

Notice of meeting and agenda

Education, Children and Families Committee

10am, Thursday, 11 September 2014

European Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend

Contact

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1. Order of business

- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

2. Declaration of interests

- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Education, Children and Families Committee 20 May 2014 (circulated)
Submitted for approval as a correct record

5. Forward planning

- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – December 2014 to March 2015 (circulated)
- 5.2 Education, Children and Families Committee Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Education, Children and Families Committee Business Bulletin (circulated)

7. Executive decisions

- 7.1 Improving Positive Destinations - report by the Director of Children and Families (circulated)
- 7.2 Early Years Capital Investment – report by the Director of Children and Families (circulated)
- 7.3 Annual Review of Services for Children and Young People who are Looked After and Accommodated by the City of Edinburgh Council - report by the Director of Children and Families (circulated)
- 7.4 Support to Children and Young People with Disabilities: Annual Progress Report - report by the Director of Children and Families (circulated)
- 7.5 Energy in Schools Report - report by the Acting Director of Services for Communities (circulated)

- 7.6 Free School Meals – joint report by the Director of Children and Families and the Acting Director of Services for Communities (circulated)
- 7.7 Sports and Outdoor Learning Unit - report by the Director of Children and Families (circulated)
- 7.8 International Unit – Annual Update Report – report by the Director of Children and Families (circulated)
- 7.9 Parental Engagement - report by the Director of Children and Families (circulated)
- 7.10 Commissioning Plan for Children and Families 2015-2020 - report by the Director of Children and Families (circulated)
- 7.11 Integrated Children’s Services –report by the Director of Children and Families (circulated)
- 7.12 Children and Families Revenue Budget Monitoring 2014/15 – Month Two Position – report by the Director of Children and Families (circulated)

8. Routine decisions

- 8.1 Professional Review and Development Policy Statement and Guidance for Staff Registered with the General Teaching Council for Scotland – report by the Director of Children and Families (circulated)
- 8.2 Carers’ Champion Update – referral report from the Health, Social Care and Housing Committee – report by the Head of Legal, Risk and Compliance (circulated)
- 8.3 (a) Recommendations of the Social Work Complaints Review Committee – 27 August 2014 - report by the Chair of the Social Work Complaints Review Committee (circulated)
(b) Response to Complaints Review Committee of 27 August 2014 – report by the Chief Social Work Officer (circulated)

9. Motions

- 9.1 If any

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Brock, Child, Nick Cook, Corbett, Day, Dixon, Howat, Jackson, Key, Lewis, Main, Milligan, Redpath, Robson, Rust, Burns (ex-officio) and Cardownie (ex-officio).

For Education items – Marie Allan, Rev Thomas Coupar, Allan Crosbie, Craig Duncan, Lindsay Law and John Swinburne.

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 22 Councillors, 3 religious representatives, 2 teacher representatives and 1 parent representative and is appointed by the City of Edinburgh Council. The Education, Children and Families Committee usually meets every eight weeks.

The Education, Children and Families Committee usually meet in the European Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Morris Smith or Ross Murray, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4227/0131 469 3870, e-mail morris.smith@edinburgh.gov.uk / ross.murray@edinburgh.gov.uk

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

Item 4.1 - Minutes

Education, Children and Families Committee

10.00 am, Tuesday, 20 May 2014

Present

Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Brock, Nick Cook, Corbett, Day, Dixon, Howat, Jackson, Keil (substituting for Councillor Child), Key, Lewis, Main, Milligan, Redpath, Robson and Rust.

Added members for Education items

Craig Duncan and Lindsay Law.

1. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 4 March 2014 as a correct record.

2. Education, Children and Families Committee Key Decisions Forward Plan – September to December 2014

The Education, Children and Families Committee Key Decisions Forward Plan for the period September to December 2014 was presented.

Decision

To note the Key Decisions Forward Plan for September to December 2014.

(Reference – report by the Director of Children and Families, submitted.)

3. Rolling Actions Log

As part of a review of the Council's political management arrangements, the Council had approved a number of revisions to committee business processes including that Executive Committees introduce a rolling actions log to track committee business.

The Education, Children and Families Committee Rolling Actions Log for 20 May 2014 was presented.

Decision

- 1) To note the first Rolling Actions Log for the Education, Children and Families Committee.
- 2) To note that future actions agreed by the Committee calling for further reports or information would be added to Actions Log.
- 3) To approve the actions recommended for closure, subject to the following adjustments outlined by the Director of Children and Families:

Action No.	Title	Comment
1	Self Evaluation Initiative – Implementation Programme	Action closed. Standards and Quality and Educational Attainment Reports are presented to Committee annually.
3	Launch of Edinburgh-Africa Educational Trust	A report will be submitted to the next meeting of the Committee
4	Getting the Best Start Towards Positive Destinations	An update will be included in the next Early Years Report.
7	International Unit – Annual Update	A report will be submitted to the next meeting of the Committee
11	Self-Evaluation Progress Report	Action closed. Standards and Quality and Educational Attainment Reports are presented to Committee annually.

(References – Act of Council No. 12 of 24 October 2013; Rolling Actions Log – 20 May 2014, submitted.)

4. Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for 20 May 2014 was presented.

Decision

- 1) To note the Business Bulletin.
- 2) To request that an update be provided to a future meeting on the uptake of children's eye tests in the Edinburgh area.

(References – report by the Director of Children and Families, submitted.)

5. Early Years Change Fund – Progress Update on Year Two

As previously requested by the Committee, an update was provided on progress and performance during year two of the Early Years Change Fund. Details were also presented of progress on the Early Years Collaborative.

Decision

- 1) To note progress on the implementation of the Early Years Change Fund to March 2014.
- 2) To note progress on performance indicators in relation to Change Fund goals.
- 3) To note investment in service development in relation to the Change Fund to March 2014.
- 4) To note progress made on the work of the Early Years Collaborative.
- 5) To request that a report on the final year of the Change Fund be brought to the Committee in August 2015.

(References – minute of the Education, Children and Families Committee 21 May 2013 (item 10); report by the Director of Children and Families, submitted.)

Declaration of Interest

Councillor Aitken declared a non-financial interest in the foregoing item as a Director of Oxfams Care.

6. Early Years Strategy Progress Report

The Early Years Strategy was launched in January 2010 and set out a vision and long term commitment to improve life chances for children.

As previously requested by the Committee, details were provided of the key achievements and future priorities for the development of the service. Actions to deliver the entitlement of 600 hours of early learning and childcare were also outlined.

Decision

- 1) To note the content of the Director's report and the priorities for the next stage of development within early years.
- 2) To request that an update be provided within six months, outlining progress on the issues highlighted in paragraphs 3.18 to 3.24 of the Director's report.

(References – minute of the Education, Children and Families Committee 21 May 2013 (item 9); report by the Director of Children and Families, submitted.)

7. Primary School Estate Rising Rolls

An update was provided on potential accommodation pressures which may arise in August 2015 and beyond at Bruntsfield, Clermiston, East Craigs, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho, South Morningside and Wardie Primary Schools.

An update on measures to increase uptake at Tollcross Primary School was also provided.

Motion

- 1) To note the content of the Director's report.
- 2) To approve that new accommodation be provided at the following primary schools, subject to the final decision regarding the necessity for such provision being delegated to the Director of Children and Families to be taken in January 2015 (or earlier if appropriate) upon assessment of pupil registration figures:
 - Clermiston Primary School
 - East Craigs Primary School
 - Flora Stevenson Primary School
 - Gilmerton Primary School
 - James Gillespie's Primary School
 - Pentland Primary School
 - Ratho Primary School
 - South Morningside Primary School
 - Wardie Primary School.
- 3) To approve that a feasibility study be carried out to assess opportunities for increasing classroom provision at Bruntsfield Primary School with a view to this being required for August 2016.
- 4) To delegate authority to the Director of Children and Families to:
 - (a) agree, including where alternative options existed for the delivery of new accommodation (e.g. between the provision of permanent or temporary stand-alone units), what the most appropriate final solution for each school would be taking into consideration factors such as cost, deliverability and the impact on the school;

(b) approve the final costs of the most appropriate final solution (whilst always ensuring that value for money was achieved) and conclude and authorise the necessary contracts to deliver the identified solutions.

- moved by Councillor Godzik, seconded by Councillor Fullerton.

Amendment

In similar terms to the motion, subject to paragraph 4 (a) being adjusted to read as follows:

“agree, including where alternative options existed for the delivery of new accommodation (e.g. between the provision of permanent or temporary stand-alone units), what the most appropriate final solution for each school would be taking into consideration factors such as cost, deliverability and the impact on the school, except where the proposed approach or solution has not been identified in this report, or there has not yet been discussion or consultation with the Parent Forum or Parent Council. In those cases only, where there is significant disagreement between the parents’ body and the authority, the individual case should be brought back to the Committee for decision.”

- moved by Councillor Main, seconded by Councillor Corbett.

Voting

The voting was as follows:

For the motion - 14 votes

For the amendment - 8 votes

Decision

To approve the motion by Councillor Godzik.

(References – minute of the Education, Children and Families Committee 4 March 2014 (item 7); report by the Director of Children and Families, submitted.)

8. Children and Families Service Plan 2014-17 and Standards and Quality Report 2014

Details were provided of the Children and Families Service Plan 2014-17 and the Standards and Quality Report 2014.

Decision

1) To note the Children and Families Service Plan 2014-17.

2) To note the Standards and Quality Report 2014.

(Reference – report by the Director of Children and Families, submitted.)

9. Achieving Excellence Performance Report – October 2013 to February 2014

As part of a review of the Council's political management arrangements, the Council had approved a number of revisions to committee business processes including that performance monitoring, review and scrutiny be led by Executive Committees.

An update was provided on performance for Children and Families for the period October 2013 to February 2014.

Decision

To note the performance for the period October 2013 to February 2014 and agree the actions for improvement.

(References – Act of Council No. 12 of 24 October 2013; report by the Director of Children and Families, submitted.)

10. Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 became law on 19 March 2014 and an update was provided on the main provisions of the Act.

Decision

- 1) To note the wide range of measures and the potential impact of the Act.
- 2) That a further report be brought to the Committee in 18 months setting out progress on the implementation of the legislation in Edinburgh.

(Reference – report by the Director of Children and Families, submitted.)

11. Review of Community Access to Schools

An update was provided on progress on the review of Community Access to Schools (CATS) including proposals for:

- A revised CATS management/staffing structure
- The implementation of a consistent scale of charges for use of school premises
- The development of an online booking system
- Adult Education Programmes
- A Communication Strategy
- Finances.

Motion

- 1) To note the content of the Director's report.
- 2) To note the successes achieved to date from testing and collaborative working with partners in relation to CATS in schools across the city.
- 3) To note the organisational review of staffing and support the implementation of a new management/staffing structure and the phased implementation of new CATS arrangements in secondary schools, subject to consultation with staff and Trades Unions.
- 4) To support the phased approach to the removal of Headteacher and Depute Headteacher Community High School allowances linked to the phased implementation of new CATS management arrangements.
- 5) To support the phased implementation of revised charges for use of secondary school facilities, from 1 April 2015. Further work will be undertaken to consolidate the revised scale of charges including the introduction of "commercial rates" for businesses that utilise school facilities.
- 6) To note the current range of charges applied for participation in Adult Education programmes citywide and support the staged implementation of revised charges commencing in autumn 2015 followed by full harmonisation of charges in autumn 2016.
- 7) To support the removal of internal recharges for use of school premises by schools and other Children and Families staff during normal school operating hours from 1 April 2015.
- 8) To note the unique arrangement, as approved by Council on 25 October 2012, of allowing bookable free access to residents of the Portobello area which will apply in perpetuity to the pitches which would be created as part of the project to build a new Portobello High School on part of Portobello Park, in the event that the school was ultimately built in that location.
- 9) To note the progress made in relation to the development and testing of online booking and payment for CATS.
- 10) To support the phasing of primary school lets into the CATS neighbourhood management structure.
- 11) To note the range of stakeholders engaged through the CATS Communication Strategy and the continued development of communications with all relevant stakeholders.
- 12) To note that the Improving Community Access to Schools Working Group would monitor implementation of the proposals.

- 13) To request that an update be provided in one year, including details of the new arrangements at Queensferry and Gracemount High Schools.
- 14) To note that the proposed charges detailed in the appendices to the Director's report would be formally approved as part of the budget process.

- moved by Councillor Godzik, seconded by Councillor Fullerton.

Amendment

- 1) To note the content of the Director's report as forming phase 1 of an ongoing programme, to date seeking to streamline and declutter historical arrangements, with a focus on sporting facilities and adult education, mainly at secondary schools, with subsequent phases to look more fully at primary school opportunities.
- 2) To note the successes achieved to date from testing and collaborative working with partners in relation to CATS in schools across the city.
- 3) To note the organisational review of staffing and support the implementation of a new management/staffing structure and the phased implementation of new CATS arrangements in secondary schools, subject to consultation with staff and Trades Unions.
- 4) To support the phased approach to the removal of Headteacher and Depute Headteacher Community High School allowances linked to the phased implementation of new CATS management arrangements.
- 5) To support the phased implementation of revised charges for use of secondary school facilities, from 1 April 2015. Further work will be undertaken to consolidate the revised scale of charges including the introduction of "commercial rates" for businesses that utilise school facilities.
- 6) To note the current range of charges applied for participation in Adult Education programmes citywide and support the staged implementation of revised charges commencing in autumn 2015 followed by full harmonisation of charges in autumn 2016.
- 7) To support the removal of internal recharges for use of school premises by schools and other Children and Families staff during normal school operating hours from 1 April 2015.
- 8) To note the unique arrangement, as approved by Council on 25 October 2012, of allowing bookable free access to residents of the Portobello area which will apply in perpetuity to the pitches which would be created as part of the project to build a new Portobello High School on part of Portobello Park, in the event that the school was ultimately built in that location.

- 9) To note the progress made in relation to the development and testing of online booking and payment for CATS.
- 10) To support the phasing of primary school lets into the CATS neighbourhood management structure.
- 11) To note the range of stakeholders engaged through the CATS Communication Strategy and the continued development of communications with all relevant stakeholders.

- moved by Councillor Corbett, seconded by Councillor Main.

Voting

The voting was as follows:

For the motion - 18 votes

For the amendment - 4 votes

Decision

To approve the motion by Councillor Godzik.

(References – Act of Council No 1 (b) of 25 October 2012; minute of the Education, Children and Families Committee 10 December 2013 (item 12); report by the Director of Children and Families, submitted.)

Declaration of Interest

Councillor Lewis declared a non-financial interest in the foregoing item as a Director of Edinburgh Leisure.

12. Additional Support Needs - Planning and Performance Update 2013 – Follow-Up Report

As previously requested by the Committee, an update was provided on feedback from parents and children on Additional Support for Learning (ASL) services.

Decision

- 1) To note the positive feedback from parents and pupils in relation to the support provided by ASL Services.
- 2) To note the active role of ASL practitioners in supporting parents and learners to work in effective partnership with schools.
- 3) To note the high levels of satisfaction that most parents express in relation to their child's experience in school.

- 4) To note the initiative to strengthen the contributions of parents and learners in child planning, addressing areas of parental concern.
- 5) To note the active involvement of parents and learners in service design and improvement.
- 6) To note the report to the Scottish Parliament includes transitions planning for children with additional support needs at Woodlands Special School as an example of effective practice involving parents and young people.
- 7) To note the progress in the performance framework for ASL within Support for Children and Young People (SCYP) services and the additional performance indicators for targeted literacy intervention and parental satisfaction of children's progress.
- 8) That a briefing be provided for members of the Committee on ASL provision.

(References – minute of the Education, Children and Families Committee 10 December 2013 (item 22); report by the Director of Children and Families, submitted.)

Declaration of Interest

Councillor Corbett declared a non-financial interest in the foregoing item as a parent of a primary school child in receipt of ASL.

13. Schools Energy Report – Outcomes from the Small Steps Energy Awareness Campaign Pilot

An update was provided on the six schools which took part in the Small Steps Energy Awareness Campaign pilot which ran from November 2013 to March 2014. Details were also provided of the roll-out of the campaign to the wider school estate.

Decision

- 1) To note the content of the Acting Director's report and the significant work and collaboration which had been undertaken to develop the pilot awareness campaign.
- 2) To approve the approach to the roll-out of the campaign across the wider school estate.
- 3) To note that the next phase of the campaign would launch after the schools return from the 2014 summer break.
- 4) To request that an update on the campaign be submitted to the Education, Children and Families Policy Development and Review Sub-Committee six months after the commencement of the campaign roll-out, which should include an update on quantified measures of success.
- 5) That all Parent Councils be informed of the campaign.

- 6) That a briefing be arranged for parent representatives on the Consultative Committee with Parents (CCWP) Neighbourhood Groups.

(References – minute of the Education, Children and Families Committee 8 October 2013 (item 16); report by the Acting Director of Services for Communities, submitted.)

14. Food for Life Accreditation in Edinburgh's Schools

The Council had previously noted plans to expand the Food for Life Catering Mark standard across all Council catering operations, starting with schools.

An update was provided on progress in achieving Food for Life accreditation in Edinburgh's schools.

Decision

- 1) To note the work achieved to date towards the Food for Life roll-out across Council schools with plans on track to have Catering Mark accreditation in place in all schools by April 2015.
- 2) To note that the Food for Life roll-out formed a key part of the newly formed "Catering Improvement Programme", set up to manage the various emerging requirements for the school meals service including free school meals for Primary 1-3 pupils, meeting Food for Life standards as well as any emerging requirements from ongoing quality and efficiency reviews.
- 3) To note that the Food for Life roll-out plans aligned with recent recommendations within the Scottish Government's *Better Eating, Better Learning* report, demonstrating that the Council was well prepared to meet or exceed those recommendations through this programme.
- 4) To note that the programme involved both Council-run and Public Private Partnership (PPP) schools.
- 5) To note that an update would be provided on financial implications arising from moving towards silver and gold standards for all schools once bronze was achieved.

(References – Act of Council No. 12 of 30 May 2013; report by the Acting Director of Services for Communities, submitted.)

15. Special Schools

As previously requested by the Committee, an update was provided on performance across Edinburgh's special schools in 2012/13, including details of engagement and consultation with staff, pupils and parents at Panmure St Ann's.

Decision

- 1) To note progress on the positive engagement in the improvement process and the overall improvements in performance across special schools.
- 2) To note progress on the transition of Panmure St Ann's to a school offering young people full-time educational provision.
- 3) To note progress on the engagement and consultation with staff, young people and parents at Panmure St Ann's.

(References – minutes of the Education, Children and Families Committee 9 October 2012 (item 19) and 8 October 2013 (item 12); report by the Director of Children and Families, submitted.)

16. Progress on the Implementation of Self-Directed Support in Children and Families

The National Strategy for Self-Directed Support signalled a significant shift in the way social care support was delivered in Scotland.

An update was provided on progress made on the implementation of the National Strategy in Edinburgh and the requirements of the Social Care (Self-Directed Support) (Scotland) Act 2013. Approval was sought for the proposed approach to be taken in specified areas.

Decision

- 1) To note the progress being made in implementing the requirements of the National Strategy for Self-Directed Support and the Social Care (Self-Directed Support) (Scotland) Act 2013, in respect of Children and Families.
- 2) To agree the approach being taken to the development of a Funding Allocation System to inform people of the indicative budget available to meet their social care needs.
- 3) To request that an update be provided to the Committee within one year.

(Reference - report by the Director of Children and Families, submitted.)

17. Appointments to Sub-Committees and Working Groups 2014/15

The Committee was invited to appoint the membership of its Sub-Committees and Working Groups for 2014/15

Decision

- 1) To appoint the membership of the Committee as members of the Policy Development and Review Sub-Committee in line with the Committee Terms of Reference and Delegated Functions.

- 2) To appoint the Vice-Convenor of the Education, Children and Families Committee as the Convenor of the Policy Development and Review Sub-Committee.
- 3) To note that the Early Years, Estate Strategy and Rising Rolls and Strengthening Support for Pupils with Behavioural Difficulties Working Groups were no longer required to be appointed, as the work of these groups had been subsumed within the work programme of the Committee's Policy Development and Review Sub-Committee.
- 4) To retain the existing Convenors of the other Sub-Committees and Working Groups, with the exception of the Improving Community Access to Schools Working Group.
- 5) To appoint Councillor Fullerton as the Convenor of the Improving Community Access to Schools Working Group.
- 6) To request the Head of Legal, Risk and Compliance to make appropriate arrangements to seek nominations for the remaining vacancies from the political groups and religious, teacher and parent representatives. Details of the nominations received are set out in the appendix to this minute.

(Reference – report by the Director of Corporate Governance, submitted.)

18. Engagement of Children, Young People, Parents/Carers and Other Stakeholders in the Development of Services for Children and Families in Edinburgh

As previously requested by the Committee, an update was provided on the engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh.

Decision

- 1) To note the content of the Director's report and the progress made in terms of engagement.
- 2) To agree to receive a further progress report on engagement in May 2015.

(References – minute of the Education, Children and Families Committee 21 May 2013 (item 19); report by the Director of Children and Families, submitted.)

19. School Session Dates 2015/16

Approval was sought for the proposed school session dates for 2015/16.

Decision

- 1) To approve the School Session dates for 2015/16 as detailed in Appendix 1 to the Director's report.

- 2) To agree that a survey be carried out in relation to the criteria for setting dates for use from 2016/17 onwards.

(Reference - report by the Director of Children and Families, submitted.)

20. Work Placements for Senior School Pupils at Special Schools – Motion by Councillor Corbett

The following motion by Councillor Corbett, seconded by Councillor Main, was submitted in terms of Standing Order 16.1:

“Committee

1. Notes a cut in funding to the Action Group to provide essential support to senior pupils at Braidburn and Woodlands Special Schools to undertake work placements, while at school, and the disappointment and anger felt by those pupils as a result of the opportunities now lost to go on work placements in the same way as their mainstream peers.
2. Requests a report in one cycle:
 - Exploring all possible opportunities to restore the service as quickly as possible which allows pupils at those schools to undertake work placements.
 - Describing the services available to senior pupils at all special schools to allow them to undertake work placements.
 - Setting out a draft policy presumption that all senior pupils in special schools should enjoy opportunities, appropriate to their needs, to undertake work placements in a comparable way to those available to all senior pupils across Edinburgh’s schools”.

Councillor Corbett advised that, since submitting the motion, he had received assurances on funding and he would therefore like to withdraw the motion.

Decision

To note that the motion had been withdrawn.

21. Secure Units – Motion by Councillor Aitken

The following motion by Councillor Aitken, seconded by Councillor Jackson, was submitted in terms of Standing Order 16.1:

“Committee instructs a report within two cycles on the situation in respect of secure units and specifically those within Edinburgh.

