalised and signed with the Welsh Government. Until this contract is signed, any ongoing design costs will need to be met from the Authority's own resources but it should then form part of the Authority's 50% local contribution towards the schemes.

6.0   Legal Implications

6.1   This report is seeking authorisation in relation to the FPR7 element of the works and to procure the Contractor, as outlined in Part B of this report.

6.2   A detailed cabinet report on the total costs for the scheme and outcomes of the EIA report will be submitted in late 2016 for information prior to any construction works being carried out.

6.3   The grant/funding agreement with Welsh Government is likely to contain conditions which are legally binding upon CCS. The Authority will need to ensure that it is able to comply with the same.

PART B - APPOINTMENT OF CONTRACTOR

1.0 Introduction

1.1   The Authority wishes to appoint a Contractor from Lot 5 of the SEWSCAP 2 Contractor Framework to   become involved and provide the benefit of his construction experience to work collaboratively with the Authority and develop the scheme, to professionally manage the detailed design and obtain required planning permission and co-ordinate the procurement of the sub-contract works packages. Upon agreement of the Contractor's Proposals and Activity Schedule, the Contractor will be appointed to execute the works to completion.

2.0 Description of the Scheme

2.1   The Works shall comprise all necessary pre-construction services together with the design and extension, remodelling and refurbishment of the existing school with all associated temporary works, external works, drainage, services and related off-site highways adjustments.

3.0 Tender Process

3.1   A mini tendering exercise was undertaken inviting bidders from the SEWSCAP 2 Contractor Framework. All five Framework contractors expressed a wish to tender.

3.2   First stage tenders were invited, as part of a two stage process, under the terms and conditions of the Framework Agreement.

3.3   During the Tender period email clarification responses were sent out in response to Tenderers' queries. These responses were required to be incorporated into submitted tenders.

3.4   All five tenders were returned and opened in accordance with the Authority's Contract Procedural Rules by Legal and Democratic Services on 7th December, 2015.

3.5   The first stage commits the Authority to accepting a pre-construction fee from a contractor to work collaboratively with the Authority to reach a firm price tender for the project at the second stage.

3.6   The following Contractors tendered (enumerated in order of opening):

1.   Morgan Sindall Ltd.
2.   Willmott Dixon Ltd.
3.   BAM Construction Ltd.
4.   Interserve Construction Ltd.
5.   Kier Construction Ltd.

Each tender was arithmetically checked and the tenders received from Interserve Construction Ltd and Kier Construction Ltd were correct.

The tender submitted by Morgan Sindall Ltd. contained an error in that the Direct Fee percentage was applied to the Net Project Cost, Preliminaries and Fees, rather than just the Net Project Cost as detailed within the Works Information. This has the effect of reducing the tender by £35,557.00.

The tender submitted by Willmott Dixon Ltd. contained an error relating to the Direct Fee percentage. A Direct Fee percentage of 2.75% was included in B-Q.10A & 10B to cover Overheads and Profit, whereas the percentage should be 0% as included in B-Q.12 and the SEWSCAP 2 Framework. This has the effect of reducing the tender by £254,793.00.

The tender submitted by Bam Construction Ltd. contained an error in that the Direct Fee percentage was applied to the Net Project Cost, Preliminaries and Fees, rather than just the Net Project Cost as detailed within the Works Information. This has the effect of reducing the tender by £35,301.00.

All errors were communicated to the relevant contractors and confirmation received from the contractors by email of their acceptance to the amendment of the errors.

All tenderers are technically capable of carrying out the works to the standards required, to our programme and to meet our Health and Safety requirements.

All tenders have been obtained and evaluated in line with Contract Procedure Rules.

3.7 Summary of Scoring

		Quality	Price	Total
1.	Morgan Sindall Ltd	1530	1921	**3451**
2.	Willmott Dixon Ltd	1512	1485	**2997**
3.	Bam Construction Ltd	1390	1738	**3127**
4.	Interserve Construction Ltd	1597	1664	**3261**
5.	Kier Construction Ltd	1605	1754	**3359**

All scoring is set out in the appendices, showing the overall Tender assessment and the breakdown of the Quality scoring.

4.0 Financial Implications

4.1   The overall project budget for stages 1 and 2 is £12.72m. The tender for stage 1, pre-construction work of £392k can be met by this approved budget for works. Any variations or additions will be funded within the approved tender price with value engineering undertaken if required.

5.0 Legal Implications

5.1   The Responsible Officer is satisfied that the tender process has been conducted in accordance with the EU Public Contract Regulations and Contract Procedure Rules and the award is recommended for approval on that basis.

5.2   Any contractual liabilities/obligations with the successful tenderer will be covered by appropriate contract documentation to be prepared and approved by the Head of Legal and Democratic Services.

5.3   The contract and offer of grant funding form Welsh Government will contain conditions which are legally binding. The Authority will need to ensure that these conditions are reasonable and that it is able to comply with the same.

5.4   Once the Pre-Construction stage is complete, a further Contract Award Report will be submitted to senior officers and the relevant Cabinet Member to award stage 2.

Background Papers: None.

Appendices: Appendix A – Financial Implications: Summary

Appendix A - **FINANCIAL IMPLICATIONS: SUMMARY**

Portfolio: **EDUCATION**

Service: **COMPREHENSIVE EDUCATION**

Scheme :	Pentrehafod Comprehensive School				

1. CAPITAL COSTS		2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	TOTAL £'000
	Expenditure					
	Stage 1: Design Costs	131	261			392
	Stage 2: Construction Costs (including Challenge Cymru)		4,250	5,134	147	9,531
	Fees	30	1,382	1,385		2,797
	EXPENDITURE	**161**	**5,893**	**6,519**	**147**	**12,720**
	Financing					
	CCS funding	161	1,426	4,581	147	6,315
	WG grant		4,317	1,938		6,255
	Challenge Cymru		150			150
						0
	FINANCING	**161**	**5,893**	**6,519**	**147**	**12,720**

2. REVENUE COSTS		2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	FULL YEAR £'000
	Service Controlled - Expenditure					
						0
	Employees	) NA	) NA	) NA	) NA	0
	Maintenance	) NA	) NA	) NA	) NA	0
	Equipment	) NA	) NA	) NA	) NA	0
	Administration	) NA	) NA	) NA	) NA	0
	NET EXPENDITURE	**0**	**0**	**0**		**0**

Agenda Item 10.

Report of Cabinet Member for Finance and Strategy

Cabinet – 21 January 2016

THE MOVE TO AN IN-HOUSE MANAGED ICT SERVICE

Purpose:	The purpose of this report is to provide Cabinet with the details of the closure report and to demonstrate that the project has achieved what it set out to deliver.
Policy Framework:	Finance and Strategy.
Reason for Decision:	No Decision – Final Update on The Move to an In-House Managed ICT Service.
Consultation:	Legal, Finance, Procurement, HR.
Report Author:	Sarah Topliss / Jo Harley
Finance Officer:	Carl Billingsley
Legal Officer:	Tracey Meredith
Access to Services Officer	Sherill Hopkins

1.0   Introduction and Summary

1.1   The Council initiated a project to manage the Exit from the 10 year Strategic Partnership Agreement with Capgemini which terminated on 31st December 2015.

1.2   An ICT Contract Options Report was taken to Cabinet on March 11th 2014 which identified the options available to the City & County of Swansea, to ensure the continued provision of ICT services when the current ICT Contract with Capgemini expires.

1.3   Cabinet approved the report and authorisation was given to proceed with the development of an ICT Operating model and proposed delivery of the ICT In-house managed service.

1.4   Work started on the project in March 2014, to Exit the Capgemini Contract and to develop the detail of the in house managed service, with support from Gartner who provided due diligence advice.

1.5   A further report was taken to Cabinet in December 2014 with the proposed new ICT operating model including use of a 3rd party Oracle Support Supplier. Cabinet approved that report and the Move to an In-house Managed ICT Service Project started work January 2015. Cabinet subsequently agreed a revised ICT/Digital Strategy in November 2015.

2.0   Key Objectives and Scope of the Project

2.1   The project consisted of 3 main elements.
- The smooth exit transition from Capgemini including staff and operations
- The implementation of an ICT Service Desk
- Procuring on-going Oracle Support

2.2   The Key objectives of the project have been achieved and are detailed below:
- Transfer in-scope staff from Capgemini to the City and County of Swansea in accordance with relevant staff transfer regulations.
- Migrate support of the in-scope Services from Capgemini to the City and County of Swansea with minimal business disruption
- Involve and consult transferring staff during the transfer process
- Define the on-going Governance for Service Delivery
- Provide a smooth Exit Transition with minimum service disruption for the City and County of Swansea
- Implement a strong governance model to closely monitor the deliverables
- Appoint an Oracle supplier to ensure ongoing support for ISIS
- Incorporate the Corporate Service desk into the current schools service desk.

2.3   The Key milestones of the project were achieved on target and are detailed below:
- Project Plan Complete
- Wave 1 Staff Transfer complete (Infrastructure staff excluding Service Desk, Back up and DBA teams)
- Wave 2 Staff transfer Complete (Application services staff and Service Desk staff transfer. DBA and Backup services transferred)
- Transition Closure Report
- Oracle support in place
- Implemented Council wide ICT Service Desk

All tasks were achieved on time and to plan

3.0   External Assurance

3.1   External advice and assurance has been provided by Gartner throughout the project at key points. This has taken the form of conference calls with

advisors and analysts on the approach to in-house sourcing, advice on best practice operating models and how to create this from information from the business and best practice templates. Gartner also reviewed the draft Exit Plan which was compiled with Capgemini and agreed that it covered the areas required.   Gartner provided valuable input by reviewing and providing assurance on, the detailed transition plan and also reviewed the Oracle Procurement process and selection. They confirmed that the scoring matrix and process was robust and highly rated the successful supplier, which was based on Gartner's global market intelligence.

3.2   Garner has provided the following statement:-
We can confirm that various members of staff within the IT team of the City & County of Swansea utilised the subscription to Gartner for research and advice at various stages during the insourcing project.   In particular, the elements of the project that have undergone review include the development of the operating model, review of the detailed transition plan and the Oracle support procurement.   The final review took place in January 2016, which comprised a critique of the document entitled 'End of Project Report, Everyone's IT Project' by analyst Michael Hanford. The overall summary by the analyst was of a job very well done with some minor learning points outlined for future reference.

A key component of Gartner's value to clients is the ability for them to peer connect on topics in a world removed from vendors. The success of the insourcing project at Swansea has led to a number of Gartner clients who have started insourcing projects requesting to speak to Swansea. Being a beacon Council during difficult times of austerity is a great accolade to all those who worked on this project, and we are proud to have been associated with it. Gartner look forward to continuing the relationship with the Council as they look to leverage the power of their in house IT team and deliver savings through a digital strategy.

4.0   Benefits

4.1   As previously stated there are a range of benefits from the in-house managed services.   The End of Project report details those that have already been achieved and those that are expected to be achieved in 2016. In summary the key benefits include:

CCS ICT Service Desk implemented.

The user portal and password reset have been implemented to enable self service options. The self-service element of the service desk follows the principals of the business support commissioning review. This will also support the approach to demand management for those services which may use the same system in the future, e.g. other internal customer contact.

Out of Hours Support

There are reduced costs for out of hours support maintenance as these are delivered either through the use of flexi time or standard overtime costs and not the contract rate card which Capgemini apply to these services which was significantly more expensive.

Enhanced Flexibility

The in-house service has been restructured to provide a more flexible ICT Service. The Council would be in control of all the resources and could therefore manage those resources more effectively. Now all the staff have transferred, plans are being put in place to cross train teams to create flexibility in resource management. This has already been demonstrated in the recent electrical work and subsequent disaster recovery as staff that transferred worked long hours before, during and after the changes, sometimes until the early hours of the morning. If the contract were still external the remedy would have been very costly for the Council and in all likelihood would have taken longer to resolve with the previous supplier.

Collaboration

The Council is in a better position to collaborate with other organisations and reduce costs for the Council. ICT is now working with Neath Port Talbot to provide shared resource in some areas and aligning future developments. This level of innovation would not have been possible under the Capgemini contact without incurring significant cost.

ICT Cost Savings

Savings identified in the MTFP will be delivered in April 2016. These are:-

	£000
Saving 2015/16 – Project Management	58
Saving Target 2016/17 - Cap Gemini Unitary Charge	1,136
Saving Target 2016/17 - ICT Investment Fund	40
Saving Target 2016/17 - Research & Information	79
Saving Target 2016/17 - Oracle Systems / Proposals	192
Total	1,505

Another benefit that was not previously identified but has been realised is that unknown skill sets of the transferred staff have been utilised in forming the new service delivery plans for the ICT digital strategy. These skills will also be used to help deliver the ICT elements of *Sustainable Swansea – Fit for the Future*. Cross training of these skills is being

undertaken to improve ICT service delivery. This has improved morale across the teams.

5.0 Oracle (ISIS) Procurement

5.1 Oracle supports finance, procurement, HR/payroll and operational activities across the Council. There are c3,800 users, with c1,000 core users (i.e. excluding employee/manager self-service and iSiop).

A considerable investment has been made in implementing and developing Oracle over the past 8 years. It provides the Council with an integrated system and supports business processes across a number of areas. It is central to our self-service agenda for business improvement and efficiencies.

5.2 The procurement strategy was effective and the project used the Crown Commercial Services Enterprise Application Support Services framework to procure Oracle support.
All suppliers on the framework were invited to attend an open day on 17th February 2015 to discuss the draft specification. This was to ensure that the Council had included everything and to provide recommendations on what could be included to ensure a high quality service.
Using this framework significantly reduced the timeframe for the procurement but added a level of assurance and quality.

5.3 Our new Oracle partner is Infosys and they took over support from 1st November 2015. Infosys are a global company with an excellent reputation. Gartner, our external advisory company for IT, have assured Infosys as a company, in being able to provide excellent Oracle support services. This contract will enable the Council to ensure that developments and day to day support is enhanced.

6.0 Risks

6.1 Risk Management was performed in accordance with CCS Risk Management process and aligned to Capgemini's DELIVER methodology. The CCS Exit Transition Manager was responsible for recording and managing project risks for CCS and the Capgemini Exit Transition Manager was responsible for recording and managing project risks for Capgemini

Risks and Issues were tracked on a register. The major risks and issues reported to Board are as follows:

Ref	Risk	Comment/Action	Status
1	IF: Contract Change Note (CCN) is not agreed between Capgemini and the City and County of Swansea THEN: transition will be	The CCN was for the main contract and NOT for transition. However CCN was required or mandatory to agree and	Closed

Ref	Risk	Comment/Action	Status
	aligned to contractual dates.	kick off transition earlier than contractual timeline CG did take some time in preparing this document in line with the Contract. CCS obtained legal and Financial review and agreed within timescales.	
2	IF CCS team or a new service provider do not secure skilled staff for Knowledge Transfer activities as planned THEN it will impact Exit transition timeline	Initially the areas of concern were SQL and Infra DBA support. However resources were identified to carry out this support and also training requirements for the role. Training was conducted and so this did not impact the Knowledge transfer activities or timelines.	Closed
3	IF: some of the In scope TUPE staff may not join council THEN: Additional Knowledge Transfer sessions planning may be required	Some members of staff did not transfer back to CCS, however before leaving Capgemini we ensured they transferred knowledge to those colleagues who would be returning thus mitigating the risk and cost.	Closed
4	If Axios do not deploy resources for Service Desk Implementation in time THEN it may impact Service Desk go live	There was a delay with Axios deploying resource; however the consultant supplied was highly experienced. The plan was produced and CCS ensured the correct resources were identified and assigned to the project. All CCS staff were committed and worked really hard to ensure timescales	Closed