Report should include an update on the reduction of beds, resulting implications for the support services within the community and the possible closure of these units.

The report should also provide a financial update including revenues brought in from other Councils using the units.”

Decision

To approve the motion by Councillor Aitken.

Appointments to Sub-Committees and Working Groups – 2014/15

Sub-Committee on Standards for Children and Families – 9 Members – 3 Labour, 2 SNP, 2 Conservative, 1 Green, and 1 Religious Representative	
Councillor Godzik (Convener) Councillor Aitken Councillor Child Councillor Fullerton Councillor Lewis	Councillor Main Councillor Paterson Councillor Redpath Craig Duncan (Religious Rep.) (Note: Marie Allan (Religious Rep.) will substitute for Craig Duncan for business relating to Roman Catholic schools)

Working Groups etc

Consultative Committee with Parents – 8 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group and 1 Teacher Representative	
Councillor Godzik (Convener) Councillor Aldridge Councillor Corbett Councillor Dixon	Councillor Fullerton Councillor Redpath Councillor Rust Allan Crosbie (Teacher Rep.)
Joint Officer/Member Group on Corporate Parenting of Looked After Children – 14 members - Convener and Vice-Convener of Education, Children and Families Committee and two members from each political group, 1 Religious Representative and 1 Teacher Representative	
Councillor Fullerton (Convener) Councillor Aldridge Councillor Child Councillor Nick Cook Councillor Corbett Councillor Day Councillor Godzik	Councillor Howat Councillor Key Councillor Main Councillor Rust Councillor Shields Rev Thomas Coupar (Religious Rep.) Allan Crosbie (Teacher Rep.)

Working Groups etc (continued)

Edinburgh Youth Issues Forum – 7 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group.	
Councillor Day (Convener) Councillor Aldridge Councillor Nick Cook Councillor Godzik	Councillor Key Councillor Fullerton Councillor Main
Improving Community Access to Schools Working Group – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 Religious, Teacher or Parent Representative	
Councillor Fullerton (Convener) Councillor Aldridge Councillor Austin Hart Councillor Child	Councillor Corbett Councillor Jackson Councillor Lewis Lindsay Law (Parent Rep.)

Education, Children and Families

[December 2014 – March 2015]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Family and Community Support Services	09/12/2014	All	Director: Gillian Tee Lead officer: Donny Scott 0131 469 3017 donny.scott@edinburgh.gov.uk	P1 CO1, CO2, CO3, CO5
2	Implementation of Revised Secondary Schools Management Structures	09/12/2014	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5, P26, P30 CO2, CO25, CO26
3	Educational Attainment/Improvements in Performance	09/12/2014	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2, CO3, CO6
4	Edinburgh Young People's Participation Strategy	09/12/2014	All	Director: Gillian Tee Lead officer; Mary Mitchell and Gavin Crosby 0131 529 2131, 0131 469 3354 Mary.mitchell@edinburgh.gov.uk Gavin.crosby@edinburgh.gov.uk	P1, P3, P7, P33 CO1 – CO6 CO23

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
5	Children and Families Revenue Budget Monitoring Month 7 Position	09/12/2014	All	Director Gillian Tee Lead officer: Jane Brown 0131 469 3196 jane.brown@edinburgh.gov.uk	P30 CO1 – CO6, CO25
6	Piping and Drumming Tuition including IMS and YMI schemes	09/12/2014	All	Director: Gillian Tee Lead officer: Linda Lees 0131 469 3956 linda.lees@edinburgh.gov.uk	P5 CO2
7	Religious Observance in Non-Denominational Schools	09/12/2014	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2
8	Improving Positive Destinations	09/12/2014	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5, P7 CO2, CO3, CO9
10	Better relationships, better behaviours, better learning policy	09/12/2014	All	Director: Gillian Tee Lead officer: Andy Gray 0131 529 2218 andy.gray@edinburgh.gov.uk	P5 CO2
11	Play Strategy	09/12/2014	All	Director: Gillian Tee Lead officer: Margaret Westwood 0131 469 3382 margaret.westwood@edinburgh.gov.uk	P5 CO2

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
12	Children and Families Asset Management Plan	09/12/2014	All	Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P2, P3, P4 CO1-CO6
13	Looked After Children Transformation programme update	03/03/15	All	Director: Gillian Tee Lead officer: Scott Dunbar 0131 469 3123 scott.dunbar@edinburgh.gov.uk	P1 CO1, CO3
14	Integrated Literacy	03/03/15	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO1, CO2, CO3, CO6
15	Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools	03/03/15	All	Director: Gillian Tee Lead officer: Diana Dodd 0131 469 3370 diana.dodd@edinburgh.gov.uk	P5 CO1-CO6
16	Primary school capacity pressures in South Edinburgh	09/12/2014	All	Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P2, P3, P4 CO1-CO6

Item 5.2 - Rolling Actions Log

Education, Children and Families Committee

11 September 2014

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	21.06.11	Launch of Edinburgh – Africa Educational Trust	To note the establishment of the Trust and to request an annual report on its activity.	Director of Children and Families	September 2014		An update will be provided in the International Unit Update report being submitted to the Committee on 11 September 2014.
2	15.11.11	Getting the Best Start Towards Positive Destinations	To call for a further report including broader research into the impact of deferrals and global comparisons with regard to school starting age, and on the costs and savings involved.	Director of Children and Families	May 2015		An update will be included in the next Early Years Report.
3	21.06.12	International Unit - Annual Update	To request a further update in one year.	Director of Children and Families	September 2014		A report will be submitted to the Committee on 11 September 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	21.06.12	Improving Outcomes for Children and Young People in Craigroyston	To seek a further progress report in October 2012.	Director of Children and Families	December 2014		Ongoing reporting through SMT Schedule August 2014. Committee report due by end of 2014.
5	05.03.13	School Holiday Respite Playschemes for Disabled Children and Young People	To request a further report following the implementation of the planned service changes.	Director of Children and Families	September 2014		This will form part of the Social Work Services for Children with Disabilities report being submitted to the Committee on 11 September 2014.
6	05.03.13	Sports and Outdoor Education Unit	To request a further report on the participation levels of girls in sport.	Director of Children and Families	September 2014		A report will be submitted to the Committee on 11 September 2014.
7	21.05.13	Implementation of Revised Secondary School	That the Children and Families Department and Teacher Trade Unions review the long term	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Management Structures	impact of the revised secondary management changes on attainment and staff morale, and report back to the Committee before the end of December 2014.				
8	08.10.13	Vision for Schools	To request a further report in March 2014.	Director of Children and Families	December 2014		
9	08.10.13	Parental Engagement	To agree the Parental Engagement strategy document and implementation plan and request a progress report on implementation in October 2014.	Director of Children and Families	September 2014		A report will be submitted to the Committee on 11 September 2014.
10	08.10.13	Outdoor Play and Active Learning	To accept a report on a new City of Edinburgh Play Strategy in May 2014 in response to national and international guidance.	Director of Children and Families	December 2014		This will form part of the Playground Strategy Report in December 2014

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
11	08.10.13	Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools	To request a further report in April 2015 in line with Council-wide Equalities reporting.	Director of Children and Families	April 2015		
12	08.10.13	Social Work Services for Children with Disabilities - Annual Report	To request a further report on progress in September 2014.	Director of Children and Families	September 2014		A report will be submitted to the Committee on 11 September 2014.
13	08.10.13	Improving Positive Destinations	To agree to receive a further report in January 2014 following the publication of the School Leaver Destination census data for the 2012/13 school leaver cohort.	Director of Children and Families	September 2014		A report will be submitted to the Committee on 11 September 2014.
14	08.10.13	Schools Energy Report	That an annual report be submitted to the Committee on progress made against the agreed action plan.	Director of Services for Communities	September 2014		A report will be submitted to the Committee on 11 September 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
15	10.12.13	Educational Attainment & Improvements	To agree to receive further annual reports on attainment/improvements in performance.	Director of Children and Families	December 2014		
16	10.12.13	School Admissions Report	To request a report in October 2014 reviewing the 2014 Admissions and Appeals process.	Director of Children and Families	December 2014		
17	10.12.13	Family and Community Support Service	To note the intention to bring a further update report to Committee with performance information during 2014.	Director of Children and Families	December 2014		
18	10.12.13	Responsible Citizenship - Volunteering in Schools	To request an update on a yearly basis.	Director of Children and Families	December 2014		
19	04.03.14	Religious Observance in Non-Denominational Schools	To agree to receive a future report on the outcomes of the second survey including details of the organisations that visit schools in relation to Religious Observance.	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	04.03.14	Piping and Drumming Tuition	To call for a further report by the end of 2014 outlining progress and contained within a wider report on the Instrumental Music Service (IMS) and Youth Music Initiative (YMI) programmes.	Director of Children and Families	December 2014		
21	04.03.14	Primary School Capacity Pressure in South Edinburgh	To note that a further report would be taken to Committee in Autumn 2014 to identify the proposed long term solution to the accommodation pressure in the South Edinburgh area which would be supported by a full business case.	Director of Children and Families	December 2014		
22	04.03.14	Implementation of the new Higher Qualifications	To note that Children and Families would monitor the progress of the implementation of the new qualifications and that a further update would be provided within the	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Educational Attainment/Improvements in Performance report in December 2014.				
23	04.03.14	Castelbrae Community High School - Progress Report	To agree to receive a further progress report in October 2014.	Director of Children and Families	December 2014		
24	04.03.14	Looked after Children Transformation Programme	To note that an update would be provided in March 2015	Director of Children and Families	March 2015		
25	04.03.14	Integrated Children's Services	To request that a further report be submitted to the August Committee reporting on the consultation process and outlining the next stage of the development of an Integrated Service.	Director of Children and Families	September 2014		A report will be submitted to the Committee on 11 September 2014
26	GRBV Committee 03.04.14	Cameron House Community Centre	To request that a report be submitted to the Education, Children and	Director of Services for Communities	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Families Committee within two cycles in respect of maintenance issues at Cameron House Community Centre. The report to be submitted to the GRBV Committee for scrutiny following consideration by the EC&F Committee.				
27	Council 01.05.14	Outcome of the Consultation Process for the Proposal to Establish a Nursery Class at Wardie Primary School	To request a further report to the Education, Children and Families Committee on how the Council might work in a co-operative fashion to integrate delivery of nursery provision in the Wardie area with the existing partner provider.	Director of Children and Families	March 2015		
28	Council 01.05.14	Outcome of the Consultation Process for the Proposal to Establish a	To request a further report to the Education, Children and Families Committee on how the Council might work in a co-operative	Director of Children and Families	March 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Nursery Class at Fox Covert Primary Schools	fashion to integrate delivery of nursery provision in the Fox Covert area with the existing partner provider.				
29	20.05.14	Business Bulletin	To request that an update be provided to a future meeting on the uptake of children's eye tests in the Edinburgh area.	Director of Children and Families	December 2014		An update will be included in the Business Bulletin in December 2014
30	20.05.14	Early Years Change Fund - Progress Update on Year Two	To request that a report on the final year of the Change Fund be brought to the Committee in august 2015.	Director of Children and Families	August 2015		
31	20.05.14	Early Years Strategy Progress Report	To request that an update be provided within six months, outlining progress on the issues highlighted in paragraphs 3.18 to 3.24 of the Director's report.	Director of Children and Families	December 2014		
32	20.05.14	Children and Young People (Scotland) Act	That a further report be brought to the Committee in 18 months setting out	Director of Children and Families	December 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		2014	progress on the implementation of the legislation in Edinburgh.				
33	20.05.14	Review of Community Access to Schools	To request that an update be provided in one year, including details of the new arrangements at Queensferry and Gracemount High Schools.	Director of Children and Families	May 2015		
34	20.05.14	Additional Support Needs Planning and Performance Update	That a briefing be provided for members of the Committee on ASL provision.	Director of Children and Families	December 2014		A written update will be provided to all elected members, with an offer of a briefing for anyone who would like this.
35	20.05.14	Schools Energy Report - Outcomes from Small Steps Awareness Campaign Pilot	To request that an update on the campaign be submitted to the Education, Children and Families Policy Development and Review Sub-Committee six months after the commencement of the campaign roll-out,	Acting Director of Services for Communities	March 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			which should include an update on quantified measures of success.				
36	20.05.14	Food For Life Accreditation in Edinburgh Schools	To note that an update would be provided on financial implications arising from moving towards silver and gold standards for all schools once bronze was achieved.	Acting Director of Services for Communities	March 2015		
37	20.05.14	Progress on the Implementation of Self-Directed Support	To request that an update be provided to the Committee within one year.	Director of Children and Families	May 2015		
38	20.05.14	Engagement of Children, Young People etc in the Development of Services	To agree to receive a further progress report on engagement in May 2015.	Director of Children and Families	May 2015		
39	20.05.14	Secure Units – Motion by Councillor Aitken	Committee instructs a report within two cycles on the situation in respect of secure units and	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>specifically those within Edinburgh.</p> <p>The report should include an update on the reduction of beds, resulting implications for the support services within the community and the possible closure of these units.</p> <p>The report should also provide a financial update including revenues brought in from other councils using the units.</p>				

Item 6.1 - Business bulletin

Education, Children and Families Committee

10am, Thursday, 11 September 2014

European Room, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Paul Godzik</p>  <p>Vice-Convener Councillor Cathy Fullerton</p> 	<p>Cllr Paul Godzik (Convener) Cllr Cathy Fullerton (Vice-Convener) Cllr Elaine Aitken Cllr Robert Aldridge Cllr Norma Austin Hart Cllr Deidre Brock Cllr Maureen Child Cllr Nick Cook Cllr Gavin Corbett Cllr Cammy Day Cllr Denis Dixon Cllr Sandy Howat Cllr Allan Jackson Cllr David Key Cllr Richard Lewis Cllr Melanie Main Cllr Eric Milligan Cllr Vicki Redpath Cllr Keith Robson Cllr Jason Rust Cllr Andrew Burns (ex officio) Cllr Steve Cardownie (ex officio) For education items: Marie Allan (religious representative) Rev Thomas Coupar (religious representative) Allan Crosbie (teacher representative) Craig Duncan (religious representative) Lindsay Law (parent representative) John Swinburne (teacher representative)</p>	<p>Morris.Smith Senior Committee Officer Tel: 529 4227</p> <p>Maria Lloyd Departmental Adviser to the Convener and the Vice-Convener Tel: 529 3294</p>

Exam Results

Congratulations to pupils on gaining excellent exam results yet again this year. Congratulations and thanks too to our teachers for successfully introducing the new courses while at the same time continuing with existing Higher exams. The fact that our results continue to improve is a real testament to their hard work and dedication.

We are really pleased to report record Higher results and a continued trend of improvement across the board:

- 95% of pupils gained 5 awards at level 3 (a six percentage point improvement since 2009)
- 61% of pupils gained 1 Higher (a thirteen percentage point improvement since 2009)
- 43% of pupils gained 3 Highers (an eight percentage point improvement since 2009)

As an education authority we are delighted to note that the strong focus on literacy/English has contributed to significant improvement with 100% of pupils now gaining an award in English by the end of S5.

A detailed report on exam results will be reported to Committee when we have national comparison data.

Summer work in schools

A huge amount of school building works were carried out over the summer in 68 of our schools. This work ranged from window upgrades to creating additional classroom space. This is increasing capacity and improving the condition of our school estate. This has been achieved through £1.5m investment in asset management works.

After School Clubs Cooperative Launch of the New Charter

To support our commitment to a more flexible approach to childcare provision to meet the demands of parents and carers we launched the Cooperative Charter in May. This recognises the existing expertise

More information is available from Karen Prophet on 469 3048 or karen.prophet@edinburgh.gov.uk

More information is available from Peter Watton on 529 5962 or peter.watton@edinburgh.gov.uk

More information is available from Aileen Mclean on 469 3300 or aileen.mclean@edinburgh.gov.uk

that many after-school clubs already have and supports greater co-operation and collaboration between clubs and other partners such as Lothian Association of Youth Clubs (LAYC) and the City of Edinburgh Council. Our aim is to get as many organisations signed up to this as possible and increase the numbers of after-school clubs operating in our schools.

The Broughton Cluster achieve schools of cooperation and Cluster recognition

As part of the work towards being a Cooperative Capital the Broughton Cluster began working on this initiative in October 2012. The schools involved have fully embraced the co-operative principles and values and have successfully achieved the Cooperative Schools Award in partnership with Cooperative Education Trust Scotland (CETS).

The Cluster has achieved this award by successfully developing their values and principles across the Cluster. The focus for this initiative has been on Pupil Voice. This positive and innovative approach in the Cluster has led to the creation of a Co-operative Learning Council, whereby two P6 pupils from each primary school and two pupils from S1 in the High School meet twice a term to discuss Cluster-wide issues.

Having evaluated what worked within the Broughton Cluster, we will look to see how we can further develop co-operative community links with a wider range of partners. The focus will be on engaging pupils through Pupil Councils to ensure pupil and teacher participation is actively driving forward the principle and values in creating Schools of Cooperation.

We have secured a partnership with CETS for the next three years to continue to develop co-operative schools, with a plan to implement a three stage Award similar to 'Healthy Schools'. In stage one, schools will build on current good practice and focus on supporting pupil councils to become schools of co-operation.

More information is available from Joyce Roachford on 469 3058 or joyce.roachford@edinburgh.gov.uk

Launch of Corporate Parenting Action Plan- Refresh and Pledge to Listen Campaign

The Children and Young People (Scotland) Act 2014 received Royal Assent on 27 March 2014. This is one of the most significant pieces of legislation affecting children, young people and their families since the Children (Scotland) Act 1995. The Act includes a focus on Corporate Parents, extending the list of public bodies with “corporate parenting responsibilities” and placing new duties on partners as “corporate parents” to strengthen support and improve outcomes for looked after children and young people. Our corporate parenting plan, which has been in place since 2012, is being used as a good practice model by the Looked After National Forum to share with other Local Authorities. We have signed up as a Council to the Pledge to Listen campaign to show a commitment to ending discrimination of Looked After young people and to ensure they have the same life chances as all of Edinburgh’s young people.

Play Day

A very successful Play Day took place in the Grassmarket on the 30 July 2014. This family friendly event included a wide range of activities including giant weaving, water play and a cardboard city. Play Day is part of a national campaign that highlights the importance of play in children’s lives. Information about the Playday saw the biggest number of links to our Brightfutures Blog! We hope next year that we will develop this into a Play Festival, with a range of activities across the City leading up to this exciting day.

New Portobello High School

On 26 June 2014 the Scottish Parliament unanimously agreed to pass the City of Edinburgh Council (Portobello Park) Private Bill following which there was a four week standstill period before Royal Assent was granted on 1 August 2014. The resulting legislation, The City of Edinburgh Council (Portobello Park) Act 2014, came into force the following day. The Act

More information is available from Scott Dunbar on 469 3123 or scott.dunbar@edinburgh.gov.uk

More information is available from Aileen Mclean on 469 3300 or aileen.mclean@edinburgh.gov.uk

More information is available from Billy Macintyre on 469 3366 or billy.macintyre@edinburgh.gov.uk

allowed the Council to appropriate Portobello Park as the site for the new Portobello High School with the contract with the preferred contractor, Balfour Beatty, having then been signed to ensure that the construction of the new school starts on site as quickly as possible. The new school is anticipated to open in August 2016.

Partnership with Further and Higher Education

At the end of April 2014, Senior Education Manager, Karen Prophet, signed an agreement with Queen Margaret University, Edinburgh College and other Local Authorities to formalise the delivery of Higher National Certificate courses in the Senior School curriculum. These courses in Health and Social Care, Hospitality, Food Science and Creative Industries provide young people with a high quality educational experience involving delivery by schools, Edinburgh College, Queen Margaret University and employers. In session 2013/14, over 50 S5 pupils are undertaking these courses and these pupils will achieve an HNC by the end of S6. Successful completion of these courses provides access to second year at University in their chosen area.

Pilrig Park's Journey to Excellence

Pilrig Park performed their [Commonwealth Games-themed show at the Festival Theatre](#) and now they have been featured in a video from Education Scotland, in which they explain how dance and creativity have helped them enrich their pupils' learning and move the school forward on their journey to excellence.

[Journey to Excellence](#) is an Education Scotland initiative to highlight excellent practice in schools across the country. The online resource features a range of videos showcasing the work of schools across curriculum areas.

More information is available from Karen Prophet on 469 3048 or karen.prophet@edinburgh.gov.uk

More information is available from Rosie Wilson 469 3960 or rosie.wilson@edinburgh.gov.uk

Literacy Development and the success of the Fresh Start Programme

Over 40 Primary schools are currently using this programme. Over 75% of pupils participating in the programme made significant improvement in their reading. The City has been asked to deliver a seminar on the Fresh Start programme at this year's Scottish Learning Festival in September 2014. Feedback from the parents, pupils and schools involved is positive and a full evaluation of the programme supports this improvement. A full report on the success of this programme will go to the Education, Children and Families Committee in December 2014.

Edinburgh is one of five local authority literacy hubs, which are centres for good practice and tasked with trialling and developing ways to improve reading skills.

Positive Destinations, Edinburgh Guarantee and Activity Agreements

As always the Edinburgh Guarantee is helping young people into positive destinations. Many of the companies who support this work are giving our pupils the opportunity to experience full time work experience to improve their employability skills and their chance of moving into full time employment. This year the number of Edinburgh young people in positive and sustained destinations is the best it has ever been at 91%.

Activity agreements give unemployed young people aged 16-19 the chance to take part in a programme of learning and activity which helps them to become ready for formal learning or employment. Recent independent research commissioned by Youth Link Scotland gives positive feedback from the young people. The purpose of the research was to understand how best to reach and support young people furthest from the labour market with 93% of young people saying their chances of gaining a job or going to college or training had improved and 91% said they felt more confident.

More information is available from Sandra Milne on 469 2980 or sandra.milne@ea.edin.sch.uk
Martin Gemmell on 469 2800 martin.gemmell@ea.edin.sch.uk

More information is available from Karen Prophet on 469 3048 or karen.prophet@edinburgh.gov.uk

Forthcoming activities:

The Scottish Learning Festival is taking place in Glasgow on 24 September 2014.
The next Policy Development and Review Sub-Committee will take place on 10 November 2014.