Ref	Risk	Comment/Action	Status
		were met.	
5	IF: CCS do not acquire additional SQL resource in time THEN: SQL resource on boarding will be delayed and may impact quality of services	Head of Information & Business Change has been working with NPT to establish a collaborative approach between NPT and CCS. NPT provided SQL resource for CCS.	Closed
6	IF: CCS operational teams do not have bandwidth to participate sufficiently in Axios Service Desk implementation then it will impact Service Desk implementation timeline	This was monitored closely and regular meetings held with team leaders to identify pinch points. The Operational team worked exceptionally hard to ensure delivery	Closed
7	Two BT links are connecting Civic center and Guildhall and if BT Link contract is not novated to council by 31.12.15 then the connectivity between two premises may get lost	The criticality of Links was been highlighted to BT- CCS account manager and she acknowledged the same. BT-CCS Account manager created the links novation document and this was signed off by CCS. BT provided contract novation document to CG. CG reviewed the document and provided feedback to BT. BT to respond. The contract has been signed by the 3 parties, Capgemini, CCS and BT.	Closed
Ref	Issue	Comment/Action	Status
1	Oracle Licence agreement is in Capgemini's name and so	Oracle had to reissue the agreement, however	Closed

Ref	Issue	Comment/Action	Status
	Oracle need to release a new agreement to CCS for both parties to agree a change of name on the licenses. The licence agreement did not reach Oracle by the deadline date 31st August. It is not clear at this moment if Oracle will change the date and will send back the document or will start the entire process again. Capgemini Procurement dealing with Oracle and will Inform CCS asap.	the CCS Oracle team Leader spoke with Oracle and they agreed to reissue the original agreement with an extended date and not re start the whole name change process.	

6.2   Outstanding risks

No outstanding risks

7.0   Financial Implications

7.1   The transition costs for Everyone's IT project are shown in the table in Appendix A. The process has been contained within the 2014/15 and 2015/16 Information & Business Change budget, together with a negotiated reduction in the final 5 months of the contract

7.2   Appendix B shows the indicative costs of the in house managed service to be £6.222m in 2016-17, a saving of £1.505m on the 2015/16 budget of £7.727m. The reduction is in line with the targeted saving in the Medium Term Financial Plan.

8.0   Legal Implications

8.1   The Legal team were part of the Project Board and provided input where necessary during the project on contractual and procurement matters. There are no legal implications as part of this report.

9.0   Equality and Engagement Implications

9.1   An Equality Impact Assessment Screening form has been completed and it was agreed that a detailed assessment was not required. Although ICT systems are visible to the public the ICT / Information and Strategy Services are not public facing. ICT systems are enablers for Council services and schools on many levels however the management of ICT is a back-office function.

9.2   Systems are designed, developed and prioritised based on customer need as communicated via the business. Changes are business and customer-led and not ICT driven, however, this will be kept under review as technology developments grow, as per the approved ICT Digital Strategy.

9.3   The regulatory requirements of the Equality Act 2010 and the Welsh Language (Wales) Measure (2011) will be an integral and early part of the design of any changes which may affect members of the public or other service users.

Background Papers: None

Appendices: **Appendix A** – ICT Transition Costs
                  Appendix B – ICT Budget 2016-17
                  Appendix C – The Move to an In-House Managed ICT Service Project End of project Report V1 0

Appendix A ICT Transition Costs

Projected In-House Transition Cost / Funding

	Total £000s
COSTS	
Capgemini Transition Project Costs	**464.3**
Milestone 1 : Project Governance	46.4
Milestone 2 : Wave 1 Staff Transfer	232.2
Milestone 3 : Wave 2 Staff Transfer	139.3
Milestone 4 : Transition Closure Report	46.4
New Hardware & Licences	**723.8**
Axios Hardware, Licences & Implementation	123.3
New Oracle Supplier Transition	36.0
DROP - Transfer of Ownership to CCoS	350.0
PC Hardware - Enable Agile Working Requirement	20.0
Oracle Support Contract (Infosys)	109.6
Oracle Licencing - Jan 16 to March 16 (£679k for 2 years)	84.9
Staff Costs	**1,105.7**
Potential Inverness Service Desks Redundancy Costs	8.0
Wave 1 - Staff Transition to CCoS	775.0
Wave 2 - Staff Transition to CCoS	261.0
Accomodation Moves	15.0
Relocation Expenses	7.0
ICT Training	39.7
TOTAL PROJECTED TRANSITION COST	**2,293.8**
FUNDING	
Corporate Capital Budget 2014/15	**-350.0**
ICT Budget 2014/15	**-46.4**
Unitary Charge Reduction - Wave 1 Staff Transition to CCoS	**-523.0**
Unitary Charge Reduction - Wave 2 Staff Transition to CCoS	**-184.0**
Unitary Charge Saving 2015/16 - Jan 16 to Mar 16	**-1,190.4**
TOTAL FUNDING	**-2,293.8**
BUDGET SHORTFALL	**0.0**

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Appendix B ICT Budget 2016-17		
	2016/17	
	TOTAL COST	
	NEW IN-HOUSE SERVICE	
	£000s	
ICT Budget 2016/17 (excl RAG Saving)	7,727	
RAG Saving 2015/16 - Project Management	-58	
RAG Saving Target 2016/17 - Cap Gemini Unitary Charge	-1,136	
RAG Saving Target 2016/17 - ICT Investment Fund	-40	
RAG Saving Target 2016/17 - Research & Information	-79	
RAG Saving Target 2016/17 - Oracle Systems / Proposals	-192	
BUDGET PROVISION 2016/17 (including RAG Saving reduction)	**6,222**	
Staff	4,243	Additional Staff Resource is based on the new ICT structure and TUPE protection including any flex benefits that CG staff have.
Running Costs	399	Includes Training, Premises, Insurance, Transport and Supplies
Software Licences / Maintenance Support	859	
Investment Development Fund	1,040	Additional In-House budget to enable development of ISIS & ICT Infrastructure
Hardware Equipment Replacment	450	Estimate based on CCS estimated procurement cost for PC / Laptop. Includes a potential increase in the number of Users as a result of Self-Service
Oracle Support	340	New 2 year contract awarded
Oracle Licensing	600	
Internal SLA Income	-1,695	Schools SLA Income, & Other Internal SLAs
External Income	-14	
TOTAL COST	**6,222**	

End of Project Report

Everyone's IT Project

Move to an ICT In-house Managed Service

V2.0

DOCUMENT ORIGIN

AUTHOR	OPERATION UNIT
Sarah Topliss	Exit Transition Manager

CHANGE HISTORY

VERSION	DATE	CHANGES
V0.1	02.12.15	Draft Created
V0.2	09.12.15	Updated after review
V0.3	10.12.15	Updated after review
V1.0	11.12.15	Final Version
V2.0	11.01.16	Final Version for Cabinet

REVIEW AND APPROVAL

NAME
Sarah Caulkin
Jo Harley
Dean Taylor

DISTRIBUTION

NAME
Everyone's IT Board
Executive Board
Corporate Briefing
Cabinet

TABLE OF CONTENTS

1. Introduction and Purpose

1.1 Background

As the 10 year Strategic Partnering agreement with Capgemini is ending on 31st December 2015 the Council initiated a project to manage this Exit.

An ICT Contract Options Report was taken to Cabinet on March 11th 2014 which identified the options available to the City & County of Swansea, to ensure the continued provision of ICT services when the current ICT Contract with Capgemini expired.

Cabinet approved the report and authorisation was given to proceed with the development of an ICT Operating model and proposed delivery of the ICT In-house managed service.

Work started in March 2014, to Exit the Capgemini Contract and to develop the detail of the in house managed service, with support from Gartner who provided due diligence advice.

A further report was taken to Cabinet in December 2014 with the recommendation to agree to an in-house managed Service with a 3rd party Oracle Support Supplier. Cabinet approved that report and the Everyone's IT Project started work January 2015.

1.2 Joint Approach

Meetings with Capgemini were held early on in the exit process and agreement was reached around the principles of the exit and the ethos of partnership approach established. These discussions shaped the delivery and management of the project.

1.3 Purpose

The purpose of this document is to review the project objectives and deliverables that were set out in the Project Initiation Document (PID) v1.1 and to measure how the project performed against these. The report will:

Review the project objectives from the PID

Review key deliverables outlined within the PID

Review expected Benefits

Highlight outstanding Risks & Issues

Detail the transition Acceptance Criteria

It also allows for the transfer of learning and any lessons that can be usefully applied to other projects and also any details of unfinished work.

3

2. Project Performance

2.1 Review of Project Objectives

Objective	Achieved?
Transfer in-scope staff from Capgemini to the City and County of Swansea in accordance with relevant staff transfer regulations	✅
Migrate support of the in-scope Services from Capgemini to the City and County of Swansea with minimal business disruption	✅
Involve and consult transferring staff during the transfer process	✅
Define the on-going Governance for Service Delivery	✅
Provide a smooth Exit Transition to production support with minimum service disruption for the City and County of Swansea	✅
Implement a strong governance model to closely monitor the deliverables	✅
Appoint an Oracle supplier to ensure ongoing support for ISIS	✅
Incorporate the Corporate Service desk into the current schools service desk	✅

2.2 Review of Key Deliverables

Deliverables	Achieved?
Project Plan Complete	✅
Wave 1 Staff Transfer complete (Infrastructure staff excluding Service Desk, Back up and DBA teams)	✅
Wave 2 Staff transfer Complete. - Application services staff and Service Desk staff transfer - DBA and Backup services transferred	✅
Transition Closure report	✅
Oracle Support in place	✅
Implemented joint Schools and Corporate ICT Service Desk	✅

4

2.3 Describe how the project performed against planned Time, Cost, Resources and Quality.

The project will have completed within the original timelines. It was originally planned that final close down activities would run to early January 2016, but these activities will complete by 31st December 2015.

A high level plan of the project is shown below:
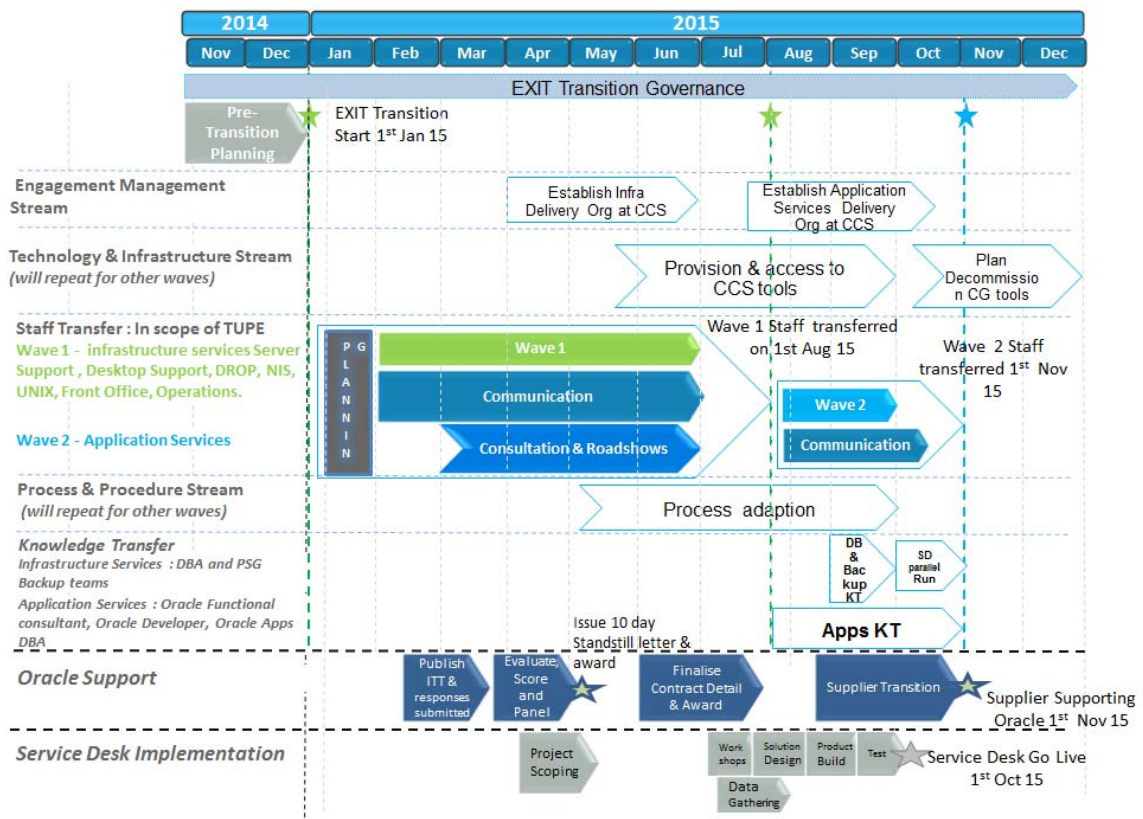
Indicative transition costs were projected at the beginning of the project and these totalled £2,293. Not all costs have been finalised to the nearest penny however final costs are forecast to be in the region of £2,252. A transition budget of £2.293m has been provided as result of a negotiated reduction over the final 5 months of the contract and utilising the existing 2015-16 Capgemini contract budget for January to March 2016.

Resources were captured as part of the PID and plan, identifying staff requirements and estimated duration of involvement. This proved successful, as no further staff were required from the business.

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Quality expectations defined within the PID were captured for Users, Capgemini in-scope Staff and ICT Staff.

Expectation	Delivery
Users - There is no service degradation, the transition is as seamless as possible and service improvements will be developed	The transitions were seamless and there were no impact to staff at times of staff and service transfer. ICT portal and password reset have already been delivered as part of service improvements
Capgemini Staff - They are consulted with and given timely information with regards to Pension, TUPE rights, New Service structure and operating model, Single status etc.	Consultation was provided and a working group was set up. Workshops were also arranged to discuss structure etc.
ICT staff receive training on the new Service desk software	Training was delivered as part of the implementation

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3.   Detail any major approved changes that have impacted the project.

The Project used the DELIVER Project Management Methodology and the Change Management process is described within that.

DELIVER 2.0 is the project lifecycle approach Capgemini uses for all Service Transitions. It is a specific Transition Methodology that identifies distinct streams for transition and is used in conjunction with their Unified Project Management Methodology. As this was a transition project and Capgemini have the expertise this was considered the best approach to use.

No Changes were raised as part of the project.

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4. Risks and Issues.

4.1 Provide a review of any major risks and issues that affected the Project

Risk Management was performed in accordance with CCS Risk Management process and aligned to Capgemini's DELIVER methodology. The CCS Exit Transition Manager was responsible for recording and managing project risks for CCS and the Capgemini Exit Transition Manager was responsible for recording and managing project risks for Capgemini.