Education, Children and Families Committee

10am, Thursday 11 September 2014

Improving Positive Destinations

Item number	7.1
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The purpose of this report is to provide an update on strategies and progress towards improving school leaver destinations and how we have achieved our target of equalling the national average. The report shows a significant improvement in positive destinations when compared with the same census last year and highlights the success of 16+ Learning Choices Groups in schools, Activity Agreements and The Edinburgh Guarantee. This report summarises the improving picture of school leaver destinations for leavers from Edinburgh's 23 Secondary Schools for those young people who left school in December 2012 and May 2013. Initial destinations for these young people were recorded in September 2013 and followed up six months later in March 2014. This report focuses specifically on the follow up census data undertaken by Skills Development Scotland in March 2014. The report links attainment outcomes and positive destination outcomes in order to monitor the effectiveness of strategies to support the lowest achieving school leavers.

Improving Positive Destinations 2012/13

Recommendations

The Education Children and Families Committee is requested to:

- 1.1 Note the contents of this report, the improvement and trends in positive destinations;
- 1.2 Note the progress of strategies in school and post school

- 1.3 Agree to receive a further report in September 2015 after the follow up census which gives us an indication of sustained destinations.

Background

- 2.1 This report provides elected members of the Education, Children and Families Committee with a summary of school leaver destinations from Edinburgh's 23 secondary schools for Winter leavers 2012 and Summer leavers 2013 and includes:
- Overview of progress
 - Individual school statistics broken down by destination
 - Three year trend
 - Comparison against national average
 - Highlights individual school progress
 - Analysis of the 'unemployed seeking ' category
 - Reports on impact of 16+ Learning Choices, Activity Agreements and The Edinburgh Guarantee.
- 2.2 Positive destination categories are: Higher Education (HE); Further Education (FE); Training; Employment; Voluntary Work and Activity Agreements. Other destinations are: Unemployed Seeking; Unemployed Not Seeking and Not Known.
- 2.3 The School Leaver Destinations Report 2009/10 recorded 83.1% of Edinburgh's school leavers in positive destinations, almost the lowest percentage that year of all local authorities. In the following three years, and despite the challenges of the recession Edinburgh's positive destinations performance has improved to the point of being the best for the last ten years achieving 86.5% positive destinations in 2010/11, 89.8% in 2011/12 and **91% in 2012/13** which is **1%** above the national average.

Appendix 1a) - 2012/13 School Leaver Destinations Report - percentages

Appendix 1b) - 2012/13 School Leaver Destinations Report - numbers

Appendix 2a) - 2011/12 School Leaver Destinations Report - percentages

Appendix 2b) - 2011/12 School Leaver Destinations Report - number

Appendix 3 - Sustained Positive Destinations Chart

Appendix 4 - Reducing Unemployed Seeking Chart

Appendix 6 - Improving Schools / Above National Average

Main report

- 3.1 The total number of school leavers for Edinburgh in 2012/13 was 3,380 this is 140 more leavers than the previous year 2011/12.
- 3.2 Edinburgh's positive destinations 2012/13 data shows an improvement on the previous year 2011/12 by 1.2% and continues the positive trend. This is the highest level of positive destinations reported since 1997/8. In comparison to other local authorities Edinburgh has progressed from being 32nd in 2009/10 to 24th in 2011/12 and **18th equal in 2012/13**. Edinburgh has the highest positive destinations compared to the other cities in Scotland.

Three Year Figures Positive Destinations:

2012/13	91% in positive destinations
2011/12	89.8% in positive destinations
2010/11	86.5% in positive destinations

- 3.3 Edinburgh's positive destinations 2012/13 is now **1% above** the national average

Table 1: Positive Destinations by Percentage Three Year Comparison against the National Average

YEAR	EDINBURGH	SCOTLAND	VARIANCE
2012/13	91%	90%	+1
2011/12	89.8%	89.5%	+0.3%
2010/11	86.5%	87.2%	-0.7%

- 3.4 The number of 'unemployed seeking' leavers continues to decrease and this year is Edinburgh's lowest ever recorded figure.

Three Year Figures' Unemployed Seeking':

2012/13	234 unemployed seeking leavers (6.9%) (Appendix 4)
2011/12	269 unemployed seeking leavers (8.3%)
2010/11	389 unemployed seeking leavers (11.4%)

3.5 **Table 2: Destinations by Percentage and Destination Category Three Year Figures**

Destination	2010/11	2011/12	2012/13
Higher Education	34.7	37.7 (+3%)	37.4 (-0.3%)
Further Education	24.1	24.5 (+0.4%)	23.3 (-1.2%)
Training	3.0	3.3 (+0.3%)	5.0 (+1.7%)
Employment	23.3	21.5 (-1.8%)	22.5 (+1%)
Voluntary Work	1.2	1.0 (-0.2%)	1.0
Activity Agreements	0.3	1.7 (+1.4%)	1.9 (+0.2%)
Total +ve	86.5	89.8 (+3.3%)	91.0 (+1.2%)
Other Destinations			
Unemployed and seeking	11.4	8.3 (-3.1%)	6.9 (-1.4%)
Unemployed and not seeking	1.6	1.3 (-0.3%)	1.7 (+0.4%)
Destination unknown	0.4	0.6 (+0.2%)	0.4 (-0.2%)
Total Other	13.5	10.2 (-3.3%)	9.0 (-1.2%)

Table 3: Edinburgh and Scotland 2012/13by Destination Category Percentage Point Variance

	HE	FE	Training	Employment	Vol Work	Activity Agreement	Unemp. Seeking	Unemp. not seeking
Comparison of percentages	+1.1	-1.2	+1.8	-2.1	+0.5	+1	-1	0
Edinburgh	37.4	23.3	5.0	22.5	1.0	1.9	6.9	1.7
Scotland	36.3	24.5	3.2	24.6	0.5	0.9	7.9	1.7

3.6 **15** of the 23 secondary schools have **increased the percentage** of leavers moving into **positive destinations** in comparison to 2011/12 with **14** schools performing **above the national average**. (see appendix 6)

3.7 **Closing the Gap - Scottish Index for Multiple Deprivation (SIMD)**

There is an improving picture at both ends of the SIMD index for both increasing positive destinations and reducing negative destinations.

SIMD 1 (most deprived)

- Young people entering a positive destination

2012/13 = 77.7%

2011/12 = 71.3%

This shows an increase of 6.4% young people in a positive destination

- Young People with an unemployed seeking status

2012/13 = 8.5%

2011/12 = 12.3%

There are 3.8% fewer young people who are unemployed seeking

SIMD 10 (least deprived)

- Young people entering a positive destination

2012/13 = 95.3%

2011/12 = 91.6%

This shows an increase of 3.7% young people in a positive destination

- Young People with an unemployed seeking status

2012/13 = 0.6%

2011/12 = 1.5%

There are 0.9% fewer young people who are unemployed seeking

While there remains a 17.6% difference in the number of young people from SIMD 1 and SIMD 10 moving into a positive destination in 2012/13 cohort, this is an improvement of 2.7% on the 2011/12 cohort where the difference between SIMD 1 and SIMD 10 was 20.3%. This continues to be an area for continued positive action to reduce this further.

3.8 **Unemployed Seeking Attainment Profile**

At the launch of The Edinburgh Guarantee in 2009 one of the targets set was to reduce the large number of young people with higher and credit standard grade

qualifications in the unemployed seeking category. The table below highlights the significant progress made in this area.

Qualifications	2009/10 Unemployed Seeking	2012/13 Unemployed Seeking	Variance
Higher / Advanced Higher	108 (20%)	39 (16%)	-69 (-4%)
Credit Standard Grade / Intermediate 2	150 (28%)	66 (23%)	-84 (-5%)
General Standard Grade / Intermediate 1	177 (33%)	57 (23%)	-120 (-10%)
Foundation Standard Grade / Access 2/3)	54 (10%)	20 (8%)	-34 (-2%)
Access 1 / No qualifications	11(2%)	62 (25%)	+51(+23%)
Unknown	38 (7%)	0	-38 (-7%)

3.9 **16 + Partnership Groups** in schools continue to be key to making the difference through focusing on early intervention and identifying those most at risk of not achieving a positive destination. Led by a Depute Head Teacher partners include Skills Development Scotland, Community Learning and Development, voluntary agencies and activity agreement advisors. Adopting a Getting it Right approach (GIRFEC) these groups assign lead responsibilities, align support and provision to young people well in advance of school leaving, over the transition period and into an after care period.

3.10 **Activity Agreements** were introduced in December 2011 and accounts for 1.9% of leavers within the authority. This is an increase of 0.2% on 2011/12 and 1% higher than the national average (0.9%). From April 2013 until March 2014 263 young people have engaged with an Activity Agreement. 138 have already progressed to a positive destinations fairly evenly split between employment, further education and training.

3.11 **Edinburgh Guarantee impact on improving positive destinations:**

From April to June 2014 the Edinburgh Guarantee Team has been engaging with businesses across the City to identify 224 partner opportunities for school

leavers. Attention has been placed on the timing of opportunities being advertised ensuring these are aligned, when possible, with school leaver dates. Internally CEC have committed to recruiting 71 Modern Apprentices in 2014/15 with the recruitment currently underway for a majority of these. The Inspiring Young People programme continues to deliver a stage 2-3 pipeline training and work placement intervention with a focus on working in partnership with the Through Care and After Care teams to support looked after young people. A new website is in the final stages of development with information, guidance and advice for employers, young people, parents, teachers and service providers. The new website also enables young people to register their interest and receive job alerts. Through analysing the registration the Edinburgh Guarantee team will be able to identify the young talent leaving our schools and effectively market this talent to encourage employer participation in the Edinburgh Guarantee. We are piloting an 'Employers menu of options' in partnership with local schools to formalise and streamline the 'Ask' we make of employers to get involved.

3.12 **Career Academies** are now established in 22 secondary schools. Career Academy is a two year programme which provides 5th into 6th year participants with a mentor from business world, master classes and a four week paid internship during the summer holiday. The first graduates of this programme left school May 13 with 97.3% going onto a positive destination.

3.13 **Looked After Children**

The Scottish Government recently published the fourth in their series 'Educational Outcomes for Looked After Children and Young People'. The production of national data has been welcomed and now forms part of our performance monitoring framework. It should be noted that the number of looked after children as defined for this purpose is relatively small (72 for Edinburgh for 2012/13) and this figure is used to give an overall picture for Edinburgh and nationally and a basis on which to plan both further analysis and improvement activity.

One of the areas identified in this publication as an outcome is that of a sustained positive destination. The data used is that from the follow up survey carried out around 6 months after leaving school. The latest information shows 65% of Looked After school leavers in 2012/13 in a sustained positive destination. This is an improvement on 2011/12 of 5 percentage points and 15 percentage points since 2010/11. The picture for Edinburgh is also better than nationally where the figure is 62%. This is good progress but the figure remains lower than that for all school leavers in 2012/13 of 91%.

Measures of success

- 4.1 The City of Edinburgh Council has now reached their target of matching the national average of school leavers moving into positive destinations.
- 4.2 The priority of improving the life chances for Looked After Children is making steady progress and remains a priority for all staff in schools and in the Local Authority.

Financial impact

- 5.1 The Scottish Government Opportunities For All grant for financial year 2014-15 has been secured to allow the continuation of Activity Agreement programme for our vulnerable young people who have considerable barriers to progressing into employment, FE or training.

Risk, policy, compliance and governance impact

- 6.1 There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

Equalities impact

- 7.1 See Appendix 5 ERIA Summary Report

Sustainability impact

- 8.1 The need to build resilience to climate change is not relevant to this report as it is an information report.

Consultation and engagement

- 9.1 There has been no external consultation or engagement in producing this report.

Background reading / external references

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Quality and Curriculum)

Links

Coalition pledges P7, P16, P28,P29

Council outcomes C02,C03,C06, C09

Single Outcome Agreement S01,S03

Appendices

Appendix 1a & 1b - The City of Edinburgh 2012/13 School Leaver Destination Percentages & Figures

Appendix 2 - 2012/13 Sustained Positive Destinations

Appendix 2a & 2b - The City of Edinburgh 2011/12 School Leaver Destination Percentages & Figures

Appendix 3 - Sustained Positive Destinations

Appendix 4 - 2012/13 Reducing Unemployment Seeking

Appendix 5 - ERIA Summary Report

Appendix 6 - Improving Schools / Above National Average

City of Edinburgh Council SLDR 2012/13 (Follow Up Destination Percentages)

School	Return	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	Total Leavers	Positive %	Other %	Percentage Point Change
Balerno Community High School	Initial	45.1	17.3	2.3	23.3	6.0	0.8	3.8	1.5		133	94.7	5.3	0.8
	Follow Up	43.6	17.3	3.0	25.6	5.3	0.8	3.8	0.8		133	95.5	4.5	
Boroughmuir High School	Initial	72.1	11.4	3.0	9.0	0.5	0.5	3.0		0.5	201	96.5	3.5	0.5
	Follow Up	71.4	10.1	1.0	12.1	0.5	2.0	2.5		0.5	199	97.0	3.0	
Broughton High School	Initial	26.4	35.8	8.2	16.4		1.9	8.2	2.5	0.6	159	88.7	11.3	-1.9
	Follow Up	28.3	28.3	7.5	20.1	0.6	1.9	9.4	3.1	0.6	159	86.8	13.2	
Castlebrae Community High School	Initial	5.4	39.3	17.9	12.5	3.6	16.1	1.8	3.6		56	94.6	5.4	0.0
	Follow Up	1.8	35.7	25.0	14.3	8.9	8.9	1.8	1.8	1.8	56	94.6	5.4	
Craigmount High School	Initial	37.6	25.2	2.7	26.1		0.9	7.5			226	92.5	7.5	0.9
	Follow Up	37.6	25.7	3.1	27.0			6.6			226	93.4	6.6	
Craigroyston Community High School	Initial	8.2	46.6	13.7	11.0		11.0	9.6			73	90.4	9.6	-10.9
	Follow Up	1.4	38.4	8.2	17.8	1.4	12.3	17.8	1.4	1.4	73	79.5	20.5	
Currie Community High School	Initial	45.9	26.3	1.5	16.5	1.5		6.8	1.5		133	91.7	8.3	1.5
	Follow Up	48.1	21.1	2.3	19.5	1.5	0.8	5.3	1.5		133	93.2	6.8	
Drummond Community High School	Initial	20.7	44.6	14.1	12.0	1.1		7.6			92	92.4	7.6	-5.6
	Follow Up	20.9	39.6	4.4	18.7	2.2	1.1	13.2			91	86.8	13.2	
Firrhill High School	Initial	61.1	14.1	3.0	10.6	1.5	3.5	5.6	0.5		198	93.9	6.1	0.5
	Follow Up	58.4	15.2	2.5	15.7	1.5	1.0	4.6	1.0		197	94.4	5.6	
Forrester High School	Initial	31.0	23.8	7.1	27.0	0.8	1.6	8.7			126	91.3	8.7	-3.2
	Follow Up	27.8	18.3	6.3	34.1	0.8	0.8	7.9	3.2	0.8	126	88.1	11.9	
Gracemount High School	Initial	20.8	30.0	12.3	18.5		6.9	8.5	3.1		130	88.5	11.5	3.8
	Follow Up	21.5	27.7	10.0	23.1	0.8	9.2	5.4	2.3		130	92.3	7.7	
Holy Rood RC High School	Initial	34.3	28.6	3.6	22.9	0.7	2.1	7.1	0.7		140	92.1	7.9	-2.8
	Follow Up	31.4	25.0	1.4	27.9	0.7	2.9	7.1	2.9	0.7	140	89.3	10.7	
James Gillespie's High School	Initial	56.3	13.1	4.7	16.4	1.4		7.0		0.9	213	92.0	8.0	1.8
	Follow Up	55.0	13.3	5.7	18.0	0.9	0.9	4.3	1.4	0.5	211	93.8	6.2	
Leith Academy	Initial	27.8	26.7	9.1	20.9	0.5	1.6	10.7	2.7		187	86.6	13.4	0.0
	Follow Up	27.3	22.5	6.4	28.3	1.1	1.1	9.6	3.2	0.5	187	86.6	13.4	
Liberton High School	Initial	24.3	33.1	8.8	14.2	0.7	3.4	13.5	1.4	0.7	148	84.5	15.5	2.7
	Follow Up	22.3	29.1	10.1	23.6		2.0	10.1	2.0	0.7	148	87.2	12.8	
Portobello High School	Initial	38.1	28.1	5.6	20.3	0.9	0.9	4.3	1.3	0.4	231	93.9	6.1	-0.4
	Follow Up	37.2	25.1	4.8	25.1	0.4	0.9	4.8	0.9	0.9	231	93.5	6.5	
Queensferry Community High School	Initial	34.2	34.2	4.2	20.8			5.0		1.7	120	93.3	6.7	0.8
	Follow Up	39.5	23.5	2.5	28.6			5.9			119	94.1	5.9	
St Augustine's High School	Initial	29.0	33.3	2.2	24.6		2.9	5.8	2.2		138	92.0	8.0	-1.4
	Follow Up	30.4	26.1	4.3	28.3		1.4	8.0	1.4		138	90.6	9.4	
St Thomas Of Aquin's High School	Initial	53.8	23.5	1.7	16.8	1.7	0.8	0.8	0.8		119	98.3	1.7	0.0
	Follow Up	53.4	21.2	1.7	20.3	0.8	0.8	0.8	0.8		118	98.3	1.7	
The Royal High School	Initial	56.5	18.2	1.9	12.4	1.4		7.7	1.4	0.5	209	90.4	9.6	4.3
	Follow Up	55.0	16.7	3.3	18.7	0.5	0.5	3.8	1.4		209	94.7	5.3	
Trinity Academy	Initial	33.8	29.4	6.3	16.3	1.9	3.8	8.1	0.6		160	91.3	8.8	-3.2
	Follow Up	30.2	29.6	3.1	23.3	0.6	1.3	8.8	2.5	0.6	159	88.1	11.9	
Tynecastle High School	Initial	20.2	34.7	8.9	24.2	1.6	0.8	8.9	0.8		124	90.3	9.7	-4.0
	Follow Up	18.5	34.7	4.0	26.6	1.6	0.8	9.7	4.0		124	86.3	13.7	
Wester Hailes Education Centre	Initial	2.7	42.5	13.7	8.2		8.2	21.9	2.7		73	75.3	24.7	-8.2
	Follow Up	2.7	28.8	13.7	16.4		5.5	26.0	6.8		73	67.1	32.9	
City of Edinburgh Council	Initial	38.2	26.4	5.8	17.8	1.1	2.2	7.2	1.1	0.3	3,389	91.4	8.6	-0.4
	Follow Up	37.4	23.3	5.0	22.5	1.0	1.9	6.9	1.7	0.4	3,380	91.0	9.0	

Totals may not equal 100% due to rounding



City of Edinburgh Council SLDR 2012/13 (Follow Up Destination Figures)														
School	Return	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Leavers	Total Positive	Total Other	Excluded
Balerno Community High School	Initial	60	23	3	31	8	1	5	2		133	126	7	
	Follow Up	58	23	4	34	7	1	5	1		133	127	6	
Boroughmuir High School	Initial	145	23	6	18	1	1	6		1	201	194	7	
	Follow Up	142	20	2	24	1	4	5		1	199	193	6	2
Broughton High School	Initial	42	57	13	26		3	13	4	1	159	141	18	
	Follow Up	45	45	12	32	1	3	15	5	1	159	138	21	
Castlebrae Community High School	Initial	3	22	10	7	2	9	1	2		56	53	3	
	Follow Up	1	20	14	8	5	5	1	1	1	56	53	3	
Craigmount High School	Initial	85	57	6	59		2	17			226	209	17	
	Follow Up	85	58	7	61			15			226	211	15	
Craigroyston Community High School	Initial	6	34	10	8		8	7			73	66	7	
	Follow Up	1	28	6	13	1	9	13	1	1	73	58	15	
Currie Community High School	Initial	61	35	2	22	2		9	2		133	122	11	
	Follow Up	64	28	3	26	2	1	7	2		133	124	9	
Drummond Community High School	Initial	19	41	13	11	1		7			92	85	7	
	Follow Up	19	36	4	17	2	1	12			91	79	12	1
Firrhill High School	Initial	121	28	6	21	3	7	11	1		198	186	12	
	Follow Up	115	30	5	31	3	2	9	2		197	186	11	1
Forrester High School	Initial	39	30	9	34	1	2	11			126	115	11	
	Follow Up	35	23	8	43	1	1	10	4	1	126	111	15	
Gracemount High School	Initial	27	39	16	24		9	11	4		130	115	15	
	Follow Up	28	36	13	30	1	12	7	3		130	120	10	
Holy Rood RC High School	Initial	48	40	5	32	1	3	10	1		140	129	11	
	Follow Up	44	35	2	39	1	4	10	4	1	140	125	15	
James Gillespie's High School	Initial	120	28	10	35	3		15		2	213	196	17	
	Follow Up	116	28	12	38	2	2	9	3	1	211	198	13	2
Leith Academy	Initial	52	50	17	39	1	3	20	5		187	162	25	
	Follow Up	51	42	12	53	2	2	18	6	1	187	162	25	
Liberton High School	Initial	36	49	13	21	1	5	20	2	1	148	125	23	

Liberation High School	Follow Up	33	43	15	35		3	15	3	1	148	129	19	
Portobello High School	Initial	88	65	13	47	2	2	10	3	1	231	217	14	
	Follow Up	86	58	11	58	1	2	11	2	2	231	216	15	
Queensferry Community High School	Initial	41	41	5	25			6		2	120	112	8	
	Follow Up	47	28	3	34			7			119	112	7	1
St Augustine's High School	Initial	40	46	3	34		4	8	3		138	127	11	
	Follow Up	42	36	6	39		2	11	2		138	125	13	
St Thomas Of Aquin's High School	Initial	64	28	2	20	2	1	1	1		119	117	2	
	Follow Up	63	25	2	24	1	1	1	1		118	116	2	1
The Royal High School	Initial	118	38	4	26	3		16	3	1	209	189	20	
	Follow Up	115	35	7	39	1	1	8	3		209	198	11	
Trinity Academy	Initial	54	47	10	26	3	6	13	1		160	146	14	
	Follow Up	48	47	5	37	1	2	14	4	1	159	140	19	1
Tynecastle High School	Initial	25	43	11	30	2	1	11	1		124	112	12	
	Follow Up	23	43	5	33	2	1	12	5		124	107	17	
Wester Hailes Education Centre	Initial	2	31	10	6		6	16	2		73	55	18	
	Follow Up	2	21	10	12		4	19	5		73	49	24	
City of Edinburgh Council	Initial	1,296	895	197	602	36	73	244	37	9	3,389	3,099	290	
	Follow Up	1,263	788	168	760	35	63	234	57	12	3,380	3,077	303	9

Appendix 2a - City of Edinburgh Council SLDR 2011/12 (Follow Up Destination Percentages)