Risks and Issues were tracked on a register. The major risks and issues reported to Board are as follows:

4.2 Major Risks and issues

Ref	Risk	Comment/Action	Status
1	IF: Contract Change Note (CCN) is not agreed between Capgemini and the City and County of Swansea THEN: transition will be aligned to contractual dates.	The CCN was for the main contract and NOT for transition. However CCN was required or mandatory to agree and kick off transition earlier than contractual timeline CG did take some time in preparing this document in line with the Contract. CCS obtained legal and Financial review and agreed within timescales.	Closed
2	IF CCS team or a new service provider do not secure skilled staff for Knowledge Transfer activities as planned THEN it will impact Exit transition timeline	Initially the areas of concern were SQL and Infra DBA support. However resources were identified to carry out this support and also training requirements for the role. Training was conducted and so this did not impact the Knowledge transfer activities or timelines.	Closed
3	IF: some of the In scope TUPE staff may not join council THEN: Additional KT sessions	Some members of staff did not transfer back to CCS, however before leaving	Closed

	planning may be required	Capgemini we ensured they transferred knowledge to those colleagues who would be returning thus mitigating the risk and cost.	
4	If Axios do not deploy resources for Service Desk Implementation in time THEN it may impact SD go live	There was a delay with Axios deploying resource; however the consultant supplied was highly experienced. The plan was produced and CCS ensured the correct resources were identified and assigned to the project. All CCS staff were committed and worked really hard to ensure timescales were met.	Closed
5	IF: CCS do not acquire additional SQL resource in time THEN: SQL resource on boarding will be delayed and may impact quality of services	IBC HoS has been working with NPT to establish a collaborative approach between NPT and CCS. NPT provided SQL resource for CCS.	Closed
6	IF: CCS operational teams do not have bandwidth to participate sufficiently in Axios Service Desk implementation then it will impact Service Desk implementation timeline	This was monitored closely and regular meetings held with team leaders to identify pinch points. The Operational team worked exceptionally hard to ensure delivery	Closed
7	Two BT links are connecting Civic center and Guildhall and if BT Link contract is not novated to council by 31.12.15 then the connectivity between two premises may get lost	The criticality of Links was highlighted to BT- CCS account manager and she acknowledged the same. BT-CCS Account manager created the links novation document and this has been signed off by CCS. BT provided contract	Closed

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| | | novation document to CG. CG reviewed the document and provided feedback to BT. BT to respond.

The contract has been signed by the 3 parties, Capgemini, CCS and BT. | |

Ref	Issue	Comment/Action	Status
1	Oracle Licence agreement is in Capgemini's name and so Oracle need to release a new agreement to CCS for both parties to agree a change of name on the licenses. The licence agreement did not reach Oracle by the deadline date 31st August. It is not clear at this moment if Oracle will change the date and will send back the document or will start the entire process again. Capgemini Procurement dealing with Oracle and will Inform CCS asap.	Oracle had to reissue the agreement, however the CCS Oracle team Leader spoke with Oracle and they agreed to reissue the original agreement with an extended date and not re start the whole name change process.	Closed

4.3   Outstanding Risks and issues

None

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5.   Transition Acceptance Criteria

Transition Acceptance Criteria tracks the milestones and deliverables within the service transition lifecycle that demonstrates we are ready and tested for GO LIVE of the service(s). Most milestones and deliverables within a service transition are managed by the appropriate work stream. It is in the Transition Acceptance Criteria that they come together for integrated tracking to provide the confidence to all that the service is 'good to go'. It tracks that the people have the knowledge to deliver the service, the processes work across all groups and are understood, and that the supporting tools work and are accessible for use by those who need to use them.

The Criteria is shown below.

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WORK STREAM	TASK	APPROVED BY	AGREEMENT DATE	Criticality to		%	STATUS
Engagement Management Set-Up	**Milestones**						
Engagement Management Set-Up	Establish Service Delivery Organization	Jo Harley	31/07/2015	High	G	100%	*Agreement is CCS internal agreements*
Engagement Management Set-Up	Setting Operating Model and Reporting	Jo Harley	31/07/2015	High	G	100%	*Agreement is CCS internal agreements*
Engagement Management Set-Up	Establish Service Level Management Reports	Jo Harley	31/07/2015	High	G	100%	*Agreement is CCS internal agreements*
Engagement Management Set-Up	Support and Client Contact lists updated	Jo Harley	31/07/2015	High	G	100%	*Agreement is CCS internal agreements*
Engagement Management Set-Up	**KEY DELIVERABLES**						
Engagement Management Set-Up	Detailed services scope for Day 1 Service Commencement	Jo Harley	31/07/2015	High	G	100%	*CCS Team leaders had meeting with staff for the Day 1 activity*
Engagement Management Set-Up	Service Operating Model Published	Jo Harley	31/07/2015	High	G	100%	*The Operating model was published on portal*
Engagement Management Set-Up	Service Reporting Timetable and Reports	Jo Harley	31/07/2015	High	G	100%	*CCS will have their own set of tools and reporting mechanism*
Engagement Management Set-Up	Operational Phase Governance structure	Jo Harley	31/07/2015	High	G	100%	*Its available with CCS*
Financial and Contractual	**Milestones**						
Financial and Contractual	Review and agree existing billing(Invoicing) process	Sarah Topliss	15/03/2015	Medium	G	100%	*Existing billing processes to be followed*
Knowledge Transfer	**Milestones**						
Knowledge Transfer	Formal Knowledge Transfer complete	Sarah Topliss	02/11/2015	Medium	G	100%	*30/10: Infra Oracle and Oracle EBS KT completed 01/10: Infra : Backup and SQL DBA KT completed. 4/09:In progress : Backup and SQL DBA KT started in September. Oracle DBA (Infra) KT to start in October .APPS KT to start on 14th September.*
Knowledge Transfer	KT Acceptance and signoff completed	Sarah Topliss	02/11/2015	Medium	G	100%	*02/11: Oracle EBS and Oracle Infra KT complete 01/10: KT completed for Backup and SQL DBA*
Knowledge Transfer	**KEY DELIVERABLES**						
Knowledge Transfer	Knowledge Transfer Plan (Knowledge Aquistion Plan)	Sarah Topliss	15/10/2015	Medium	G	100%	*15/10: Oracle Infra KT plan agreed 11/09: Oracle EBS plan agreed. 06/09: KT Plan agreed for SQL and Backup. New supplier proposed Apps KT plan on 9th Sep the first week plan finalised. Oracle (Infra) – CCS is identifying KT receiver.*
Knowledge Transfer	Transfer documents to Knowledge Repository	Sarah Topliss	22/10/2015	Medium	G	50%	*02/11: CCS has identified and are purchasing Office 365 as document management tool. The new folder structure is in place and target completion is 31-Jan-2016.Action Item is open to track to closure. 01/08: CCS has transferred SharePoint documents . For Teamforge POC is in progress by CCS. Outstanding item is detailed in section 4.*
Knowledge Transfer	KT Progress Reports (On Sharepoint)	Sarah Topliss	30/10/2015	Medium	G	100%	*02/11: KT for Backup , SQL and Oracle Infra DBA was tracked on Knolwledge Aquasition plan. For Oracle EBS KT Plan was tracked by Infosys and reported on weekly basis. For Back up KT : tracking progress is not applicable. For Apps :All documents are on teamforge and new supplier to track KT.*
Process and Procedure	**Milestones**						
Process and Procedure	Local process work instructions are in place for all incidents.	Sarah Topliss	30/10/2015	Medium	G	100%	*30/10: All instructions are in place for Day 1. 01/09: In Progress : This will be in place by 1st October.*
Process and Procedure	Process, Tools and Training Material complete (New Staff)	Sarah Topliss	01/10/2015	Medium	G	100%	*01/10: All process training completed. 15/07:SQLTraining completed. Tools training in progress. (CCS adopted train the trainer concept for Tools training)*
Process and Procedure	**KEY DELIVERABLES**						
Process and Procedure	Process and work instruction set for day 1 service	Sarah Topliss	30/10/2015	High	G	100%	*30/10: All training completed*
Process and Procedure	Educated support team for Day 1 process set	Sarah Topliss	01/10/2015	Medium	G	100%	*01/10: All staff trained for Day 1 Processes*
Staffing and HRM	**Milestones**						
Staff Transfer	General onboarding/induction complete	Sarah Topliss	29/10/2015	High	G	100%	*29/10: General onboarding completed.*
Staff Transfer	Movement to CCS Locations (application staff)	Sarah Topliss	29/10/2015	High	G	100%	*CCS Facilities provided transfer date - 29-Oct-2015*
Staff Transfer	Staff Transfer Completed (Payroll prespective)	Sarah Topliss	31/10/2015	High	G	100%	*All staff transfer complete*
Staffing and HRM	**KEY DELIVERABLES**						
Staff Transfer	Wave 1 Staff transfer complete	Sarah Topliss	31/07/2015	High	G	100%	*First staff transfer completed*
Staff Transfer	Wave 2 Staff transfer complete	Sarah Topliss	31/10/2015	High	G	100%	*Second wave staff transfer complete*
Technology & Infrastructure	**Milestones**						
Technology & Infrastructure	CCS - tools Setup and ready	Sarah Topliss	30/09/2015	Medium	G	100%	*30/09: CCS tools setup and ready*
Technology & Infrastructure	Hardware - Setup of Desktops, Desks, setup and ready for CCS staff and RC	Sarah Topliss	27/10/2015	High	G	100%	*27/10: Everything available and arraged*
Technology & Infrastructure	Connectivity - Setup at CCS/ RC End	Sarah Topliss	15/10/2015	High	G	100%	*15/10:Connectivty established*
Technology & Infrastructure	CCS Support Team and RC Access Setup	Sarah Topliss	15/10/2015	High	G	100%	*15/10: CCS Support team and RC have required access*
Transition Governance	**Milestones**						
Transition Governance	All Transition Documents uploaded onto Common Repository			Medium	G	80%	*30/11: all documents will be uploaded onto common repository by 23-Dec. Outstanding item is detailed in section 4.*
Transition Governance	Transition Plan signed off	Project Board	05/03/2015	Medium	G	100%	*Signed off*
Transition Governance	Project Initiation document / PGP complete	Project Board	05/03/2015	Medium	G	100%	*Signed off*
Transition Governance	RACI agreed and published	Project Board	05/03/2015	Medium	G	100%	*Signed off*
Transition Governance	Transition Kick-off Completed	Project Board	05/03/2015	Medium	G	100%	*Signed off*
Transition Governance	**KEY DELIVERABLES**						
Transition Governance	Project Governance Plan	Project Board	05/03/2015	High	G	100%	*Signed off*
Transition Governance	Transition Plan	Project Board	05/03/2015	High	G	100%	*Signed off*
Transition Governance	Risk & Issue Log	Project Board	05/03/2015	Medium	G	100%	*R&I Template agreed and signed off*
Transition Governance	Change Control Log	Sarah Topliss	03/11/2015	Medium	G	100%	*No Change log for Transition project applicable.*
Transition Governance	Readiness Assessment (by stream)	Sarah Topliss	30/10/2015	High	G	100%	*31/10: Wave 2 completed 26/10: ORA for wave 2 Prepared 14/09: ORA for wave 1 completed ORA for wave 2 to be prepared*
Transition Governance	Transition Acceptance Criteria agreed	Project Board	05/03/2015	High	G	100%	*Signed off*

6. Benefits

6.1 Review any early benefits that have been achieved to date.

A number of benefits were identified in the PID and the following have already been achieved.

CCS ICT Service Desk implemented.

The user portal and password reset have been implemented to enable self service options. The self-service element of the service desk follows the principals of the business support commissioning review. This will also support the approach to demand management for those services which may use the same system in the future, e.g. other internal customer contact.

Out of Hours Support

There are reduced costs for out of hours support maintenance as these are delivered either through the use of flexi time or standard overtime costs and not the contract rate card which Capgemini apply to these services which was significantly more expensive.

Enhanced Flexibility

The in-house service has been restructured to provide a more flexible ICT Service. The Council would be in control of all the resources and could therefore manage those resources more effectively. Now all the staff have transferred, plans are being put in place to cross train teams to create flexibility in resource management. This has already been demonstrated in the recent electrical work and subsequent disaster recovery as staff that transferred worked long hours before, during and after the changes, sometimes until the early hours of the morning. If the contract were still external the remedy would have been very costly for the Council and in all likelihood would have taken longer to resolve with the previous supplier.

Collaboration

The Council is in a better position to collaborate with other organisations and reduce costs for the Council. ICT is now working with NPT to provide shared resource in some areas and aligning future developments. This level of innovation would not have been possible under the Capgemini contract without incurring significant cost.

ICT Cost Savings

Savings identified in the MTFP will be delivered in April 2016. These are:-

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RAG Saving 2015/16 – Project Management	£-58
RAG Saving Target 2016/17 - Cap Gemini Unitary Charge	£-1,136
RAG Saving Target 2016/17 - ICT Investment Fund	£-40
RAG Saving Target 2016/17 - Research & Information	£-79
RAG Saving Target 2016/17 - Oracle Systems / Proposals	£-192
Total	£-1,505

Another benefit that was not previously identified but has been realised is that unknown skill sets of the transferred staff have been utilised in forming the new service delivery plans for the ICT digital strategy. These skills will also be used to help deliver the ICT elements of *Sustainable Swansea – Fit for the Future*. Cross training of these skills is being undertaken to improve ICT service delivery. This has improved morale across the teams.

6.2   Identify future expected benefits the Project will bring.

Further benefits, as was described in the original PID:-

Support & delivery of Council objectives

The ICT Digital Strategy was approved in November 2015 which supports Sustainable Swansea and Council priorities. The ICT team are working on a delivery programme to ensure ICT can support and deliver the Council Objectives. The new team and roles in the new ICT structure provides more skills and competence to deliver the ICT Digital programme. This is key in supporting the Councils Commissioning review outputs as ICT is an enabler to this transformation and saving.

Improved ICT Service

There are a number of areas where services can be delivered differently to provide an improved service. These have been considered following the key user consultation and will be reviewed in early 2016 to embed in the new service.

Flexible Procurement

An in house managed service would offer more flexible procurement of goods and services using existing Government Frameworks and would lead to increased savings on hardware in particular. ICT are working with procurement to ensure that flexible, value for money frameworks are in place for any future ICT requirements.

Oracle Support

Ability to develop the Oracle eBusiness Suite due to a new support contract as the contract provides create bandwidth in resources and skills. With the new Oracle Support

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contractor the Council will be utilising them and the in house staff to ensure that developments and day to day support is enhanced with a greater resource pool.

7. Analyse the procurement strategy used. Did it achieve the desired outcomes and were there any undue delays which could have been foreseen in the planning stages

The procurement strategy was effective and the project used the Crown Commercial Services Enterprise Application Support Services framework to procure Oracle support.

All suppliers on the framework were invited to attend an open day on 17th February to discuss the draft specification. This was to ensure that the Council had included everything and to provide recommendations on what could be included to ensure a high quality service.

Using this framework significantly reduced the timeframe for the procurement but added a level of assurance and quality.

Assurance was provided by a specialist Gartner Analyst. They confirmed that the scoring matrix and process was robust and they rated highly the successful supplier. They also provided further recommendations for the Council to follow during the standstill period.