School	Return	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	Total Leavers	Positive %	Other %	Change %
Balerno Community High School	Initial	52.0	24.8	0.8	11.2	2.4		7.2	1.6		125	91.2	8.8	-0.8
	Follow Up	45.6	29.6		13.6	1.6		8.0		1.6	125	90.4	9.6	
Boroughmuir High School	Initial	68.6	16.0	3.2	9.0			3.2			188	96.8	3.2	-0.5
	Follow Up	66.5	15.4	1.1	13.3			3.2	0.5		188	96.3	3.7	
Broughton High School	Initial	35.9	35.9	1.7	12.7	2.8		10.5	0.6		181	89.0	11.0	2.7
	Follow Up	35.6	32.8	5.6	14.4	2.2	1.1	7.8	0.6		180	91.7	8.3	
Castlebrae Community High School	Initial	1.9	26.9	19.2	21.2	3.8	19.2	5.8	1.9		52	92.3	7.7	-2.1
	Follow Up	2.0	25.5	9.8	27.5		25.5	5.9	2.0	2.0	51	90.2	9.8	
Craigmount High School	Initial	44.8	20.8	3.6	17.6	0.5	0.5	10.4	1.8		221	87.8	12.2	2.7
	Follow Up	45.0	17.3	2.3	24.1	1.4	0.5	8.2	0.9	0.5	220	90.5	9.5	
Craigroyston Community High School	Initial	3.2	33.3	11.1	12.7	3.2	6.3	27.0	1.6	1.6	63	69.8	30.2	7.6
	Follow Up	3.2	35.5	12.9	16.1	3.2	6.5	19.4		3.2	62	77.4	22.6	
Currie Community High School	Initial	54.0	20.9	2.2	14.4	1.4		5.8	1.4		139	92.8	7.2	2.9
	Follow Up	51.8	18.0	0.7	23.7	1.4		2.9	0.7	0.7	139	95.7	4.3	
Drummond Community High School	Initial	23.4	35.1	9.1	14.3			15.6	2.6		77	81.8	18.2	-5.2
	Follow Up	18.2	29.9	6.5	22.1			19.5	3.9		77	76.6	23.4	
Firrhill High School	Initial	54.0	13.6	3.4	19.3	0.6	0.6	7.4	1.1		176	91.5	8.5	3.4
	Follow Up	50.9	14.3	4.0	24.0	0.6	1.1	2.9	1.7	0.6	175	94.9	5.1	
Forrester High School	Initial	17.8	35.5	1.9	16.8		1.9	26.2			107	73.8	26.2	8.3
	Follow Up	18.9	34.9	4.7	20.8		2.8	16.0	1.9		106	82.1	17.9	
Gracemount High School	Initial	30.1	22.3	6.8	15.5	1.0	3.9	18.4		1.9	103	79.6	20.4	2.9
	Follow Up	30.1	20.4	6.8	20.4		4.9	14.6	2.9		103	82.5	17.5	
Holy Rood High School	Initial	37.7	21.2	2.6	21.2	1.3	0.7	13.2	2.0		151	84.8	15.2	1.3
	Follow Up	35.8	20.5	1.3	27.2		1.3	12.6	1.3		151	86.1	13.9	
James Gillespie's High School	Initial	49.5	18.9	2.0	14.8	1.0	0.5	12.8	0.5		196	86.7	13.3	7.1
	Follow Up	50.3	19.5	2.6	17.4	3.6	0.5	6.2			195	93.8	6.2	
Leith Academy	Initial	30.4	33.5	4.3	21.1			9.3	1.2		161	89.4	10.6	3.8
	Follow Up	26.1	34.8	3.1	27.3		1.9	6.2	0.6		161	93.2	6.8	
Liberton High School	Initial	16.4	30.9	4.5	25.5	0.9	4.5	13.6	3.6		110	82.7	17.3	-1.8
	Follow Up	17.3	30.0	2.7	29.1		1.8	11.8	4.5	2.7	110	80.9	19.1	
Portobello High School	Initial	36.7	21.1	6.4	22.3	2.4	1.2	9.2	0.8		251	90.0	10.0	-0.8
	Follow Up	33.5	20.7	1.6	29.1	2.8	1.6	9.2	0.8	0.8	251	89.2	10.8	
Queensferry Community High School	Initial	47.1	24.6	1.4	19.6	2.2		5.1			138	94.9	5.1	0.8
	Follow Up	48.6	24.6	1.4	18.8	2.2		2.9	0.7	0.7	138	95.7	4.3	
St Augustine's High School	Initial	33.8	33.1	1.5	13.8		1.5	12.3	2.3	1.5	130	83.8	16.2	3.7
	Follow Up	32.8	34.4	3.1	16.4	0.8		7.8	3.1	1.6	128	87.5	12.5	
St Thomas Of Aquin's High School	Initial	51.2	23.1	3.3	15.7	1.7	0.8	3.3	0.8		121	95.9	4.1	0.8
	Follow Up	52.1	23.1	3.3	17.4		0.8	2.5	0.8		121	96.7	3.3	

Appendix 2a - City of Edinburgh Council SLDR 2011/12 (Follow Up Destination Percentages)

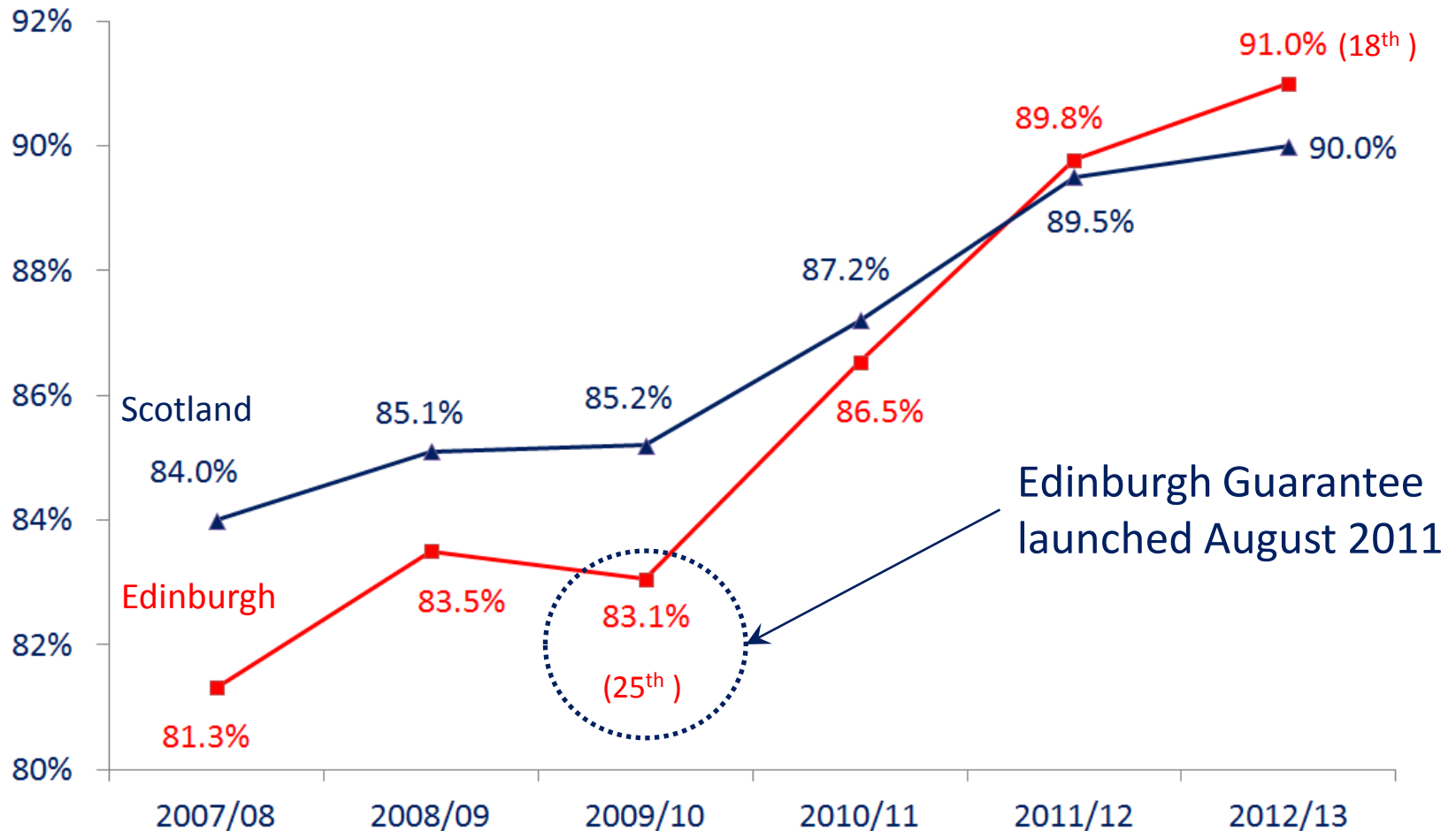
School	Return	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	Total Leavers	Positive %	Other %	Change %
The Royal High School	Initial	50.2	22.9	2.5	17.4	1.5		4.0	1.0	0.5	201	94.5	5.5	-0.5
	Follow Up	48.3	23.9	1.0	20.9			5.0	1.0		201	94.0	6.0	
Trinity Academy	Initial	37.1	20.8	5.7	24.5	1.9		8.2	1.9		159	89.9	10.1	-5.7
	Follow Up	33.5	21.5	5.7	22.2	0.6	0.6	11.4	3.2	1.3	158	84.2	15.8	
Tynecastle High School	Initial	16.7	31.6	7.0	26.3		3.5	14.9			114	85.1	14.9	3.3
	Follow Up	17.9	33.9	4.5	28.6		3.6	10.7		0.9	112	88.4	11.6	
Wester Hailes Education Centre	Initial	5.3	29.3	16.0	18.7		6.7	18.7	5.3		75	76.0	24.0	0.0
	Follow Up	5.3	33.3	10.7	17.3		9.3	21.3	1.3	1.3	75	76.0	24.0	
City of Edinburgh Council	Initial	39.1	24.7	4.3	17.7	1.2	1.4	10.3	1.2	0.2	3,239	88.3	11.7	1.5
	Follow Up	37.7	24.5	3.3	21.5	1.0	1.7	8.3	1.3	0.6	3,227	89.8	10.2	

Appendix 2b - City of Edinburgh Council SLDR 2011/12 (Follow Up Destination Figures)

School	Return	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Leavers	Total Positive	Total Other	Excluded
Balerno Community High School	Initial	65	31	1	14	3		9	2		125	114	11	
	Follow Up	57	37		17	2		10		2	125	113	12	
Boroughmuir High School	Initial	129	30	6	17			6			188	182	6	
	Follow Up	125	29	2	25			6	1		188	181	7	
Broughton High School	Initial	65	65	3	23	5		19	1		181	161	20	
	Follow Up	64	59	10	26	4	2	14	1		180	165	15	1
Castlebrae Community High School	Initial	1	14	10	11	2	10	3	1		52	48	4	
	Follow Up	1	13	5	14		13	3	1	1	51	46	5	1
Craigmount High School	Initial	99	46	8	39	1	1	23	4		221	194	27	
	Follow Up	99	38	5	53	3	1	18	2	1	220	199	21	1
Craigroyston Community High School	Initial	2	21	7	8	2	4	17	1	1	63	44	19	
	Follow Up	2	22	8	10	2	4	12		2	62	48	14	1
Currie Community High School	Initial	75	29	3	20	2		8	2		139	129	10	
	Follow Up	72	25	1	33	2		4	1	1	139	133	6	
Drummond Community High School	Initial	18	27	7	11			12	2		77	63	14	
	Follow Up	14	23	5	17			15	3		77	59	18	
Firrhill High School	Initial	95	24	6	34	1	1	13	2		176	161	15	
	Follow Up	89	25	7	42	1	2	5	3	1	175	166	9	1
Forrester High School	Initial	19	38	2	18		2	28			107	79	28	
	Follow Up	20	37	5	22		3	17	2		106	87	19	1
Gracemount High School	Initial	31	23	7	16	1	4	19		2	103	82	21	
	Follow Up	31	21	7	21		5	15	3		103	85	18	
Holy Rood High School	Initial	57	32	4	32	2	1	20	3		151	128	23	
	Follow Up	54	31	2	41		2	19	2		151	130	21	
James Gillespie's High School	Initial	97	37	4	29	2	1	25	1		196	170	26	
	Follow Up	98	38	5	34	7	1	12			195	183	12	1
Leith Academy	Initial	49	54	7	34			15	2		161	144	17	
	Follow Up	42	56	5	44		3	10	1		161	150	11	
Liberton High School	Initial	18	34	5	28	1	5	15	4		110	91	19	
	Follow Up	19	33	3	32		2	13	5	3	110	89	21	
Portobello High School	Initial	92	53	16	56	6	3	23	2		251	226	25	
	Follow Up	84	52	4	73	7	4	23	2	2	251	224	27	
Queensferry Community High School	Initial	65	34	2	27	3		7			138	131	7	
	Follow Up	67	34	2	26	3		4	1	1	138	132	6	
St Augustine's High School	Initial	44	43	2	18		2	16	3	2	130	109	21	
	Follow Up	42	44	4	21	1		10	4	2	128	112	16	2
St Thomas Of Aquin's High School	Initial	62	28	4	19	2	1	4	1		121	116	5	
	Follow Up	63	28	4	21		1	3	1		121	117	4	
The Royal High School	Initial	101	46	5	35	3		8	2	1	201	190	11	
	Follow Up	97	48	2	42			10	2		201	189	12	
Trinity Academy	Initial	59	33	9	39	3		13	3		159	143	16	
	Follow Up	53	34	9	35	1	1	18	5	2	158	133	25	1
Tynecastle High School	Initial	19	36	8	30		4	17			114	97	17	
	Follow Up	20	38	5	32		4	12		1	112	99	13	2
Wester Hailes Education Centre	Initial	4	22	12	14		5	14	4		75	57	18	
	Follow Up	4	25	8	13		7	16	1	1	75	57	18	
City of Edinburgh Council	Initial	1,266	800	138	572	39	44	334	40	6	3,239	2,859	380	
	Follow Up	1,217	790	108	694	33	55	269	41	20	3,227	2,897	330	12

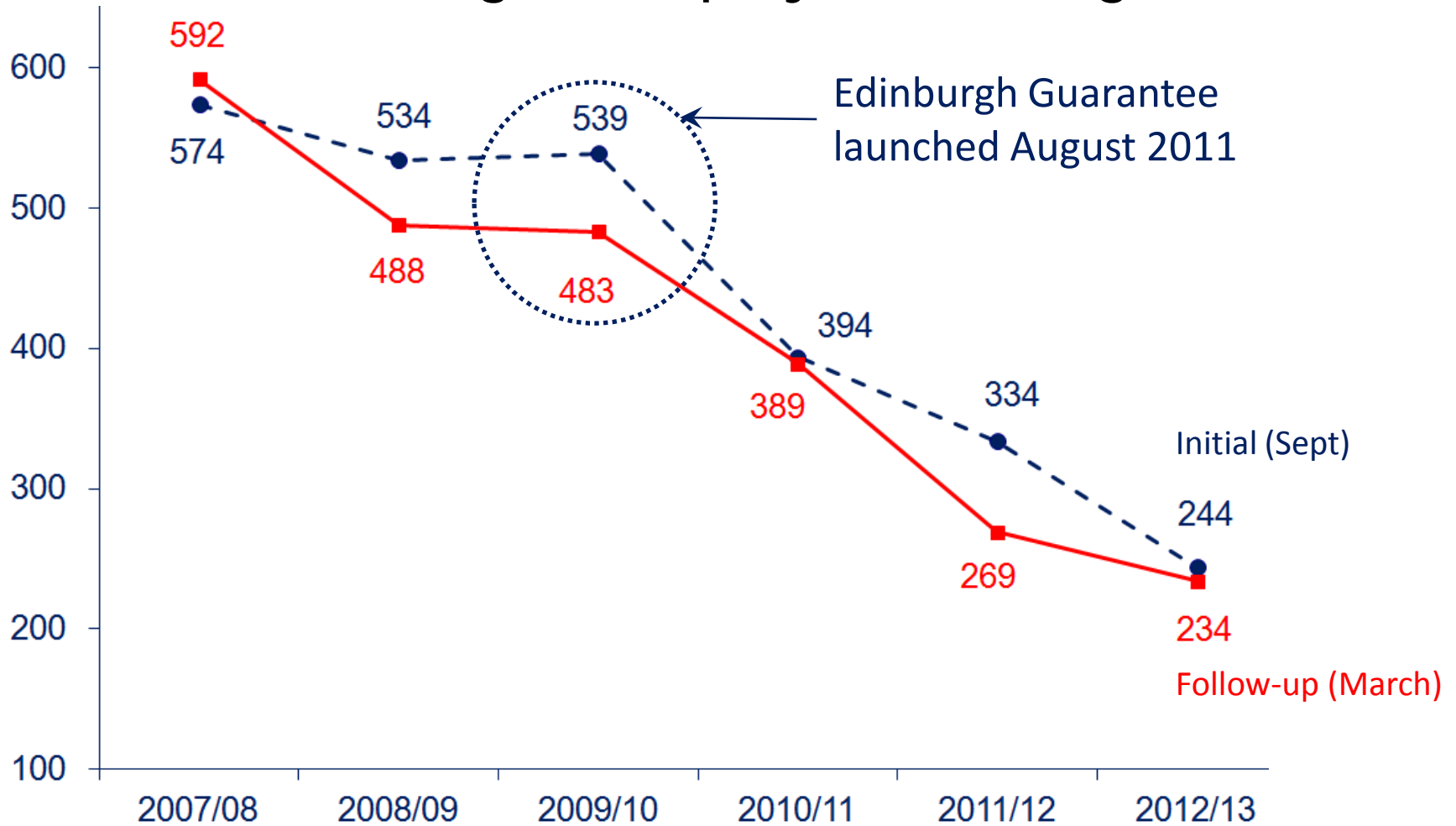
Duplicate record were identified by SDS after the original initial SLDR had been reported. Initial totals have been adjusted to match the agreed official statistics release

Positive Destinations: Sustained Destinations



Note: (#) of 32 Scottish Local Authority areas

Reducing Unemployed Seeking



ERIA Summary Report for Council Decision Makers

What CMT Report / Committee report (including meeting date) does this ERIA information relate to?

Education, Children and Families Committee Thursday 11th September 2014

What are the main impacts on rights?

Improved:

5. Rights to education and learning – improved career guidance and support into a positive destination whilst in and on leaving school for all young people and bespoke training for vulnerable young people (Activity Agreements)

7. Rights to productive and valued activities – improved employment, training and post school education for all young people including targeted support for the most vulnerable school leavers ie Looked After Children

What are the main impacts on equality?

Age – targeted support for 16-24 year olds This demographic information is being collected.

Gender/Sex -This demographic information is being collected.

Race/ faith/ belief – where appropriate arrangements have been made for ensuring that interpreters and translations have been engaged

Socio-economic disadvantage - the service has been designed to recognise the greater needs of young people who are socio-economically deprived. Consideration has been given to the needs of young people with complex health and/or social problems. Consideration has been given to the needs of people with low education levels and poorer literacy skills. All young people are being offered support to achieve positive outcomes.

What are the main ERIA recommendations?

We will continue to try and ensure that the language and images used in promotional material are inclusive and representative of all groups.

Disability – we will continue to consider the needs of disabled young people when we plan, policy or strategy to improve the opportunities available to them.

Further Information (name/position/contact details)

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Appendix 6 - Improving Schools / Above National Average

School	2011/12 %	2012/13 %	Increased	Decreased	Static	Above National Average
Balerno Community High School	90.4%	95.5%	✓			✓
Boroughmuir High School	96.3%	97%	✓			✓
Broughton High School	91.7%	86.8%		✓		
Castlebrae Community High School	90.2%	94.6%	✓			✓
Craigmount High School	90.5%	93.4%	✓			✓
Craigroyston High School	77.4%	79.5%	✓			
Currie High School	95.7%	93.2%		✓		✓
Drummond Community High School	76.6%	86.8%	✓			
Firrhill High School	94.9%	94.4%		✓		✓
Forrester High School	82.1%	88.1%	✓			
Gracemount High School	82.5%	92.3%	✓			✓
Holy Rood RC High School	86.1%	89.3%	✓			
James Gillespie's High School	93.8%	93.8%			✓	✓
Leith Academy	93.2%	86.6%		✓		
Liberton High School	80.9%	87.2%	✓			
Portobello High School	89.2%	93.5%	✓			✓
Queensferry Community High School	95.7%	94.1%		✓		✓
St Augustine's High School	87.5%	90.6%	✓			✓
St Thomas Of Aquin's High School	96.7%	98.3%	✓			✓
The Royal High School	94.0%	94.7%	✓			✓
Trinity High School	84.2%	88.1%	✓			
Tynecastle High school	88.4%	86.3%		✓		
Wester Hailes Education Centre	76.0%	67.1%		✓		

Education, Children and Families Committee

10am, Thursday, 11 September 2014

Early Years Capital Investment

Item number	7.2
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The Children and Young People (Scotland) Act 2014 sets out the requirement to expand free nursery provision from 475 hours to 600 hours a year for all three and four year olds and for certain two year olds.

The Scottish Government has provided additional capital funding to respond to the necessity to deliver additional capacity across the estate as a result of these new requirements. The additional capital funding which has already been confirmed as being available is £7,498,218 with further funding likely to be provided.

The purpose of this report is to seek the approval of Committee to utilise part of this additional funding to progress priority projects involving the replacement and/or expansion of the early years provision at five key locations across the City.

Initial cost estimates suggest these priority projects will not account for all of the funding available and further analysis will be carried out to determine recommendations for the remaining funding (including any further provided) which will be reported to a future meeting of the Education, Children and Families Committee for consideration.

Links

Coalition pledges	P1 and P6
Council outcomes	C01 and C02
Single Outcome Agreement	S03

Early Years Capital Investment

Recommendations

- 1.1 Note the content of this report.
- 1.2 Approve the proposed projects identified in this report to replace and/or expand early years facilities at the following locations with the costs being met from the additional capital funding provided by the Scottish Government:
 - Longstone Primary School
 - Granton Early Years Centre
 - Davidson's Mains Primary School
 - Corstorphine Primary School
 - St John's RC Primary School
- 1.3 Note that proposals regarding the use of the remaining available additional capital funding, together with any further funding which may be provided, will be reported to a future meeting of the Education, Children and Families Committee for consideration.