There was a delay with contract award and that was due to the fact that CCS did not feel that the framework agreement contract was robust enough and so work was undertaken to revise. This however, did not affect overall project timescales and provided an enhance contract agreement for CCS.

As part of the project, a full review of all contracts and support systems that Capgemini had procured, was undertaken. This meant some contracts were novated to the Council and others recommissioned or newly procured by the Council depending of the outcome of the review of the contracts in place. In the future the Council is responsible for ensuring that the correct support and systems contracts are procured to enable the Commissioning of IT services.

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8. Assurance

External advice and assurance has been provided by Gartner. This has taken the form of conference calls with advisors on the approach to in-house sourcing, advice on best practice operating models and how to create this from information from the business and best practice templates.

Gartner also reviewed the draft Exit Plan which was provided by Capgemini and agreed that it covered the areas required.

Gartner provided valuable input by reviewing and providing assurance on, the detailed transition plan and also reviewed the Oracle Procurement process and selection. They confirmed that the scoring matrix and process was robust and they rated highly the successful supplier.

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9. Outstanding Actions

The table below details any unfinished activities that need to be handed over to the business:

ID#	Date Raised	Description	Assigned to	Status (Open, In Progress, Closed)	Date Update Expected or Completed	Issue Resolution, Action Taken or Decision Made
1	29.10.15	The documents stored in Capgemini's Teamforge are held in a specific folder structure which has been maintained throughout the service to Council. Infosys have requested that the provision of these documents stored in Teamforge be in a different folder structure. However due to the time sales involved it is not possible to provide all of these documents in the requested folder structure. As a result Infosys have requested that the SLA, as detailed in their contract with council, is put on hold. Infosys have also informed CCS that the copy of the Teamforge information will not copy into the CCS solution of Office 365 and it will be a manual task of moving each doc to the correct location.	CCS	In Progress	31.01.16	CCS has a copy of all CCS application services documents from Capgemini Teamforge. CCS will task someone with moving the documents into a preferred structure for Infosys. CCS transferred staff can work with Infosys to identify the documents for customisations and personalisations where they exist. Where they don't the team will work together to produce them for reference going forward.

10. Key Learning Points

Lessons learned have been undertaken and the key learning points are:

- The governance structure must be clearly defined from the outset to ensure all parties are clear on roles, responsibilities and boundaries and identify all resources at the earliest opportunity.

- Ensure the project requirements are clear from the outset.

- Take time to undertake detailed planning up front and ensure the plan is achievable for CCS and the approach is suitable for CCS

- Undertake a stakeholder workshop early on and produce and apply effective stakeholder and communication plans. Ensure stakeholders are engaged effectively and that buy-in and commitment is evident

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**Report of the Cabinet Member for Services for
Adults & Vulnerable People**

Cabinet – 21 January 2016

REVIEW OF ABERGELLI & THE BEECHES ALTERNATIVE DAY SERVICES

Purpose:	1. To agree a consolidation of the Beeches and Abergelli Day Services into one service. 2. To agree that the Beeches is declared surplus for service use. 3. The rationale behind the service remodelling 4. The likely workforce implications of the service remodelling. 5. Outline the approach to communicating the change to the workforce.
Policy Framework:	All Wales Strategy for people with a Learning Disability; The Statement on Policy & Practice for Adults with a Learning Disability; The Social Services & Wellbeing Act 2014; Carers Strategy Wales 2013.
Reason for Decision:	To consider the content of the report and to agree on the way forward.
Consultation:	Access to Services, Head of Corporate Building and Property Services; Legal and Finance.
Recommendation(s):	It is recommended:

(1)   To agree to the proposed remodelling of Abergelli & The Beeches ADS by consolidating the two services, using the Abergelli building as the premises;

(2)   Under the Council's Disposal Procedure Rules, the Chief Operating Officer to undertake an initial feasibility test to establish if the surplus property, the Beeches, should be disposed of.

Report Author:	Cathy Murray
Finance Officer:	Chris Davies
Legal Officer:	Lucy Moore
Access to Services Officer:	Catherine Windows

1.0 INTRODUCTION

Vision and Philosophy

Following the individual reviews of service users of both services involving discussions with service users and their carers about what is the best service to meet their needs, there is now reduced demand for both services. Running one service would be sufficient to meet the current demand and would leave capacity for future demand as and when it arises. Following consideration of both premises, it is felt that Abergelli ADS building is more accessible for people with mobility issues. Whilst the Beeches is well located, there are significant challenges with accessibility and car parking which would be difficult to address without significant investment. It is therefore felt that Abergelli is better suited as a building to meet the needs of the service.

The City & County of Swansea's Learning Disability Services aims to promote safer independence by supporting people with a Learning Disability (and their families) to live their lives as independently and safely as possible, within their own communities.

This is supported by:

1.1 **The All Wales Strategy for people with a Learning Disability (1983)** to**:**
   - Have a normal life in the community
   - Be treated as individuals
   - Get extra help and support so they can reach their potential

1.2 **The Statement on Policy and Practice for Adults who have a Learning Disability (2007)** to:
   - Live healthy, productive and independent lives with appropriate support to develop to their maximum potential.
   - Decide everyday issues with appropriate and responsive advice and support where necessary
   - Live their lives within their community
   - Support from their communities and access to general and specialist services

1.3 **The Social Services and Wellbeing Act 2014** which builds on this by further emphasising:
   - The move to more ordinary patterns of life
   - Information, advice, community support and access to universal services for those who need some help
   - Managed support for people with more complex needs and are most vulnerable and at risk

1.4 ***Carers Strategy Wales (refreshed) 2013*** *outcomes for carers include:*

- Genuinely involved in all decisions that affect them and the people they care for
- All have their needs appropriately assessed and met
- More carers receive the right information at the right time and in appropriate formats
- More carers receive timely and appropriate practical and emotional help, support and training
- More carers are consulted and involved in strategic planning, delivery and evaluation of health, social care and other relevant services
- More carers maintain a normal a life as possible, and enabled to have a life outside their caring role.

This fits with the social model of disability that the disability lies with the barriers to access that people face; be this physical or perceptions of others.

This is a nationally agreed direction for social care in Wales with a greater expectation to work with mainstream services and communities to remove the barriers that currently restrict people with a learning disability and support them to find the main solution to living as much of an ordinary life as possible.

To do this effectively we need to continue to review our Day Service Provision and link with and align with the work of the Commissioning Reviews for Residential, Domiciliary Care and Day Care.

2.0   CURRENT POSITION

2.1   Learning Disability services have continued to develop and change over the years in response to the above legislation, policy and local demand.

- The Beeches Alternative Day Service (Uplands) and Abergelli Alternative Day Service (Fforestfach) provide day time support and activities for older people with a learning disability (50+ is an age guide) and some people with a learning disability who need a slower pace of life (yet are still active) than the local day services are able to provide (as they cater for anyone over 18 years). The services runs Monday to Friday 8.30am – 4pm
- The two day services also help family carers to have respite during the day.
- Over the years the needs of people using the services have changed, and individual's needs are reviewed each year to consider if the service is the best option to meeting these needs e.g. deteriorating health.
- People using the services also have other groups, activities and social networks they use so the day service is only part of their life.

2.2 The current staff team comprises:

The Beeches		Abergelli	
Assistant Manager	37 hrs	Assistant Manager	37hrs
Day Service Officer	18.5 hrs	Day Service Officer	37hrs
Day Service Officer	18.5 hrs	Day Service Officer	37hrs
Day Support Worker	20 hrs	Day Service Officer	37hrs
Kitchen Assistant	7.5 hrs	Day Support Worker	30 hrs
		Day Support Worker	25hrs
		Day Support Worker	15hrs
		Kitchen Assistant	10hrs

2.3 Both services support up to 30 places a day.

2.4 The budget for The Beeches ADS for 15/16 is £118,300 having achieved savings of £83k in 14/15 via the reduction of staff following a number of ERVRs. The budget for Abergelli for 15/16 is £163,200. Both staff teams work across the two services.