Background

- 2.1 The Children and Young People (Scotland) Act 2014 sets out the requirement to expand free nursery provision from 475 hours to 600 hours a year for all three and four year olds and for certain two year olds.
- 2.2 The original policy commitment which was announced by the Scottish Government in 2013 was to provide early learning and childcare to three and four year old children and to two year old children who are looked after under a kinship care order, or with a parent appointed guardian.
- 2.3 The Scottish Government has made additional capital funding available to all Local Authorities aligned to this original policy commitment which came into effect from August 2014. The additional capital funding provided to the Council for 2014/15 for this purpose was confirmed on 31 October 2013 as being £2,510,000 with further additional capital funding for 2015/16 of £2,471,184 being confirmed on 20 June 2014.
- 2.4 In January 2014 the Scottish Government subsequently announced that the policy commitment to provide early learning and childcare was being extended. Two year old children from households in receipt of certain out of work benefits

also became eligible from August 2014 with two year old children meeting the current free school meal criteria becoming eligible from August 2015.

- 2.5 The Scottish Government has also made additional capital funding available to all Local Authorities aligned to this further policy commitment. The additional capital funding provided to the Council for 2014/15 for this purpose was confirmed on 1 July 2014 as being £2,517,034. The distribution of additional capital funding for 2015/16 is subject to further consideration and will be informed by ongoing discussions between the Scottish Government and COSLA.
- 2.6 The total additional capital funding which has already been confirmed as being provided to the Council to accommodate the extended entitlement to early learning and childcare is £7,498,218 with further funding likely to be provided.
- 2.7 The Children and Young People (Scotland) Act 2014 (Ancillary Provision) Order 2014 came into force on 28 June 2014. The Order introduced a temporary suspension until 31 March 2017 of the requirement under the Schools (Consultation) (Scotland) Act 2010 for local authorities to consult on establishing nursery classes and nursery schools providing early learning and childcare where none previously existed. Therefore local authorities will be able to establish new early learning and childcare provision across any of the school estate, without the requirement to consult. The policy intention is that this will expedite the development of additional physical capacity for two year olds who became eligible from August 2014 onwards.

Main report

- 3.1 In order to oversee the development of proposals for the most effective use of the additional capital funding an officer working group involving representatives from Early Years and Asset Planning in Children and Families and Corporate Property in Services for Communities has been meeting since June 2014.
- 3.2 The group has identified a number of priorities for investment based on an analysis of the likely demand for services using figures provided by the Scottish Government and a review of the current estate including an initial assessment of development feasibility. This led to the identification of the following priority projects.

Replace and Expand Existing Nursery - Longstone Primary School

- 3.3 The existing nursery provision at Longstone Primary School is a 30:30 nursery accommodated in a stand alone temporary unit which is in very poor condition. It is proposed to replace this facility with a new purpose built, larger 40:40 nursery building with additional provision to cater for 15 two year olds; this would be located within the school grounds.
- 3.4 The Scottish Government have estimated demand for two year old children in the South West area of the City to be 103 places. The development at Longstone would offer up to 30 places to address some of this demand with the

remainder of requirements in this area being met by other means e.g. the provision of additional staff at existing Early Years Centres.

- 3.5 At August 2014 there were 80 children aged three years to five years on the nursery list for placements which means that 20 children will not be placed at their first choice of nursery. Increasing the nursery capacity by 20 places will meet this current demand.
- 3.6 The accommodation brief which has been produced by Children and Families for the proposed facility to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 358m² and a maximum area of external space of 512m². In the absence of any recent cost information regarding a building of this size and configuration, a budgetary estimate of £1.074m has been identified by applying an assumed all-in rate of £3,000/m² to the internal space requirement. The budgetary estimate assumes there is space elsewhere within the existing site on which to progress a new build thus avoiding the necessity for, and costs of, a decant.

Replace and Expand Existing Provision - Granton Early Years Centre

- 3.7 The existing Granton Early Years Centre caters for nine babies, 15 two year olds and accommodates the Stepping Stones voluntary parent support project. It is proposed to provide a new purpose built Early Years Centre which replicates the current provision for babies and two year olds but also provides a new nursery to provide 40:40 additional places which would be suitable for two to five year olds. The Stepping Stones provision would move the Royston Wardieburn Community Centre which is adjacent to the existing Early Years Centre.
- 3.8 The Scottish Government have estimated demand for two year old children in the North area of the City to be 158 places. The development at Granton would offer up to 80 additional places to address some of this demand with the remainder of requirements in this area being met by other means e.g. the provision of additional staff at existing Early Years Centres.
- 3.9 The accommodation brief which has been produced by Children and Families for the proposed facility to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 540m² and a maximum area of external space of 595m². In the absence of any recent cost information regarding a building of this size and configuration, a budgetary estimate of £1.62m has been identified by applying an assumed all-in rate of £3,000/m² to the internal space requirement. The budgetary estimate assumes there is space elsewhere within the existing site on which to progress a new build thus avoiding the necessity for, and costs of, a decant.

Replace and Expand Existing Nursery – Davidson’s Mains Primary School

- 3.10 The existing nursery provision at Davidson’s Mains Primary School is a 40:40 nursery accommodated in a stand alone temporary unit which is in poor

condition. It is proposed to replace this facility with a new purpose built, larger 60:60 nursery with additional provision to cater for 15 two year olds; this would be located within the school grounds.

- 3.11 The Scottish Government have estimated demand for two year old children in the West area of the City to be 43 places. The development at Davidson's Mains would offer up to 30 places to address some of this demand with the remainder of the demand being catered for through the previously approved nursery facility at Fox Covert Primary Schools. At August 2014 there were 110 children aged three years to five years on the nursery list for placements. This means that 30 children will not be placed at their first choice of nursery. Increasing the nursery capacity by 40 places will meet this current demand.
- 3.12 The accommodation brief which has been produced by Children and Families for the proposed facility to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 441m² and a maximum area of external space of 698m². In the absence of any recent cost information regarding a building of this size and configuration, a budgetary estimate of £1.323m has been identified by applying an assumed all-in rate of £3,000/m² to the internal space requirement. The budgetary estimate assumes there is space elsewhere within the existing site on which to progress a new build thus avoiding the necessity for, and costs of, a decant.

Replace Existing Nursery - Corstorphine Primary School

- 3.13 The existing nursery provision at Corstorphine Primary School is a 50:50 nursery accommodated in a stand alone temporary unit which is in poor condition. The proposal is to replace this nursery provision with a new purpose built nursery of the same size within the school grounds. As the conditions of Corstorphine Nursery Class are so poor there is a risk that the class will become unfit for purpose and 100 nursery places will be lost hence the need for the facility to be replaced.
- 3.14 Although the Scottish Government have estimated demand for two year old children in the West area of the City to be 43 places there is insufficient space within the Corstorphine Primary School site to provide any extended accommodation. However, as described above the proposals at Davidson's Mains and the previously approved additional provision at Fox Covert Primary Schools will provide places to meet this demand and also provide extra capacity for children from other areas of the city.
- 3.15 The accommodation brief which has been produced by Children and Families for the proposed facility to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 290m² and a maximum area of external space of 465m². In the absence of any recent cost information regarding a building of this size and configuration, a budgetary estimate of £0.87m has been identified

by applying an assumed all-in rate of £3,000/m² to the internal space requirement. The budgetary estimate assumes the nursery will be constructed on the current location of a temporary unit formerly used as a dining facility which is no longer required due to the recent extension of the primary school. This avoids the necessity for, and costs of, a decant.

Expand Proposed New Nursery - St John's RC Primary School

- 3.16 The delivery of a new St John's RC Primary School is an existing approved commitment under the Wave 3 programme and a consultation exercise will shortly be undertaken to identify the preferred location for the new school. The scope of the project, for which capital funding has already been provided within the Children and Families Capital Investment Programme, includes the re-provision of the existing 40:40 nursery. It is proposed to use part of this additional capital funding to extend the scope of the project to include facilities for 20 two year olds.
- 3.17 The Scottish government estimates the demand for two year old placements in the East area of the City this year to be 66 children. The development at St John's RC Primary School would offer up to 40 places to meet some of this current demand with the remainder of requirements in this area being met by other means e.g. the provision of additional staff at existing Early Years Centres.
- 3.18 The additional space requirements for the new St John's RC Primary School building arising from this change have been estimated as being approximately 120m² comprising a main activity space together with appropriate provision for additional circulation, storage and toilets. In the absence of any firm cost information being available regarding the cost of providing such an expanded facility, a budgetary estimate of £0.36m has been identified by applying an assumed all-in rate of £3,000/m² to the internal space requirement. This should be sufficient to incorporate provision for future construction cost inflation.

Delivering the New Accommodation

- 3.19 Hub South East Scotland Limited (HSESL) has very successfully delivered the first two phases of the primary school rising rolls project and have been commissioned to deliver phase three. HSESL is also currently delivering the new gym at Blackhall Primary School and the three new nurseries at Duddingston, Fox Covert and Wardie Primary Schools. The continued use of the HSESL project and design team is considered to be of significant benefit to the proposed new projects.
- 3.20 It is recommended that, subject to satisfactory terms being agreed, HSESL would be the delivery option for the provision of the new accommodation at Longstone Primary School, Granton Early Years Centre, Davidson Mains Primary School and Corstorphine Primary School.
- 3.21 The hub process involves less risk in the timing of delivery as it does not involve the necessity for a protracted procurement process. However, the process still allows value for money to be achieved through external benchmarking. The

process is now well established and therefore should continue to be more efficient as the scope of works is known, the projects are very similar to those currently being delivered and the onerous contract documentation required will also be readily available to be utilised in the new projects.

- 3.22 The proposed expansion of the scope of the early years facilities at the new St John's RC Primary School would be incorporated into the overall project to deliver the new school.

Measures of success

- 4.1 The delivery of accommodation solutions at the identified locations to ensure the capacity is appropriate to meet the level of demand for early years services in the area.
- 4.2 The delivery of the agreed projects on time, within budget and to the necessary quality.

Financial impact

Capital Expenditure

- 5.1 The additional capital funding which has already been confirmed as being provided to the Council to accommodate the extended entitlement to early learning and childcare is £7,498,218 with further funding likely to be provided.
- 5.2 The additional capital funding allocations will be added to the relevant year's General Capital Grant (GCG) figures and paid to the Council as part of the GCG settlement; the funding will be added to the Children and Families Capital Investment Programme as a top slice of the overall grant.
- 5.3 General Capital Grant is used to partially fund the Council's capital programme with the balance of funding required being met through borrowing. In any given year the Council has to demonstrate to the Scottish Government that it has spent the GCG in full to fund capital expenditure of the authority, as the assumption is that the grant will be applied to finance local authority capital programmes before the application of any other capital or revenue resources such as capital receipts or borrowing.
- 5.4 The utilisation of this additional capital funding will not be time bound from a Scottish Government perspective provided the Council can demonstrate full utilisation of the total GCG in any given year. Finance has confirmed that planned capital spend for both 2014/15 and 2015/16 will exceed the GCG therefore the Council will meet this criteria on a whole programme basis. As such, there are no specific time constraints regarding in which financial year the additional capital funding allocations should be spent.

- 5.5 The estimated total capital expenditure associated with the five proposed projects which have been identified in this report is £5.247m as detailed in the following table. This expenditure will be fully funded from the additional capital funding which has been provided by the Scottish Government.

Project	Area (m²)	Cost (£)
Longstone Primary School	358m ²	1,074,000
Granton Early Years Centre	540m ²	1,620,000
Davidson's Mains Primary School	441m ²	1,323,000
Corstorphine Primary School	290m ²	870,000
St John's RC Primary School	120m ²	360,000
Total		£5,247,000

- 5.6 Each project is discrete and the most appropriate final solution for each will be progressed within the designated budget shown for it above whilst always ensuring that value for money is achieved. Each budget includes provision for the construction costs which would be included in any contract with HSESL (which, due to the values involved, would be progressed in accordance with the scheme of delegation to officers) together with costs for those elements of the project which would be retained by the Council including furniture, fittings and equipment; ICT and some professional fees. The exception is the works to St John's RC Primary School which will be encapsulated into the overall budget and contract for the delivery of the new school for which separate Council approval will be required.
- 5.7 This leaves £2,251,218 of the additional £7,498,218 capital funding already provided, together with any further additional capital funding which may still be forthcoming, regarding which a prioritised use has still to be identified.
- 5.8 The officer working group will be carrying out further analysis to review Early Years provision across the city and establish recommendations for use of the remaining funding which will be reported to a future meeting of the Education, Children and Families Committee for consideration. This analysis will focus on the expansion of services to meet demand combined with, where feasible, any possible rationalisation of the number of sites and facilities currently in operation.

Revenue Costs

- 5.9 The majority of the projects to which it is proposed that the additional funding is allocated will result in an increase in the size of the establishment and, in turn, an increase in the associated revenue property costs e.g. rates, utilities and cleaning. All such costs will have to be funded from future revenue budgets as, and when, necessary.

Loans Charges

- 5.10 The Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather than for individual capital projects.
- 5.11 However, the capital expenditure identified above of £5.247m will be funded fully from the additional capital funding which has been provided by the Scottish Government for this purpose therefore this expenditure will entail no borrowing requirement or associated loans charges.

Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.
- 6.2 All Children and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for early years provision is the key objective and there is a significant reputational risk to the Council if this is not achieved.
- 6.3 Delivery of the projects will be overseen by an Investment Steering Group which operates based on the project management principles of Prince 2 following the same governance structure as other such projects including the delivery of new schools. The consideration and management of risk will be undertaken through this group.
- 6.4 The contractors delivering the accommodation will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The relevant school and local communities will be kept informed of any issues that arise during the construction process which will mitigate against the risk of criticism of the Council in relation to these high profile and visible projects.
- 6.5 The engagement of hub South East Scotland Ltd for delivery of the new build accommodation would reduce the risk of project delay as procurement timescales are reduced and provides a considerable degree of cost certainty by establishing affordability caps prior to the finalisation of contracts.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.
- 7.2 By offering additional capacity for early years provision the Council is responding to parental choice and endeavouring to offer childcare opportunities to children

from all equalities groups. The Council will continue to ensure that the needs of children who have a disability are met by the accommodation provided.

- 7.3 Accordingly, these proposals have no significant impact on any equalities groups. For these reasons, the overall equalities relevance score is 1 (out of a possible 9) and a full Equalities Impact Assessment is not required.

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst the majority of the proposals would see the expansion of existing facilities, the purpose is to create additional accommodation to meet demand. The new buildings would be designed to minimise the impact on carbon emissions and energy consumption and would be more efficient than the buildings which they replace.

Consultation and engagement

- 9.1 The necessary consultation will be undertaken with each school community as part of the design development and planning processes for each individual project.
- 9.2 Working groups involving school staff and parent representatives would be established at all schools and early years facilities to act as the main communication forum as each project is progressed. These groups would allow the design team and staff from Children and Families to work with the respective school and parent representatives to progress the delivery of the project including identification of the suitable location for any new accommodation and its design.
- 9.3 Most of the proposed projects involve the replacement and expansion of existing facilities which do not require formal statutory consultation to be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. The establishment of a new 40:40 nursery at the proposed new Granton Early Years Centre would ordinarily require a statutory consultation however this is not necessary due to the temporary suspension of such a requirement as detailed in paragraph 2.7 of this report.

Background reading/external references

- [Early Years Framework, Scottish Government and COSLA, December 2008](#)
- [Early Year Strategy, Edinburgh Council 2010](#)
- [Children and Young People's Act \(Scotland\) 2014](#)

- [Supporting Parents and Carers in Edinburgh](#)

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Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care P6 - Establish city-wide co-operatives for affordable childcare for working parents
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Thursday, 11 September 2014

Annual Review of Services for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council

Item number	7.3
Report number	
Executive/routine	Executive
Wards	All

Executive summary

This report provides an overview of service provision for children looked after and accommodated by the City of Edinburgh Council and details the range of associated service area improvement plans.

Links

Coalition pledges	P1
Council outcomes	CO1-CO6
Single Outcome Agreement	SO2, SO3

Annual Review of Services for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council

Recommendations

- 1.1 Note the positive progress made on services for looked after and accommodated children.
- 1.2 Note the service strategy and improvement plans for looked after and accommodated children and young people.

Background

- 2.1 The service area improvement plans are designed to ensure high quality services and support for looked after and accommodated children and young people during the financial year 2014/15 and beyond.
- 2.2 The improvement plans for the following services are provided as appendices to this report:
 - Residential Care
 - Residential Care: Care Inspectorate Gradings
 - Throughcare and Aftercare
 - Family Based Care Fostering
 - Family Based Care Adoption/Permanence
 - Family Based Care Kinship Support
 - Corporate Parenting Action Plan

Main report

Strategic Direction

- 3.1 The primary strategic objective in 2014/15 continues to be to shift the balance of resources for Looked After and Accommodated Children (LAAC) from relatively high cost, out of authority provision to high quality local services and to deliver consistent early and intensive intervention approaches so that fewer children and young people need to be accommodated and looked after and, where they do, to make sure they are accommodated within the City of Edinburgh services.
- 3.2 Through use of the Early Years Change Fund and initiatives agreed through the Priority Based Planning process the service has developed a transformational

programme to shift the balance of care towards more preventative and less costly services.

- 3.3 The Children and Young People (Scotland) Act 2014 passed by Parliament on 19 March 2014 contains significant provisions for looked after children and young people and those leaving care. Senior Officers are working closely with Scottish Government and professional bodies regarding the implementation of forthcoming regulation and guidance.

Corporate Parenting Action Plan

- 3.4 The Edinburgh Corporate Parenting Action Plan was launched in March 2012 with 36 actions points under six key themes – Leadership; Health and Wellbeing; Education; Employment and Training; Support and Protection; and Accommodation.
- 3.5 The action plan has delivered significant improvements for children and young people who are looked after and care leavers. Some examples include;
- 3.5.1 Improved housing options for care leavers
 - 3.5.2 Edinburgh Leisure provides free access to leisure facilities for looked after children
 - 3.5.3 Regular allocation of tickets to events across the city each year
 - 3.5.4 Two specialist Mental Health workers in Throughcare Aftercare
 - 3.5.5 Two additional posts in Edinburgh Connect to provide support to foster carers and kinship carers
 - 3.5.6 Increased access to smoking cessation programmes
 - 3.5.7 Dedicated nurses who undertake regular health assessments
- 3.6 Following significant consultation and engagement with key stakeholders, including children and young people, the refreshed Corporate Parenting Action Plan which was launched in May 2014.
- 3.7 The Corporate Parenting Member/Officer group, chaired by the Vice Convenor of this Committee, continues to play a key role in the development and scrutiny of the plan. The leadership group of senior managers from across the Council and partner agencies has responsibility for delivery of the Action Plan. There is a dedicated lead policy officer for this work.
- 3.8 Awareness of Corporate Parenting has been raised across the Council and partner agencies. This work has included training and engagement events for senior officers, commissioned services and elected members led by Senior Officers and Who Cares? Scotland, supported by the development of a Corporate Parenting DVD and other communication tools.

Residential Care

- 3.9 The City of Edinburgh Council provides a range of residential care provision:

- 3.9.1 Five Young People's Centres (YPC) in Drylaw, Oxfangs, Moredun, Northfield and Greendykes – offer a total of 38 placements.
- 3.9.2 Two Close Support Units in Southhouse and Pentland View, each offer five placements for young people with exceptional support needs who may require long term residential care.
- 3.9.3 The Edinburgh Families Project, located in Ferniehill, provides outreach support and respite care for approximately 90 families per annum.
- 3.9.4 Edinburgh Secure Services provides 12 secure and 10 close support placements.
- 3.9.5 The Council purchases nine placements from the Dean and Cauvin Trust for young people over the age of 15½.
- 3.10 On 31 July 2014 there were 80 children and young people placed in residential care, mostly within existing Children and Families resources, there were twelve young people in secure accommodation and a further three young people in specialist residential provision.
- 3.11 The plan to close the residential school provision at Wellington has been implemented. Alternative care arrangements for the young people affected by this plan have been successfully secured. Arrangements to meet the education needs of both day and residential pupils have also been implemented.
- 3.12 As Corporate Parents, this authority has a responsibility to provide a quality living environment for children and young people in need of residential care. There remains a need to invest in an incremental rebuild and refurbishment of the City's residential units. In order to achieve this, substantial investment in the residential buildings will be required and it is hoped to roll out a programme of rebuild and refurbishment as and when capital investment is available.
- 3.13 Plans are well advanced for the rebuilding of one Young People's Centre (YPC) which will lead to the replacement of the building in the Greendykes area of the City. A plan to design and build a new Young People's Centre (YPC) in Wester Hailes will be submitted for planning permission in August.
- 3.14 All residential homes are inspected on a regular basis by the Care Inspectorate. With the exception of Wellington, all homes received a quality grading of 'good' or 'very good' in 2013. The Care Inspectorate reports consistently raise concerns about the quality of the physical environment. Gradings on this theme are lower than in other areas of inspection and in comparison to homes which have been refurbished.
- 3.15 Pentland View, Southhouse and Northfield hold a grading of 'very good' for each of the four Quality Themes.
- 3.16 Services at the four units within Edinburgh Secure Services, Oxfangs and Drylaw Young People's Centre (YPC) all currently hold a grade of 'very good' for at least one Quality Theme.

- 3.17 One aspect of the environmental challenge faced within the units is the quality of IT equipment and Internet access. This is significantly below the level and quality that young people experience within the schools they attend across Edinburgh. A plan is being devised to address this which should result in children and young people living in residential care being able to access their school based computer information. This will improve their opportunity to maintain educational progress as well as enable use of computers for entertainment.
- 3.18 Education of looked after children remains a key priority. In terms of educational attainment, Edinburgh is equal to the Scottish average, however, there was a slight decrease in average tariff scores 2013 from 88 to 86. More progress is needed in this area and strategies to reduce educational inequalities have been identified and implemented.
- 3.19 A self evaluation tool has been devised which enables the managers of residential units to evaluate their service and devise an action plan to promote the education and attainment of children and young people within their unit.
- 3.20 A training programme targeted at staff in the residential units has been devised which focuses upon improving awareness of education; curriculum related matters, and on supporting children and young people (and where appropriate) their family to be actively involved in their school.
- 3.21 Guidance for residential staff specifically focused upon supporting children and young people with their school attainment and attendance has been devised and is currently being implemented.
- 3.22 Educational Psychologists have been linked to each residential unit and they act as a supportive point of contact for staff.
- 3.23 A network of Education Link Workers has been established. This group consists of staff in each residential unit who will take on a lead role in promoting education and learning within their establishment as well as meet on a quarterly basis.
- 3.24 The drive to improve health outcomes for young people who are accommodated remains a priority. The Council works in partnership with NHS Lothian LAC Nursing team and with Edinburgh Connect to deliver best practice in health promotion and the coordination and sharing of information.
- 3.25 Our residential care homes continue to gain accreditation as Health Promoting Units. 100% have achieved a level one award. 55% had achieved a Tier two award with the remainder on track to achieve this within the year.
- 3.26 This task is aided by a network of Health Promoting Unit Coordinators. Each unit has an Health Promoting Unit coordinator and they take a lead role in driving forward the HPU Strategy within their unit as well as participating in the group meetings held every 6 weeks.
- 3.27 A partnership with NHS LAC Nursing Team, Edinburgh Connect, and Edinburgh Leisure continues to plan and deliver training on health related matters to staff in residential units.