2.5 The Beeches is in a good location but the building is over 3 storeys and even with a lift is not very accessible to people with mobility problems. Due to its location, there is also very limited car parking, which presented challenges for service users and staff to easily access the building. Abergelli is a new building on one floor and is designed to cater for people with mobility problems.

2.6 Transport is provided to and from each service following a Transport Assessment from the care manager. Social Services transport is provided if there are no alternative methods for the individual to access the day service.

2.7 Although people using both services have an annual care plan review, the outcome can be the continuation of the same service without exploring who and what other support could be provided that better meets both the needs and the lifestyle of the individual and ensure they are supported to be as independent as possible. In fact we have sometimes done a disservice to people using the services. Some people are exhausted after attending the day service, getting up early to catch the bus, and having a long day. Even though the services aim to have a more relaxed day this still can be too much for some people.

2.8 In line with meeting outcomes that benefit people's whole lifestyle, and with the expectations of the Social Services and Wellbeing Act for people to have more control over their lives and use their assets and social networks to support them maintain or improve their wellbeing, all the people using the two services have had an individual review to discuss what was important to them, what there is to support their needs, and

agree outcomes that will benefit their wellbeing and maintain or increase their independence.

Some examples of successful changes following reviews:

- During one lady's review it was identified that she wasn't meeting up with her sister as usual as she was too tired to go to town on a Saturday (something which she had enjoyed doing for a long time). The lady had a three day Beeches placement so it was suggested that she drop a day in service to rest in order for her to continue this visit, which she really liked the idea of and thought she had to attend the day service. Once she realised she didn't have to attend she decided to look at other activities and chose to retire from day service. So instead of coming to Beeches 3 days a week she now meets her sister one day a week to keep family contact, she has enrolled herself in Time to meet on a Wednesday and informs us there are trips being planned which she will enjoy and attends two evening clubs without getting overly tired. She still maintains contact with her friends who attend Beeches and has popped in the service for a coffee to tell everyone about her life.
- One very able gentleman who attended 3 days a week chose to retire as he said he was able to catch buses all over Swansea and enjoyed going to a coffee shop in town, seeing his brother and Auntie more often. He has also joined Time to meet where he can catch up with old friends and continue some of the activities he liked at Day service.
- Two ladies have now retired from the service, which has meant they don't have to get up early to get buses to day service, they can have a comfortable nap in the afternoon if that's what suits and live their lives at their pace making use of community facilities when they feel like it.
- One gentleman had a historical placement at Beeches of two days a week. After introducing him into various activity groups it was apparent that he only really wanted to sit in the conservatory and have a chat on a one to one basis with staff. The gentleman was choosing very little engaged activity with others. At review it was discussed with his home and social worker and direct payments sought for this gentleman. He is really enjoying life, getting out in his mobility vehicle, going for walks, spending time on a one to one basis, loving going out when he wants for coffee. He attends a local Community Centre every Thursday where he can sit and chat to others, play bingo, enjoy raffles and drink as much coffee he likes all for £2.00.

2.9   The reviews have resulted in demand for only one Alternative Day Service as a range of alternative options have been identified which better meet needs and outcomes.

3.0 WHAT NEEDS TO CHANGE

3.1 The outcome of each service user's review of their support package has identified the need to change packages of care and support. For example, retiring from the service, reducing the number of days they attended due to their health or age, or to undertake different activities or social opportunities at different times of the day or to take up a Direct Payment.

3.2 Family carers needs were also considered where the ADSs provide respite and taken into account in the revised care plan. However a number of service users live in staffed accommodation where there is no requirement for respite.

3.3 Due to the number of people deciding to reduce or leave the service to pursue other options two services are no longer required to meet demand.

3.4 It is proposed to remodel and consolidate The Beeches ADS and Abergelli ADS in to one service with an increase in capacity by 5 places per day in the new service but an overall reduction of 25 places.

3.5 Abergelli ADS is the preferred building base, being a relatively new, modern and accessible base to meet the needs of service users.

3.6 The use of the Beeches Alternative Day Service building will need to be determined as part of the Corporate Asset Management process.

3.7 The staffing structure in the new service is to be revised to accommodate the remodelled service.

3.8 Transport use and routes are to be reconfigured. There is the potential to achieve some savings.

3.9 Following the merger of the two services the remaining service will continue to be reviewed as part of the Commissioning Review for Day Services across Learning Disabilities, Mental Health and Younger Adults.

3.10 The approach of reviewing individual care packagers against needs and outcomes ensures a person centred approach to service delivery and future service remodelling.

4.0 WHO WILL BE AFFECTED BY THE CHANGE- Equality and Engagement Implications

4.1 All people using the service and family carers have been engaged in reviewing their needs as part of their annual review, with appropriate support identified and arranged for service users. Any changes to support are being supported by the care manager and service providers and are being undertaken in a phased approach to ensure all

arrangements are in place. The change in transport routes has resulted in shorter journey times for a number of people and no significant increase for other people.

4.2   Formal Staff consultation will take place following agreement re: service merger, with the support of HR, Unions and Legal where necessary. There are vacant posts in Abergelli ADS and other services so it is envisaged there will be no redundancies. A Delegated Powers Report will be produced with the new staffing structure.

4.3   A full Equality Impact Assessment has been undertaken on the review of Abergelli ADS and The Beeches ADS and is attached to this report.

5.0   Financial Implications

5.1   Savings of £83k have already been achieved through staffing changes in 14/15. Some further savings can be made in staffing of potentially £33,389 following the staffing restructure of the new service, alongside a reduction in some transport, likely to be in the region of £11,848 and the running costs of The Beeches building of £18,000 p.a.

5.2   Any building related revenue budgets will be captured as part of sustainable Swansea asset strand. In accordance with current policy, the capital receipt generated will contribute towards the Council's overall capital receipt target and will not be allocated for any other specific purpose.

5.3   Adult Services have not identified a use for the Beeches building so it can be considered for disposal with associated savings or considered for use by the Authority to support other needs/initiatives.

6.0   Legal Implications

6.1   Given that there are no intended redundancies there are no resultant employment law considerations. Staff contracts contain a mobility clause and therefore a change of operating base should not be an issue however there should be adequate consultation on this to allow staff time to make relevant arrangements.

6.2   In accordance with the Council's Land Transaction Procedure Rules, all land is held corporately, however, the decision taken by a Director/Head of Service to declare an operational asset surplus will be via their delegated authority in relation to operational responsibilities in conjunction with the Chief Operating Officer or his nominee. Once potential land has been identified as surplus or under used, the Chief Operating Officer or his nominee will need to undertake an initial feasibility test to establish if the land can be disposed of. It is possible that there will need to be further consultation with Planning and Highways colleagues and with Legal Services to generate a Report on

Title to establish if there are any legal constraints, including but not limited to title restrictions and legislative restrictions. Subject to these investigations, a discussion will need to take place between the appropriate Director/Head of Service and the Chief Operating Officer, or his nominee, for an appropriate handover for the premises budget to enable the ongoing management of the asset up to disposal and then the appropriate saving being returned to the Corporate Centre.

6.3   Ultimately, Section 123 of the Local Government Act 1972 and the Council's Land Disposal Rules under its constitution apply this this proposed disposal which gives the Council a statutory responsibility to obtain the best consideration that can be reasonably obtained. The responsibility of determining in what manner any land to be disposed of in order to obtain best consideration lies with the Chief Operating Officer.

Background Papers: Equality Impact Assessment

Appendices: None.