- 3.28 A network of Health Link workers is maintained in partnership with the LAC Nursing Team. Each unit is represented in this group and the link worker takes a lead role in promoting health related matters for children and young people as well as for staff within their team.
- 3.29 A model of exit interviews for children and young people leaving residential care or foster care placements is being developed. This form of service user involvement is focused on ensuring learning is derived from placement experiences to contribute to service improvement.
- 3.30 Including the views of children and young people about their care plan and their care experiences is an important aspect of the task of residential care. Participation related activity is evident in all units and is aided by strategies such as the Health Promoting Unit approach. Devising ways to reach out and include the views of parents and other significant family members is also evident in most units. The information gathered informs development planning with the units and common themes are shared at the monthly Unit Managers meeting.
- 3.31 Staff in Residential Care and Family Based Care have benefited from a specialist training programme called 'An Introduction to Dyadic Developmental Psychotherapy'. This helps those attending to develop a shared understanding of the connections between a child's early years experience and their behaviour. To date over 200 staff members have been trained in this technique, increasing capacity to work with challenging behaviours.
- 3.32 A train the trainer approach has been devised which will enable all staff in this sector to be given access to this training. A specialist practitioners group has been established which meets monthly and aims to promote the use of this model of practice and seeks to apply its principles to the support structures around the service.
- 3.33 Edinburgh Families Project is a local authority resource providing planned outreach support and short stay respite to children, young people and their families. It is a city wide preventative service that works within the family home, and, if needed, offers short term breaks with the aim of reducing difficulties and increasing family resilience. Packages of support are tailored to meet the needs of different families.
- 3.34 Currently Edinburgh Families Project are working with 40 young people and their families and can offer respite care for up to 5 young people every night of the year.
- 3.35 Edinburgh Families Project is inspected on a regular basis by the Care Inspectorate. In 2013 Edinburgh Families Project achieved 'very good' for each of the four Quality Themes.

Special Residential Care

- 3.36 In October 2013, the Education, Children and Families Committee approved that a statutory consultation should be carried out regarding the proposed closure of

Wellington School. Following this, the Council referred these proposals to Education Scotland so that they could prepare a report on educational benefits of the plan. Ultimately, a decision was taken at the full council meeting on 1 May 2014 to close the school and this was fully implemented in June 2014.

- 3.37 The closure has released funds of over £1million to strengthen support for young people with social, emotional and behavioural difficulties in Edinburgh. This will enable the development of enhanced educational provision within Gorgie Mills School, the creation of additional resources in mainstream secondary schools and retain the capacity to fund essential residential places.
- 3.38 Southhouse and Pentland View Close Support Units continue to provide high levels of care to five young people each. This is reflected in the 'very good' grades that they achieve in their Care Inspectorate reports. Demand for placements remain high.
- 3.39 The IT Development Officer for Looked After Children continues to improve young people and staff's awareness of issues relating to safer use of internet and social media. The range of support offered includes both training and direct work. A key focus has been on enhancing the skills of young people to provide peer support in this area.
- 3.40 Edinburgh Secure Service provides high levels of care to individual young people whose behaviours make them a significant risk to themselves or others. The service works with a variety of young people; some who have experienced many forms of traumatic abuse including physical, emotional and sexual; some who may engage in self-harming behaviours; some who use drugs and alcohol in a destructive and chaotic manner; and some who have behaved in an extremely aggressive manner in the community or in previous placements.
- 3.41 In 2013/14 there has been a national recognition of increasing mental health and mental wellbeing needs of young people needing to be placed in secure accommodation. In response, the service has worked more closely with Lothian Child and Adolescent Mental Health Services (CAMHS) to improve the quality of care of our young people. These collaborations have created the base for developing a strategic approach by both CAMHS and Edinburgh Secure Services.
- 3.42 Over 90% of young people in secure services are placed through the Children's Hearings, the remainder are placed on remand. The Edinburgh Secure Service provides secure and close support residential placements and Throughcare and Aftercare support for young people.
- 3.43 During 2013/14 Edinburgh Secure Service worked with 24 Edinburgh young people within the secure provision and 21 Edinburgh young people within the close support provision. Many of the young people in the close support provision will have been in secure accommodation and close support is a valuable 'step down' to returning home or to a community based open placement. Edinburgh Secure Service's Throughcare and Aftercare provision provides two residential

- placements and a respite placement on campus and two supported flats in the community. It maintains involvement with all young people who are aged 16+, and who have used the secure or close support provision within the service, supporting their transition into the community and into their early adulthood.
- 3.44 Edinburgh Secure Service has met the demand for almost all secure placements and remand placements of Edinburgh young people. The four Edinburgh young people who were placed in secure accommodation outwith Edinburgh in 2013/14 were quickly returned to Edinburgh placements.
- 3.45 Occupancy of the secure provision in 2013/14 has remained high at over 95% and requests for places from other Local Authorities often exceeds available placements.
- 3.46 The Service has been inspected by the Care Inspectorate twice during the 2013/14. In August 2013 the Care Inspectorate identified a number of weaknesses in the quality of the security of the environment and in care and support. The service was jointly inspected in January 2014 by the Care Inspectorate and Mental Welfare Commission. Significant improvements were identified and the secure accommodation service was graded as 'very good' in the Quality of Care and Support, 'very good' in Quality of Management and Leadership, 'very good' in the Quality of Staffing, and 'good' in Quality of Environment.
- 3.47 In August 2013, the Close Support and Throughcare and Aftercare provision was inspected by the Care Inspectorate. The Inspectorate similarly identified weaknesses in the quality of the security of the environment and in care and support. On inspection in March 2014 the Care Inspectorate graded the Close Support and Throughcare and Aftercare provision as 'good' in the Quality of Care and Support, 'very good' in the Quality of Staffing and Quality of Management and Leadership. It was graded as 'good' in Quality of Environment.
- 3.48 The Inspections of both provisions in 2014 specifically noted the quality and skill of staff and leadership within the service, excellence in the engagement of service users, the quality of the attachment approach used and the promotion of young people's health and wellbeing. No requirements were raised in these inspections.
- 3.49 The Mental Welfare Commission inspection report recognised the close working between the service and adolescent mental health services in providing excellent care to a number of extremely vulnerable young people. The commission recommended continuing the joint working between the respective services.
- 3.50 The use of secure accommodation in Edinburgh is relatively high compared to other areas of Scotland and as part of our strategic objectives set out in paragraphs 3.1 and 3.2 we are seeking to reduce this. A specific report on secure accommodation in Edinburgh will be brought to this Committee in December 2014.

Throughcare and Aftercare

- 3.51 Throughcare and Aftercare services are provided by a number of teams and agencies; the Throughcare and Aftercare team at 329 High Street, the Alison Unit team at Edinburgh Secure Service, Barnardos 16+ service and Dean & Cauvin Aftercare service. All young people who are eligible for a service can access the duty service provided at 329 High Street.
- 3.52 The Council has a duty to provide certain Throughcare and Aftercare services, including Pathways assessments, planning and reviews, to eligible young people up until their 19th birthday, and powers to assist them up to their 21st birthday (or beyond, if they are in continuous full time further or higher education or training). Pending changes in legislation will mean that the client population could increase by nearly 100% over the coming years as duties and powers are to be extended up to a young person's 26th birthday. Councils are waiting guidance from Scottish Government on this however the changes will commence 1st April 2015.
- 3.53 The additional temporary posts of two Mental Health Practitioners, one Housing Development Officer and one part-time Literacy and Numeracy Worker have continued to provide services for vulnerable care leavers and these are valuable supports for young adults. Within the last year a part-time Information and Advice Officer has been appointed to help and support young adults within the changing welfare and benefits system.
- 3.54 Much work has been done over the last three years to evidence the improvement of Pathway planning for care leavers. In 2010/2011 9% had a Pathway Plan, in 2012/2013 this had risen to 64%. Currently the average figure for 2013/2014 is 65% and the latest monthly reported figure in 2014 is 73%. The target is to reach 75% by the end of the reporting year 2014. This is an ambitious target as the plan requires full agreement and engagement from the young person.
- 3.55 As at 12 August 2014, the overall number of young people eligible for Throughcare and Aftercare was 684, of these many will not need to access the TCAC service or only need to use the existing duty system. 407 Young People are currently receiving a Service; either as an allocated case or by accessing duty services.
- 3.56 The overall number of cases allocated a Pathway Co-ordinator across all the city's Throughcare and Aftercare services is 232. The team also offers a duty service to a number of young people from other local authorities who are eligible for TCAC and are currently residing in Edinburgh. This number is variable and currently stands at 18.
- 3.57 A weekly 'Drop In' option is available to any young person eligible for Throughcare and Aftercare Service. This is staffed by Throughcare and Aftercare workers from TCAC team, Alison Unit team, our Throughcare and Aftercare Nurse Practitioner, Mental Health Practitioner, Literacy and Numeracy Worker, Information and Advice Officer with input from Skills Development Scotland, Passport, Housing Options Team, Venture Trust, Networks

Throughcare and a number of other agencies. The 'Drop In' has recently been extended offering focussed activities including preparation and development of independence skills, linking in to community based resources (including libraries, museums and leisure facilities), money management, interview and presentation skills.

- 3.58 There are also some commissioned services for care leavers with accommodation needs. The monthly Housing and Accommodation Panel meets to provide accommodation for Looked After Children or previously Looked After Children. Demand is high, outstripping the current availability of accommodation. In 2013 there were 71 new referrals for accommodation adding to the 25 open cases at the beginning of the year. The Panel placed 66% of young people in a positive destination and a further 24% remained in a positive placement following the Panels scrutiny of the referral.

Family Based Care Fostering

- 3.59 The Recruitment of CEC carers continues to be a major priority. Our recruitment strategy now features our carers rather than focusing on the stories of the children waiting. This strategy is informed by research undertaken with prospective carers. We are particularly highlighting our need for carers who can take teenagers, sibling groups, and children with a disability.
- 3.60 In 2013/2014, 629 enquiries were received from prospective carers. We also ran carer preparation groups resulting in the approval of 32 new carers. Nine carers were deregistered, either because they retired or family reasons. In addition, we have 26 assessments ongoing.
- 3.61 We currently have 326 children and young people accommodated with City Of Edinburgh Foster Carers.
- 3.62 We continue to use Independent providers to meet the demand for Foster Placements that cannot be met from Foster Carers recruited by this authority. The Council is part of the Scottish Government National Fostering Contract.
- 3.63 Currently 263 foster placements across 13 Independent providers are purchased in this way.
- 3.64 The recruitment of carers for children with a disability has provided an additional eight carers. These carers can offer a range of placements from respite to full-time care. The respite provided allows some children with disabilities who otherwise may be in hospital or in residential care to remain within their families and communities.
- 3.65 The Family Based Care Day Care and Respite services have now been dispersed throughout all Family Based Care teams, following the dissolution of the Family Support Team. A reduced number of day carers will continue to provide a service to children under five children and their families; the focus will be children on the Child Protection register and Looked After Children. Under

fives can also access a day care and education service through CEC Early Years Centres.

- 3.66 The participation of carers, their families and accommodated young people in shaping the service is promoted in our Family Based Care Participation Strategy. We are working on expanding the opportunities for carers and young people to become involved in the service. These currently range from assisting with recruitment activities, mentoring new carers to reviewing our publicity materials.
- 3.67 Our involvement with the Fostering Network 'Head, Heart and Hands' project led to us recruiting two Social Pedagogues who are working within the Specialist Fostering Team. We have successfully met all targets set by the project; we have provided training to 40 carers and 110 staff. The feedback has been hugely positive with some carers attributing their ability to sustain placements directly to the input provided. We have also recruited experienced carers from Independent agencies who have transferred to Edinburgh because of the support and Social Pedagogy training we provide. We are now introducing a programme of Social Pedagogy training across all of Family Based Care. The pedagogues continue to link locally with their Residential Services colleagues in the Edinburgh Momentum and with their Head, Heart and Hands colleagues in other demonstration sites across the United Kingdom.
- 3.68 In October 2013, the Fostering Service was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'very good' across two of the quality statements inspected and 'good' for the third. A follow up inspection is scheduled for October 2014.
- 3.69 All Family Based Care Teams are now based within Westfield House. The co-location is welcomed by staff as it affords opportunities for joint working and sharing practice. The building is currently under refurbishment, with the introduction of 'Workstyle'. The work is scheduled to finish in October 2014.

Family Based Care Permanence

- 3.70 The Family Based Care Permanence Team has responsibility for recruiting, training and supporting adopters and permanent foster carers in addition to tracking and finding families for all children who are registered as being in need of permanent care through adoption or permanent fostering. The Permanence Team also provides support to adopters and permanent foster carers following the placement of a child.
- 3.71 During 2012/13, the Council's Permanence Panels' registered forty one children for permanence with the legal route of adoption through a Permanence Order with Authority to Adopt (POAA), two children for permanence with the legal route of adoption through Direct Petition and sixty children for permanent foster care with the legal route of a Permanence Order (PO).
- 3.72 During the same time period forty five children were placed with prospective adopters. Of this number, fifteen (33%) were under twelve months old at point of placement. A further seven (16%) were aged between twelve to eighteen months

when placed. Twenty one (46%) children aged between thirty six months and five years were placed with prospective adopters during this period. Two children (5%) aged over five were also successfully placed.

- 3.73 In total fifty four children ceased to be looked after by the Council as a result of being legally adopted in 2013/14. Of this number fifteen (28%) were adopted before the age of eighteen months. A further twenty children (37%) were adopted when aged between eighteen and thirty six months. Of the remaining nineteen children, fifteen (28%) were aged between three and five years and four (7%) were adopted when they were over the age of seven.
- 3.74 Twenty one sets of adoptive parents were approved by this Council during 2013/14. In addition these numbers were augmented through spot purchase arrangements with other local authority and independent adoption agencies.
- 3.75 The Permanence Team actively participated in the Scottish Adoption Register including Adoption Exchange day events to seek adoptive families for harder to place children. For children who required particular placements to meet their ethnic and cultural needs, Adoption Registers in England and Wales were utilised.
- 3.76 To meet the demand for adoptive placements the Permanence Team increased the number of preparation courses from three to four during 2013/14. Currently, demand is high from prospective adopters and preparation courses are filled several months in advance. The level of interest in adoption has to date negated the need for significant additional recruitment activity.
- 3.77 The Council has duties to provide post-adoption support. The Permanence Team supports over one hundred adopters who have been recruited since the inception of the team in 2007. A general level of support is provided to all Council adopters in the form of regular newsletters, training opportunities and group support such as the Growing with Confidence programme, Talking about Adoption, and the Single Adopters Group. A range of services to support people affected by adoption are also commissioned from Scottish Adoption, including information exchanges between adopters and birth parents, supervised contact and counselling for mothers who are considering relinquishing their babies and for adults affected by adoption.
- 3.78 In September 2013, the Permanence Team was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'very good' in two of the themes and 'good' in the other. A follow up inspection is anticipated in October 2014. The excellent work of the Council's Permanence Team was featured in a UK-wide television series A Family of My Own broadcast by ITV.

Family Based Care Kinship Support

- 3.79 Through the Early Years and Early Intervention Change Fund, resources were made available to establish a Kinship Support Team. The remit of this team is to both offer direct support to kinship carers and to coordinate support provided through commissioned and partner agencies.

- 3.80 The Kinship Support Team became operational in November 2013. Since inception until the end of 2013/14 the team members have directly supported sixty six kinship carers, undertaken nine kinship assessments and coordinated the move of four children from foster carers to kinship carers. A program to promote kinship carers peer support has been implemented, resulting in sixteen kinship carers to date being individually connected with a like minded kinship carer. A telephone support line has been established which allows kinship carers to seek support.
- 3.81 The Kinship Support Team have developed partnerships with Kinsfolkcarers, Kinship Care Support Group, With Kids, Winton Bear Foundation, Mentor UK and Edinburgh Connect, to ensure that a range of supports are available to kinship carers.
- 3.82 Similar to the model of adoption support, the Kinship Support Team engage with all kinship carers through newsletters, training sessions and an advice line. A secondary level including direct work is time limited and focused on addressing particular difficulties kinship carers are experiencing.

Children's Rights Office

- 3.83 The primary function of the Children's Rights Office is to advocate on behalf of looked after and accommodated children to resolve any complaints or concerns they may have regarding their care or service they receive.
- 3.84 During 2013/14, the Senior Children's Rights Officer and the Children's Rights Officers undertook regular scheduled visits to the Council's residential units as well as residential establishments out with Edinburgh where the Council has placed children. This includes visiting each child placed in secure accommodation. In addition they support individual looked after and accommodated children in foster care and residential care.
- 3.85 During 2013/14, the Children's Rights Office provided advocacy support for an average of sixteen children per month at formal meetings such as Looked After Children Reviews and Children's Hearings. For 52% of these children, the focus of the support was through representation at statutory meetings such as Children's Hearings and Looked After Children reviews. Support to prepare for these statutory meetings accounted for a further 28% of children referred.
- 3.86 The Children's Rights Officers work in collaboration with Who Cares? Scotland's project worker to ensure looked after and accommodated children and young people receive a consistent quality of advocacy support. Quarterly reports detailing service delivery and salient issues of concern were provided by the Children's Rights Office and the Who Cares? Scotland project worker to senior managers in the Children and Families service.
- 3.87 To ensure children's rights are paramount in service delivery managers from both services meet regularly with the Head of Support to Children and Young People.

- 3.88 A review of services providing advocacy to children has led to a consultation on the future model of service delivery. A report to Council in Autumn 2014 will recommend the preferred model of service delivery.

Measures of success

- 4.1 Success measures are set out in the Service Area Improvement Plans appended to this report.

Financial impact

- 5.1 The financial implications of the service area improvement plans are currently met by existing revenue budgets or from the Early Years Change Fund. It is the intention of the strategy and plan that costs will be reduced significantly from those that will occur if the plan is not delivered.

Risk, policy, compliance and governance impact

- 6.1 Services for children and young people who are Looked After are priority statutory services subject to regulation and inspection at a range of levels.

Equalities impact

- 7.1 The contents of this report contribute to the Equality Act 2010 public sector equality duty by advancing equality of opportunity and fostering good relations and a full Equalities Impact Analysis was not required.

Sustainability impact

- 8.1 There is no significant environmental impact.

Consultation and engagement

- 9.1 There is regular and extensive consultation and engagement activity with children and young people who are Looked After. This area of practice was identified by the Care Inspectorate as very good in the recent Children's Inspection.

Background reading/external references

[Annual Review of Service Strategy for Children and Young People who are Looked After and Accommodated by CEC – Report to Education, Children and Families Committee 8 October 2013](#)

[Early Years Change Fund Progress Update on Year Two – Education, Children and Families Committee 20 May 2014](#)

[Children and Young People \(Scotland\) Act 2014 – Education, Children and Families Committee 20 May 2014](#)

[Looked After Children: Transformational Programme Progress Report – Governance, Risk and Best Value Committee 6 March 2014](#)

[Outcome of the Consultation Process for the Proposal to Close Wellington Special School in Midlothian](#)

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Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 – Our children and young people in need, or with a disability, have improved life chances CO4 – Our children and young people are physically and emotionally healthy CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6 – Our children and young people’s outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO2 – Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Residential Care 2 Residential Care: Recent Care Inspectorate Gradings 3 Throughcare and Aftercare 4 Family Based Care Fostering 5 Family Based Care Adoption/Permanence 6 Family Based Care Kinship Support 7 Corporate Parenting Action Plan

Residential Action Plan 2014

The overall objective of this action plan is to contribute to a strategy which will lead to the creation of a number of new buildings in which the residential needs of young people will be met. This strategy will also address how to best meet the future needs of young people; and the developmental needs of staff in residential care. This will be informed by the ongoing collation of information about young people living in the residential estate as well as the completion of the following objectives.

Objective	Leads	Success Is	Achieved By	Progress update and Tasks agreed (October 13)
1. As a way of improving access to educational resources for our young people, we will set up a series of meetings with colleagues from HOTS, and Gorgie Mills/Panmure St. Ann's to explore common themes and look at possible solutions to barriers to learning.	Richard Johnston Russell Sutherland Lesley Pagan Alan McDonald	These meetings have taken place and an action plan has been developed which will: i) help young people to engage in schooling and with learning; ii) make proposals for systemic changes aimed at ensuring our young people have a school placement iii) ensure our young people are offered appropriate supports to attend and achieve within school.	June 2014	Task Complete Aspects of it will require a degree of buy-in from education. Russell taking this forward.
2. In order to demonstrate the effectiveness of the development of an Attachment Informed Framework, we will identify a way in which to evaluate the impact that this <i>approach</i> has had on our services and the outcomes for young people.	Richard Johnston; John Steven; Frank Phelan; Russell Sutherland; Julie Wright Eric Stitt	Clear process has been developed to evidence outcomes of this model of working. Information gathering exercise led by Russell will inform this	August 2014	Group beginning to identify themes and a basic self evaluation toolkit has been established and is being piloted in one attachment cluster group. This will also be shared with the DDPG group.
3. As part of our commitment to increasing the theory base for our work, we will scope out:	Russell Sutherland; Dyadic Developmental practitioners group: Edinburgh	Plan presented to offer these developmental opportunities to all staff. Staff have this included in PRD objectives.	May 2014	

<p>3.1 A plan to offer the 'Introduction to Dyadic Development Approach' for every residential worker</p> <p>3.2 A plan to offer Social Pedagogy Taster sessions for all staff.</p>	Momentum; HHH		Plan to present at September RUM meeting	<p>This aspect of the plan is considered complete</p> <p>Edinburgh Momentum plan to complete shortly and may be able to report to RUM meeting by end August.</p>
<p>4. As a critical element of the developmental opportunities provided to our staff, we will set up a system whereby staff will spend time in other residential services and / or other partner agencies to widen their understanding of the richness of practice across our sector.</p>	<p>Everyone keen on this but need a few to plan it.</p> <p>Team meetings and supervision are to be used to promote this</p>	<p>Plan has been created and implemented to enable a minimum of 25% staff to experience practice in other parts of our sector and recognise impact of this in their home service.</p>	June 2014	Task Complete
<p>5. Having previously identified ways in which to improve our recruitment centre model, we will complete the review and implement a revised process.</p>	<p>Liz Godek; Frank Phelan; Linda Blair; Julie Wright; Carol Mentiplay, Colin McGinn Fran Rooney</p>	<p>A recruitment cycle is completed with the revised changes incorporated into the process.</p>	June 2014	Task Complete
<p>6. We will meet with our colleagues in Family Based Care and with Foster Carers to explore how to develop links so that we can maximise opportunities for joint training events and look at ways to provide additional supports, when requested to carers with teenage placements.</p>	<p>Fran Rooney; Jacqui McAlpine; Russell Sutherland Alan McDonald</p>	<p>These meetings have taken place and action has been agreed to improve links.</p>	June 2014	<p>An action research plan is being devised in conjunction with other SCYPP services. RCC aspect of plan will be taken forward by Drylaw YPC</p> <p>This task is complete</p>
<p>7. Prepare a paper focusing on work-related opportunities for our young people in the latter stages of</p>	<p>Ann Quinn; Janet Sinclair; John Steven</p>	<p>Paper circulated for discussion highlighting both successes and barriers in</p>	September 2014	<p>Meetings have taken place this month and progress has been made.</p>

school/college which will include a specific reference to opportunities within the Council.		relation to employment opportunities for our young people.		
8. 1 To finalise the plans for the build of a new residential unit to replace Greendykes	John Steven Linda Blair	8.1 Agreement has been reached on the plan to build a new residential unit with a date set for commencement of works.	July 2015	Site identified and planning consents being pursued. Work with Architects continues. This task is seen as complete
8.2 To progress plans to relocate Alison Unit	Ann Quinn	8.2 Agreement has been reached on the plan to achieve this.	Ongoing	No new progress has been made. Resources are a barrier
9. In conjunction with our intention to gather information on trends and influences affecting use of our sector, we will identify the key research and theory necessary to inform analysis of the needs of our young people and how residential care can best meet these needs.	Jacqui McAlpine; Janet Sinclair, Linda Blair, Charmaine Edwards, Liz Godek	Relevant research will be available to the managers outlining key themes for residential care.	September 2014	Meetings with Celcis and Edinburgh University have taken place. Group will meet soon to progress work and complete actions by end September
10. To conclude on the work being undertaken to identify the feasibility of creating a crisis service to meet demands on an emergency basis.	Fran Rooney; John Steven; Liz Godek,	Options paper has been finalised and discussed at Unit Managers' meeting.	Ongoing	An impasse on finding suitable property is holding up this work. Discussion required with senior managers.
11. We will conduct a survey of our young people in order to elicit their views on their experiences of being looked after within our services with a particular emphasis on issues of attachment and health and well-being.	Mary Murdoch; Fran Rooney; Colin McGinn Eric Stitt	A survey of our young people has been undertaken which represents their views on how our services meet their needs, particularly in relation to attachment and health	September 2014	Draft questionnaire has been circulated for comment and feedback has been received. Group hopes to finalise next month

Latest/Last Inspection Grades as at 18 August 2014

Unit	Quality Statement – Latest Grades			
	1. Quality of Care and Support	2. Quality of Environment	3. Quality of Staffing	4. Quality of Management & Leadership
Drylaw	5	5	5	4
ESS – Close Support	4	4	5	5
ESS – Secure	5	5	5	4
EFP	5	5	5	5
Greendykes	4	4	4	4
Moredun	4	4	4	4
Northfield	5	5	5	5
Oxgangs	5	4	4	4
Pentland View	5	5	5	5
Southhouse	5	5	5	5

Throughcare Aftercare Service Improvement Plan 2014/15

Appendix 3

No	Action	Lead Officer	Completion/ Review Date
1.	Preparation will take place with young people to enable meaningful involvement at all levels by young people. Service providers and decision makers will actively ensure young people have a voice.	Manager – Throughcare and Aftercare Team	March 2015
2.	Preparation Planning for adulthood will be a long-term, continuous process. All those involved with the young person will help young people to prepare to reach their potential in all areas within the current changes in benefits and legislation. The progress on this action point will be reviewed in April 2015	Manager – Throughcare and Aftercare Team	April 2015
3.	In relation to pathway plans a comprehensive assessment will be carried out by a suitably skilled person; plans will be made and independently reviewed as an on-going process. Young people will be actively involved and their views will be sought at each stage.	Manager – Throughcare and Aftercare Team	April 2015
4.	Young people will be supported to be healthy and well in all aspects of their lives. Accessible arrangements will be in place to meet the health and well-being needs of young people as they engage with the throughcare & aftercare process.	Manager – Throughcare and Aftercare Team	March 2015
5.	Suitable accommodation options and appropriate support will be reviewed so that the current needs of young people are known so to meet young people's individual needs. The provision of accommodation and support will be provided to a quality and in a manner that reflects the values of a responsible parent.	Manager – throughcare and Aftercare	March 2015
6.	Financial support to young people will be provided during the transition from the looked after system to independence, as set out in a clear, transparent, young person friendly policy	Manager – throughcare and Aftercare	April 2015
7.	Young people will be supported to achieve positive educational outcomes. Supported and achievable routes into further & higher education, training and employment will be provided.	Manager – throughcare and Aftercare	April 2015
8.	Procedures and arrangements will be in place for the assessment, support, reviewing and monitoring of young people who are or may be a potential risk to themselves or others and may or may not be convicted offenders	Manager – throughcare and Aftercare	March 2015
9.	Key partners will contribute to an integrated system for evaluating, ensuring and improving the quality of services for young people who are or have been looked after. This should be in accordance with national standards for the range of relevant support services.	Manager – throughcare and Aftercare	April 2015

Family Based care: Fostering Improvement Plan 2014/15

Ref	Action	Lead Officer	Completion Date
1	Implement performance monitoring of Foster Carer Reviews	A.Thomson, L.MacRae	Oct. 14
2	Implement performance monitoring of Unannounced Visits to Foster Carers	L.MacRae, N.Kirkpatrick,T.Rosa	Oct. 14
3	Review the Specialist Foster Care Team	L.Fraser	March 15
4	Review and update the information on the Foster Care web-site	L.Fraser	March 15
5	Update Carers' Handbook and make it available online	L.Fraser, L.MacRae,M.Doneghan	March 15
6	Review, implement and monitor use of Carer Agreement	L. Fraser,R.Elliot, L.MacRae	March 15
7	Establish a procedure re Disruption of Permanent Foster Placements	T.Rosa,N.Bruce	March 15
8	Establish a Panel Procedure and process for the management of Carer Complaints/Allegations	A.Thomson, T. Dickson,S.Dunn.E.Harper	March 15
9	Implement a system for auditing carer case files	E.Harper, T.Dickson, S.Dunn,L.MacRae	March 15
10	Establish comprehensive "end to end " procedural guidance for Fostering	R.Sutherland	March 15
11	Implement Permanent Fostering support system	C.Hamill	Dec. 14

Adoption/Permanence Improvement Plan 2014/15

Ref	Action	Lead Officer	Completion Date
1	Review and revise Adopter Preparation Group content and delivery model	M Couper	1/11/14
2	Review and revise timing of Adopter Medical uptake	M Couper	1/10/14
3	Implement strategy for the recruitment of permanent foster carers	N Bruce	1/12/14
4	Review and revise Family Finding/Tracking process and practice	C Kerr	1/10/14
5	Communicate Family Finding/Tracking changes to Neighbourhood Practice Teams	C Kerr	1/11/14
6	Review and revise process and information for access to Adoption Support services	C Hamill	1/10/14
7	Implement Level 1 (Universal) Adoption Support Services to include: <ul style="list-style-type: none"> - <i>Newsletter</i> - <i>Telephone Advice Line</i> - <i>Adopter Fun Days</i> - <i>Groupwork (e.g. Growing with Confidence, Talking about Adoption)</i> - <i>Children's Group</i> - <i>Training and Development Seminars</i> - <i>Information for Adopters and children</i> 	C Hamill	1/11/14
8	Implement Level 2 (Assessed need) Adoption Support Services to include: <ul style="list-style-type: none"> - <i>Individual Support programmes</i> 	C Hamill	1/11/14
9	Update Adoption information on Council website	C Kerr/M Couper/C Hamill	
10	Publish Adoption Plan 2014-16	Neil Bruce	1/11/14
11	Implement procedure for recruiting, managing and supporting adopters and foster carers	R Sutherland	1/10/14
12	Undertake annual survey of: <ul style="list-style-type: none"> - <i>Adoption Agencies providing placements</i> - <i>Other Local Authorities provided with placements</i> - <i>Social Workers whose children have been placed with adopters</i> - <i>Adopters</i> 	C Kerr/M Couper/C Hamill	
13	Review and Revise the Adoption Allowance Scheme	N Bruce	31/3/15
14	Implement Permanent Fostering Support Service	C Hamill	1/12/14

Kinship Support Improvement Plan 2014/15

Ref	Action	Lead Officer	Completion Date
1	Review and revise Kinship Procedure and Processes	D Lock	1/12/14
2	Review strategy to raise service profile: <ul style="list-style-type: none"> - Leaflet - Website - Posters 	D Lock	1/12/14
3	Implement Level 1 (Universal) Kinship Support Services to include: <ul style="list-style-type: none"> - Support Group - Workshops for kinship carers - Workshops for kinship children 	D Lock	1/12/14
3	Review Level 1 (Universal) Kinship Support Services: <ul style="list-style-type: none"> - Newsletter - Telephone Advice Line - Support Groups - Workshops - Kinship Carers Connected - Tickets for shows 	D Lock	1/12/14
4	Review Level 2 (Assessed need) Kinship Support Service: <ul style="list-style-type: none"> - Individual Support - Coordinations 	D Lock	1/12/14
6	Update Kinship Support Team information on Council website	D Lock	1/12/14
7	Review and revise partnership working with third sector	D Lock	1/12/14
8	Update Kinship Carers contact details	D Lock	1/12/14
9	Review and update Team Plan	D Lock	1/11/14

Key Themes**1. Leadership**

Actions

CF-CPAPRe-1.1 Leadership Group and MOG to monitor and scrutinise set of Performance Indicators

CF-CPAPRe-1.2 Communicate and raise awareness of corporate parenting action plan and outcomes to all LAC

CF-CPAPRe-1.3 Raise awareness of corporate parenting responsibilities for all Council staff and partner agency through training and communication activity.

CF-CPAPRe-1.4 Raise public awareness of the Council's corporate parenting role and celebrate the success of looked after children's achievements in Edinburgh.

CF-CPAPRe-1.5 Each Service incorporates corporate parenting objectives and performance in their service plan.

CF-CPAPRe-1.6 Incorporate corporate parenting objectives in Director level PRDs.

CF-CPAPRe-1.7 Council resources maximise opportunities to promote corporate parenting e.g. appropriate CEC vehicles display advertisements for foster carer recruitment campaigns.

CF-CPAPRe-1.8 Develop a mentor service

Key Themes**2. Health and wellbeing**

Actions

CF-CPAPRe-2.1 Encourage a range of Edinburgh venues/clubs to ring fence tickets for looked after children inc Football, rugby, concerts

CF-CPAPRe-2.2 Looked after children and young adults involved in TcAc are provided with no cost/low cost access to Council supported leisure facilities.

CF-CPAPRe-2.3 A proportion of tickets for Council organised events are ring fenced for looked after children.

CF-CPAPRe-2.4 Ensure all LAC referred to CAMHS awaiting treatment are seen within 4 weeks

CF-CPAPRe-2.5 Expand health promoting units programme.

CF-CPAPRe-2.6 In partnership with NHS Lothian ensure the health assessment requirements in relation to CEL16 are achieved.

CF-CPAPRe-2.7 Provide Hepatitis B Vaccination to foster carers and residential staff.

CF-CPAPRe-2.8 All children registered for permanence are subject to a medical prior to registration

Key Themes**3. Education**

Actions

CF-CPAPRe-3.1 Young people in residential units have access to WiFi and technology to support their education

CF-CPAPRe-3.2 Case management arrangements for supporting looked after children not attending formal education to return with minimum delay is fully implemented.

CF-CPAPRe-3.3 Strengthen support to maintain Looked After Children at school.

CF-CPAPRe-3.4 Promote understanding of looked after children for all school staff through mandatory training.

CF-CPAPRe-3.5 Integrate school (SEEMIS) and social work (SWIFT) client record systems and Child Health record (TRAK) to allow greater sharing of information about individual looked after children.

Actions
CF-CPAPRe-3.6 Ensure the views of parents and carers of looked after children are included in educational planning.
CF-CPAPRe-3.7 Increase the number of Looked After Children leaving school going on to a positive destination.
CF-CPAPRe-3.8 Increase attainment of Looked After Children measured by average tariff score.
Key Themes
4. Employment and Training
Actions
CF-CPAPRe-4.1 A dynamic "Family Firm" policy is implemented which ring fences a range of Council training opportunities and apprenticeships commensurate to the projected number of care leavers.
CF-CPAPRe-4.2 The "Family Firm" model is expanded to include Health and private sector employers.
Key Themes
5. Support and Protection
Actions
CF-CPAPRe-5.1 Looked after children and young adults involved in TcAc are provided with no cost/low cost access to bus travel
CF-CPAPRe-5.2 Extend Through Care/After care support in line with C&YP Act
CF-CPAPRe-5.3 A comprehensive list of services is available to care leavers.
CF-CPAPRe-5.4 Develop a protocol to allow LAC to seamlessly transfer to adult supported placements
CF-CPAPRe-5.5 Develop support services for young parents
CF-CPAPRe-5.6 Expand the range of foster care options within CEC resources
Key Themes
6. Accommodation
Actions
CF-CPAPRe-6.1 The physical environments in YP's Centres, Close Support Units and Secure Services are upgraded to the Care Inspectorate standard of Very Good through a rolling programme of planned rebuilding and refurbishment. To be included in the Capital Asset
CF-CPAPRe-6.2 Procurement and property services to adjust approach to consider Units as a home rather than an institution.
CF-CPAPRe-6.3 Repairs to residential units to be prioritised by property services
CF-CPAPRe-6.4 Budget is identified to specifically fund suitable accommodation provision for young care leavers who fall within the national definition of "vulnerable, chaotic and multi-issued".
CF-CPAPRe-6.5 Increase capacity of Edinburgh Families Project to deal with crisis and emergency situations to mitigate emergency admissions into residential units.
CF-CPAPRe-6.6 The range of safe and suitable accommodation for care leavers is expanded and protected, accompanied by simple to use access systems and detailed information about the tenancy and locality
CF-CPAPRe-6.7 Foster carers and Kinship are supported to move to suitable Council accommodation to provide more placements.

Education, Children and Families Committee

10am, Thursday, 11 September 2014

Support to Children and Young People with Disabilities: Annual Progress Report

Item number	7.4
Report number	
Executive/routine	Executive
Wards	All

Executive summary

In October 2013, the annual report on Social Work Services for Children with Disabilities provided an overview on performance and planning in relation to support to families who have a child with a disability. This report is to update the Committee on the progress over the last year.

Links

Coalition pledges	P1
Council outcomes	CO1, CO3
Single Outcome Agreement	SO3

Support to Children and Young People with Disabilities-Annual Report

Recommendations

- 1.1 To recommend that the Education, Children and Families Committee:
 - 1.1.1 notes the progress made within social work services for children with disabilities
 - 1.1.2 requests a further report on progress in September 2015
 - 1.1.3 notes the progress on the expansion of School Holiday Respite Playschemes following implementation of service changes.

Background

- 2.1 The legislative base for the current provision of services for children and families affected by disability is underpinned by The Children (Scotland) Act 1995 to:
 - 2.1.1 minimise the effect on a disabled child within the authority's area.
 - 2.1.2 give these children the opportunity to lead lives as normal as possible.
 - 2.1.3 carry out an assessment of the child/young person and family.
- 2.2 The Social Care (Self-directed Support) (Scotland) Act 2013 came into effect on 1 April 2014. Self-directed support gives those children and their families who are eligible, control over a personal budget and allows them to choose how it is spent on support which meets their identified needs and agreed outcomes.
- 2.3 Self-directed Support offers four options for getting support. The person's individual budget can be:
 - 2.3.1 taken as a Direct Payment (a cash payment)
 - 2.3.2 allocated to a provider the individual chooses. The council or funder holds the budget but the person is in charge of how it is spent (this is sometimes called an individual service fund)
 - 2.3.3 or the individual can choose a council arranged service
 - 2.3.4 or the individual can choose a mix of these options for different types of support
- 2.4 The Children and Young People (Scotland) Act 2014 will provide further legislative support to work by focussing on improving outcomes through earlier support and joined up services.

- 2.5 Edinburgh's population is rapidly increasing compared to the rest of Scotland. By 2020 the number of children under sixteen, is set to rise by 16%, compared to 5% nationally.* Therefore depending on whether the definition used to define disability is within the Equality Act 2010, or relates to their additional support or social and emotional needs, then presently between 4,000-15,500 children or 5%-19%,(0-17) will have some type of disability.

*Care Inspectorate-Services for Children and Young People in the City of Edinburgh 29 April 2014.

Main report

Self-directed Support

- 3.1 The Social Care (Self-directed Support) (Scotland) Act 2013 came into effect on 1 April 2013. A report on the 'Progress on the Implementation of Self-directed Support in Children and Families' was presented to the Education, Children and Families Committee on 20 May 2014, in which it was asked to:
- 3.1.1 note the progress being made in implementing the requirements of the National Strategy for Self-directed Support and the Social Care (Self-directed Support)(Scotland) Act 2013, in respect of children and families.
 - 3.1.2 agree the approach being taken to the development of a Funding Allocation System to inform people of the indicative budget available to meet their social care needs.
- 3.2 The Council must implement the new legislation for all new referrals and all reviews of existing service users taking place after 1 April 2014. Existing service users will be advised of their rights under the self-directed support legislation, as part of the ongoing review process. It is envisaged that all existing service users will have been transferred to one of the four options of self-directed support within a period of three years from the implementation of the Social Care (Self-directed Support)(Scotland) Act 2013.
- 3.3 The approach which has been developed for children affected by a disability is to use a Funding Allocation System, which links the allocation of resources to the assessed level of an individual's need and the overall available budget.
- 3.4 The level of need is identified using both the revised current Section 23 Assessment of Need and Risk along with a new outcome focused Funding Allocation Questionnaire, which has been developed in line with the Getting It Right for Every Child well-being indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included).The tool also allows the social worker to refine further their assessment of the person's level of need by matching them to a banding within the assessed level of need.
- 3.5 As there are no new resources available to fund self-directed support on an ongoing basis, the conversion of the score generated through the outcome

focused assessment into an indicative budget, needs to take account of the budget available to meet the cost of providing social care support.

- 3.6 It is the budgets used to provide or procure these services now, which will be allocated to individuals through the Funding Allocation System. In many cases, people will use their personal budgets to procure existing services, although in the future it is increasingly likely that people will choose to access different forms of support.
- 3.7 The first Funding Allocation Panel took place on 10 July 2014 and it is meeting fortnightly. Seven families have to date been given an Indicative Budget with which to develop a support plan.
- 3.8 Despite the amount of work which has been undertaken to ensure the Funding Allocation System is calibrated to meet the needs of individuals and to be affordable, this is to some extent uncharted territory. Audit Scotland has recently identified as a risk for all Scottish councils the requirement to provide individuals with an estimate of the cost of meeting their care and support needs. This risk needs to be managed and monitored carefully.
- 3.9 The implementation of self-directed support will have a significant impact on the shape of the social care market over time. Whilst it is difficult to predict the pace of change, the fact that the National Self-directed Support Strategy covers a ten-year period is an indicator that change is expected to be incremental, rather than immediate. However, it is important to ensure that mechanisms are in place to respond to the change required in a planned way.
- 3.10 The introduction of the four options of self-directed support and the concept of personal budgets marks a move away from a service-led approach based on allocations of hours and nights to a more flexible notion of support where the currency is the amount of an individual's personal budget. As no new money is available to support this change, the Council needs to ensure that it is in a position to free resources tied up in existing services in order to be in a position to respond positively to those individuals who wish to use the resources available for their support in different ways.
- 3.11 The Scottish Government has provided limited funds to assist with the implementation of the legislation. Monies have been used to develop a pilot service called the 'Drop In'. This will take place over five community centres across the city and will offer locally run activity sessions for families of children and young people who have a disability and who live in Edinburgh. The service is for children with a disability aged 0-18yrs, their parents and siblings. Parents are offered the opportunity to meet other parents while their children take part in activities run by experienced youth and children workers. This is a joint project delivered by Community Learning & Development and FABB funded by City of Edinburgh Council and hopes to be operational initially as a pilot project from October 2014.

Disability Practice Team

- 3.12 The staffing establishment (Full-Time Equivalent) within the Disability Practice Team consists of one Manager, two Team Leaders and 14 social work staff. The team undertakes assessments, support plans and other statutory duties relating to disabled children. The Hospital Team also carry a number of cases of children affected by a disability who would access our services. The current caseload for both teams consists of:

	Disability Practice Team	Hospital Team
Caseload	413	248
On Child Protection Register	6	22
Looked After and Accommodated Children	21	46
Looked After Children at Home	6	6

- 3.13 The table below details the current number* of children with a disability currently accessing our different service provisions:

Number of children currently receiving a service funded by Support to Children and Young People with Disabilities	739
Number of children receiving playscheme provision	400
Number of children receiving a day service	158
Number of children receiving overnight respite: in a residential setting	112 90 (80%)
in a family setting	22 (20%)
Number of children receiving a Direct Payment	24
Number of children awaiting a Section 23 assessment	45

*Figures correct as of 10 June 2014

- 3.14 The service has increased capacity in the Disability Practice team to reduce the numbers waiting for a Section 23 assessment. This is reducing the waiting list. However the new Self Directed Support legislation requires more intensive

assessment and care planning so overall demands on the Team remain high. We are currently investigating additional options to reduce waiting times for assessments.

- 3.15 The Disability Team has been receiving training on Emotions Talks and Talking Mats so that they can improve their communication skills with the children that they work with. Workers have used these tools to record children's views for Children's Hearings and for Reviews, and to help them to look at behavioural issues.
- 3.16 The Disability team works closely with the Health and Social Care Transition Team to move young people on from children to adult services. Further work is being progressed in looking at how we identify earlier young people who will require a substantial package of care into adulthood. In light of the implementation of self-directed support, the current jointly owned transition policy and procedures will also be reviewed over the next year.
- 3.17 A fortnightly emergency resource panel was established in May 2014 to deliver a speedier and joined up response to families in crisis and to assist in preventing family breakdown and, where appropriate, children having to be accommodated.
- 3.18 We continue to be challenged with the needs of young people with autism and a learning disability. The increase in playscheme support has been very helpful for most families but we still have a small but significant number of young people who require a high level of residential and day specialised support in the school holidays.
- 3.19 We work closely with the CAMHS Learning Disability Team who have an Intensive Behaviour Service. They offer many of our staff consultation sessions and behavioural strategies to ensure we can meet children and young people's individual needs. With the NHS we are currently reviewing our joint approach to ensure we maximise the benefits of the shared services we have and develop new initiatives in the future.
- 3.20 Many children with complex physical needs are now looked after at home. The children may need careful monitoring with interventions such as tracheotomy care, suction, catheterisation or tube feeding. The children benefit from being at home rather than hospital but the pressure on their parents/carers alongside family life can be considerable. This has led to an increased demand on council services. This pressure is also experienced in East, Mid and West Lothian Councils. We are discussing with NHS Lothian and local councils a joint approach on this growing pressure.

Organisational and Service Reviews

- 3.21 The Children and Families Occupational Therapy Team was established in 2006. This team was based until recently within the Children and Families service.

- 3.22 A service review took place last year involving both service delivery remits within this team - the Community Occupational Therapy Service and the Early Years Centres Service. The aim of this review was to improve service delivery to children and their families. Following the initial consultation period, it was the view that changes needed to be made to the whole team structure in order to improve the service delivery to children and their families, and to address the current level of demand and waiting lists within the Community Occupational Therapy Service.
- 3.23 As a result, it was the proposal that the Early Years Centre Occupational Therapy Service was transferred to NHS and this is currently in hand. For the Community Occupational Therapy Service, the proposal was that this service moved to the Disability Section of Health and Social Care, which it did on 1 April 2014.
- 3.24 An organisational review of Family Focus & Kidz Own began in June 2014 and will be completed by January 2015. The aim of this review is to address what changes need to be made to deliver greater choice and value for money, to children and their families. Consideration will also be on how these services will be delivered in the future, in line with the implementation of the Social Care (Self-directed Support)(Scotland) Act 2013.
- 3.25 The views of staff, stakeholders and families, children and young people will be sought on how we can deliver the best possible services to our families, efficiently and cost effectively. An Equalities Right and Impact Assessment has been carried out.

Playschemes

- 3.26 The Council, through the Early Years Change Fund, increased the funds available for Playscheme provision for children with a disability from £456,000 in 2012 to £812,000 in 2013/14. This was in response to views expressed by families in Edinburgh who found the school holidays problematic. The response to the increase in funding has resulted in positive feedback from families in Edinburgh. The initial proposals to expand Playscheme provision were reported to the Committee on 5 March 2013. The Committee asked officers to report back on progress after summer 2014, the first year of full implementation.
- 3.27 The contract for this new service was awarded to the INC Consortium which is made up of The Action Group, FABB Scotland, Lothian Autistic Society and The Yard. The new provision enables us to offer up to six weeks of playscheme service per year to 400 eligible children. The six weeks can be taken as four weeks in the summer, one week at Easter and either one week in February or October. The six week allocation may also include a residential camp or activity days.
- 3.28 370 families applied for the playscheme service this summer, some applied for less than the number of weeks available to them. Research undertaken by the

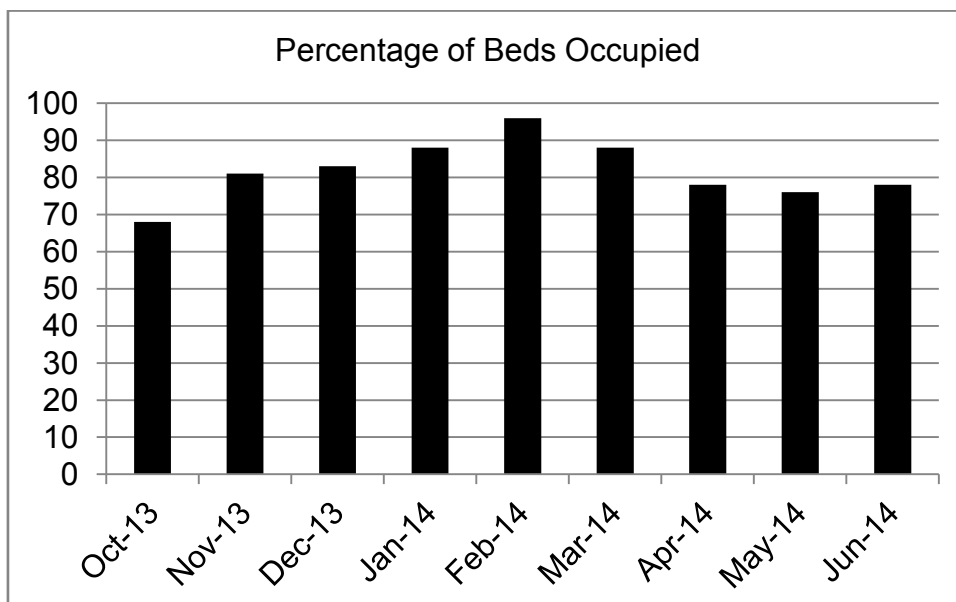
four venues indicated the following reasons for families not accessing their full quota showed the following:

Reason	Number of Families	Percentage
Cost	15	23
Pre-booked family holiday	18	28
Unsure if my child would cope	6	9
Playscheme is new to me, need to try it out first	9	4
Other	17	26
Total	65	100%

- 3.29 We also ran a small playscheme service at the Action for Children resource in Gilmerton Road. The young people involved in this service need to be on their own or in a very small group. Four children who would not manage at the disability playscheme attended this service successfully.
- 3.30 We plan to appoint a Playscheme Co-ordinator to overview the day to day running and to link into the schools involved, so that good communication is shared about individual children's needs with the sector providers.
- 3.31 A detailed lessons learned session involving the views of children and families will be held to monitor the delivery of the new contract and to consider possible improvements for year two of the contract.
- 3.32 Discussions have begun with Edinburgh Leisure for the provision of family drop in swimming sessions. We hope to be able to offer this activity in February/Easter 2015.

Hillview

- 3.33 Hillview is a small five bedded residential resource that is used for families who require crisis provision in Edinburgh. The majority of children who attend Hillview are there because there is no other placement available to them in Edinburgh. Some children stay for a short time and others for many complex reasons remain for between six months to a year. The crisis nature of this service is that they have to respond quickly some times during the night due to issues such as sudden illness in a parent/carer. On occasions we are able to offer short breaks to families who are having adaptations in their house which means their child has to be cared elsewhere with access to hoists and appropriate bathroom facilities.



- 3.34 The residency rate is high and varies from 70% to 90% (see table above). When this figure is lower this is due to the complexity of care involved in a mixed group of young people with disability needs. For example there may be three or four young people in wheelchairs which will involve a high level of personal care support from staff or we can have a young person with very challenging behaviour in a group of vulnerable young children so these factors can influence the ability to use all of the available beds.
- 3.35 The disability family support service, which is based at Hillview, started on the 25 May 2014. This new service consists of three full time Social Care Workers who provide a city wide, seven day support service from 7am to 9pm. They offer families crisis support in the home or in the community for between 6-12 weeks.
- 3.36 The service supports families with children who may otherwise be accommodated due to child welfare concerns, parent/carer sudden illness/ exhaustion or rehabilitation to home from care settings. We will be able to give qualitative information within the next annual report about the impact and value of this new service.

Barnardos Intensive Behavioural Support Service (BIBSS)

- 3.37 The City of Edinburgh Council continues to fund the learning disability element of Barnardos Intensive Behavioural Support Service (BIBSS), with funding for the autism element coming from the Scottish Government's Autism Initiative which will come to an end in March 2015.
- 3.38 During the period April 2013-14, Barnardo's Intensive Behaviour Support Service had 45 children referred to its service. Nineteen had learning disabilities and 26 had autism but no learning disability. Over this same period the team worked with 29 families who had a child with learning disabilities and 13 with autism only totaling 42 families altogether. The waiting list currently stands at 27 families-12 with children with learning disabilities and 17 with autism only.

- 3.39 The disability behavioural support service started on the 13 Jan 2014 and complements and works in partnership with the aforementioned BIBSS Service. It is part of a two year project funded by the Early Year's Change fund. It employs two project workers who work with parents/carers in managing their child's behaviour. It offers a time-limited service for up to 12 weeks and provides a city-wide service to children/young people age 4-16 years.
- 3.40 The aim of the service is to improve parents/carers confidence and resilience, reduce stress and improve family relationships and help provide a better understanding of the child's/young person's disability/autism.

Seaview

- 3.41 For the last few months staff at Seaview have been preparing to manage the significant changes which self-directed support will bring. Seaview currently offers fixed groups and respite times, which in turn offers consistency, familiarity and an opportunity for children and young people to make friendships and share activities.
- 3.42 The challenge is to retain as much of these values as Seaview can, whilst offering families greater flexibility, and managing variable packages of care dependent on assessed need. This will enable families to have greater flexibility and choice as to when they have their short breaks. An electronic booking system has been installed to assist with some of the practicalities.

Family Focus

- 3.43 Family Focus started a group for children under five with sensory and communication difficulties in October 2013, who are or may be diagnosed with autism, and their families. This programme is funded by the Scottish Government's Autism Strategy until 2016 and runs in eight week blocks. It aims to promote and develop children's sensory integration, interaction with other children, attachment between parents and their children, and parental confidence.
- 3.44 The outcomes and feedback from the groups has been overwhelmingly positive with significant improvements in the abilities of every child, increased parental confidence and ability to interact and manage their child.

Strategic planning

- 3.45 A strategic planning group reporting to the Children's Partnership has been formed to take forward multi-agency planning of services for children with disabilities. The vision is for our children and young people with a disability to have improved life chances and the support required to fulfil their potential. We will do this by:
- 3.45.1 leading the development of services and support which meet the needs of these children and young people in pre-school, education, care, health, leisure and family settings.

- 3.45.2 improving consistency in the quality and availability of provision.
 - 3.45.3 establishing robust baseline information about the number of children and young people with a disability, the range of disability and the services provided.
 - 3.45.4 monitoring performance against our agreed objects and reporting back to the Children's Partnership.
- 3.46 The overriding objective will be to produce a plan and performance framework for disability services in the coming years with outcomes to be included in the next Integrated Children's Services Plan. The focus should be on children with a disability achieving their potential, using the same Getting it Right for Every Child wellbeing (SHANARRI) assessment outcomes for all children.

Measures of success

- 4.1 Meeting the requirements of the Social Care (Self-directed Support)(Scotland) Act 2013 which will be evidenced by:
 - 4.1.1 compliance with the principles underpinning the legislation.
 - 4.1.2 the ability to offer people who are eligible for social care support, the four options as to how that support is organised and managed.
 - 4.1.3 the ability to notify people eligible for the four options of self-directed support of an estimate of the cost of meeting their care needs and support needs.
 - 4.1.4 the emergence of new types of services to meet care and support needs.
 - 4.1.5 all eligible children having a self-directed support plan by April 2017 from which to measure outcomes rather than outputs.
- 4.2 The Council achieving a reduction in the waiting times required for a Section 23 assessment.
- 4.3 The number of children with a disability having to become fully looked after and accommodated reduces.

Financial impact

- 5.1 The implementation of self-directed support across Edinburgh is regarded by the Scottish Government as cost neutral. There will be work load pressures in the implementation of this new way of working particularly in the Disability Practice Team. The service is currently reviewing the resources available to support the implementation of self-directed support with the aim of addressing the expected increased demands on practitioners.

Risk, policy, compliance and governance impact

- 6.1 The implementation of the requirements of the Social Care (Self-directed Support)(Scotland) Act 2013 requires a change in the way in which support is currently provided to children, young people and families eligible for assistance. Rather than providing or arranging services to meet the assessed need, the Council is required to provide to families an estimate of the cost of meeting their social care needs and to then support them to exercise as much choice and control as they wish in meeting these needs, within the resources available. Over time this will lead to significant change in the range and types of services available.
- 6.2 The operation of the Funding Allocation System will be closely monitored to evaluate the following factors:
 - 6.2.1 The Funding Allocation System is sufficiently flexible to be adjusted in response to issues identified through experience in operating the system.
 - 6.2.2 The Funding Allocation System is calibrated in order both to meet the needs of individuals and remain affordable to the Council.

Equalities impact

- 7.1 The fundamental principles of self-directed support are choice and control, enabling people to choose how to live their life and have control over the way in which their care needs are met. The Social Care (Self-directed Support) (Scotland) Act 2013 seeks to ensure that the principles of human rights and equality are central to the delivery of social care by placing a duty on local authorities to have regard to inclusion, collaboration and dignity when carrying out their duties. This report gives some detail to the manner in which it is proposed that these principles are embedded in Edinburgh.
- 7.2 There is an overall Equality Rights Impact Assessment (ERIA) which has been completed in respect of the Personalisation Programme. An overall Equality Rights Impact Assessment has also been completed for the recently completed review of the Children and Families Occupational Therapy Team and for the organisational review of Kidz Own and Family Focus.
- 7.3 An ERIA summary report for the Committee has been completed, summarising the above (see Appendix One).

Sustainability impact

- 8.1 The impacts of this report have been considered in relation to the three elements of the Climate Change (Scotland) Act 2009 Public Bodies Duties. There are no sustainable impacts in relation to the contents of this progress report.

Consultation and engagement

- 9.1 Parents and carers of children with disabilities who currently receive a service were invited to consult on self-directed support, service provision and related issues in January 2014. The consultation consisted of an online/paper survey and three focus groups. Parents/carers were contacted by letter, through a newsletter and through partner agencies and providers. A total of 52 parents/carers responded to the online survey and 30 people attended the focus groups. Some people attended a focus group and completed the survey.
- 9.2 It is recognised by the Scottish Government and Audit Scotland that the implementation of the self-directed support legislation will take time and will continue to be developmental. In order to support ongoing consultation a Parents/Carers Checkpoint Group has been established. It is proposed that the group will meet on a regular basis to discuss matters in relation to self-directed support and service developments.
- 9.3 A newsletter has been developed and issued on a four monthly basis through a school-bag drop to all children who receive special or additional education services. The purpose of this newsletter is to keep children and their families up to date with self-directed support and service developments.
- 9.4 There have also been regular engagement and consultation sessions, over the past year, with providers who support children with a disability in Edinburgh to aid the implementation of self-directed support and facilitate forward thinking in promoting a diverse and flexible market place for children and families in Edinburgh.
- 9.5 The views of staff, stakeholders and families, children and young people will be sought accordingly during the organisational review of Kidz Own and Family Focus, as to how we can deliver the best possible services to our families, efficiently and cost effectively.

Background reading/external references

Gillian Tee

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Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1 – Our children have the best in life, are ready to make and sustain relationships and are ready to succeed CO3 – Our children and young people in need, or with a disability, have improved life chances
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	1 ERIA Summary Report for Council Decision Makers

ERIA Summary Report for Council Decision Makers

What CMT report / Committee report (including meeting date) does this ERIA information relate to?

Annual Report to Education, Children and Families Committee on support to children and young people with disabilities – 11th September 2014.

ERIA assessments have been carried out in relation to:

- Progress on the Implementation of Self-directed Support to Education, Children and Families on Self-directed support – 20th May 2014
- Review of Children & Families Occupational Therapy Team – 5th June 2014
- The Organisational Review of Family Focus and KidzOwn – 9th July 2014
- Personalisation Programme City of Edinburgh Council August 2014 - in progress.

What are the main impacts on rights?

Health – a variety of support services will be available to enhance the wellbeing of children and their families through services ranging from behavioural support, to day activities and overnight respite.

Life - to enhance the social opportunities open to children and their families, through inclusion in services which will promote their wellbeing and participation in community services accordingly.

Participation, Influence and voice – our services offer children a voice by actively seeking their views in relation to their participation and/or any plans made in relation to their wellbeing, whenever appropriate and possible for them to do so.

Deliver more appropriate services to children and their families as a result of their engagement and through seeking the views.

Productive and Valued Activities – access to a range of services that support service users to feel valued and included i.e. play schemes, that enhances their quality of life and allows them increased opportunities for play and social inclusion.

Individual, family and social life – to enhance access to social opportunities, thereby supporting children and young people to live safely at home with their families.

Self-Directed Support will enhance equality by ensuring that service users are treated fairly and equally, and this is done specifically to their needs and from this, care packages will be developed on an individual and person centred basis.

Identity, expression and self respect –our services support children and young people to live with their parents and to improve their sense of worth, dignity and respect. The implementation of Self-Directed Support will also assist with this, as it promotes the personalisation of services to meet their agreed outcomes.

What are the main impacts on equality?

Improve opportunities for social integration, thereby reducing ignorance and prejudice surrounding some disabilities, by offering service users a more person centred approach to the delivery of their assessed needs.

What are the main ERIA recommendations?

1. Changes to our recording systems, enabling statistics on poverty, ethnicity and gender to be collated over the next three years. Our section 23 assessments already use an income maximisation section to improve uptake of welfare benefits.
2. Key performance indicators identified in relation to self-directed support for children and families during the next three years. Lead officer and timescales have been identified.
3. Children and Families are evaluating the use of the Funding Allocation System and will be monitoring uptake of the four SDS options. Lead officers identified, and Service Manager reporting back to the Education, Children and Families Committee in May 2015.
4. Clear communication plans with service users and stakeholders affected by the reviews of the Occupational Therapy Team and Family Focus & KidzOwn. Lead officers identified and timescales agreed.
5. To support practitioners within Council to achieve a balance between people's rights to take risks and harm minimisation, a Risk Enablement Framework be developed that incorporates the FAIR (Facts, Analysis, Identification & Review) approach to human rights into the assessment and support planning process. Lead officers and timescales to be agreed by H&SC colleagues who have the lead in relation to this.
6. To improve the Council's ability to publish equality outcomes and report progress, given the existing gaps in data and need to monitor experience of self-directed support implementation, integrate equalities monitoring into a Personalisation Programme Performance Management Framework. Lead officers and timescales to be agreed by H&SC colleagues who have the lead in relation to this

Further Information (name / position / contact details):

Carol Chalmers, Service Manager 4/3348

Carol Rice, Strategy & Development Officer 4/3389

Julia Sproul, Principle Officer Equalities 4/3370

Education, Children & Families Committee

10am, Thursday, 11 September 2014

Energy in Schools Report

Item number	7.5
Report number	Executive
Executive/routine	All
Wards	

Executive summary

The Education, Children and Families Committee considered a detailed report on energy use in schools on 8 October 2013. The report provided information on school energy consumption together with an action plan of further planned work to improve the energy efficiency of the schools estate.

This report details school energy consumption for 2013/14 and provides a high level analysis of consumption trends. Information is also provided on progress made against the action plan presented in last year's Schools Energy Report.

Links

Coalition pledges	P50
Council outcomes	CO18 CO25
Single Outcome Agreement	SO3 SO4

Energy in Schools Report

Recommendations

It is recommended that Committee:-

- 1.1 Notes the contents of the report.
- 1.2 Notes progress against the agreed action plan (Appendix 2) and the changes/amendments to plan.
- 1.3 Notes that an annual report will be submitted to committee on progress made against agreed action plan.
- 1.4 Notes the factors contributing to the poor operation of school heating including the current condition of school building management systems (BMS) and existing revenue strategy.

Background

- 2.1 The Council currently spends just under £11m a year on energy across its operational estate. The Children and Families estate is the largest in the Council and the highest energy user. It accounts for 38% of the estate and half of the Council's total carbon footprint and energy spend.
- 2.2 With increasing energy costs, more stringent legislation and concern over climate change, the Council is seeking to manage its energy more effectively.
- 2.3 The Education, Children and Families Committee considered a detailed report on school energy on 8 October 2013. The report provided an update on school energy consumption, together with an action plan of further planned work to improve the energy efficiency of the school estate.

The Committee noted the report and requested:-

- 1) An annual report be submitted updating on progress against the agreed action plan.
 - 3) An interim report be submitted to Committee in six months on the progress and outcomes of the Small Steps campaign pilot.
- 2.4 On 20 May 2014, the Education, Children and Families Committee considered a further report which provided an update on the six schools which took part in the Small Steps Energy Awareness Campaign pilot which ran from November 2013 to March 2014.

Main report

3.1 Services for Communities monitors the energy usage and energy efficiency of Council buildings. The information presented in Table 1 below details the school energy consumption for 2013/14. The percentage change listed is against the baseline consumption year (2010/11). The Table includes both Council and PPP2 schools, but not PPP1. The Council pays directly for energy consumed in PPP2 schools, but not in PPP1 which are managed by separate contract arrangements.

Table 1 Electricity, gas and oil usage 2013/14

Property Type	2013/2014					
	Electricity (MWh)	% Change Electricity	Gas (MWh)	% Change Gas	Oil (MWh)	% Change Oil
High Schools	13,045	-1.54%	42,264	-7.37%		
Primary Schools	10,305	3.31%	37,307	4.57%	1,900	-21%
Nursery Schools	843	-3.00%	2,327	-18.72%		
Special Schools	1398	2.19%	4,011	2.84%	1,427	3%
Outdoor Centres	714	-1.43%			397	15%
Total	26,306	0.46%	85,909	-2%	3,723	-10%
Degree Days*			2400			-12.25%

*Degree days are a measure of the difference between a baseline temperature and actual outdoor temperature multiplied by the number of days. In the UK the standard baseline temperature is 15.5°C. The -12.25% is the percentage change in degree days based on the degree days in the baseline year 2010/11.

3.2 Following the introduction of smart metering across schools in 2010 and the reporting requirements set out under the mandatory Carbon Reduction Commitment Energy Efficiency Scheme (CRC), there has been a significant improvement in data quality. The baseline for the schools' energy usage has been set at 2010/11 aligning it with the first year of CRC reporting. This provides an audit trail on which to monitor future consumption in schools. An extended table showing consumption comparison for years 2010/11, 2011/12, 2012/13 and 2013/14 is included at Appendix 1. There has been a modest increase in

electricity consumption when compared to the baseline. Direct comparison with data for 2012/13 shows little change indicating that consumption is stable. The addition of new Gaelic school, Bun-Sgoil Taobh Na Pairce, along with new extensions at a number of schools has impacted total consumption. Since the baseline year, the increased use of electrical equipment in schools along with the use of supplementary electric heating will be major contributory factor in consumption increases. This is an issue which will be addressed under any future Building Management System upgrade where possible.

- 3.3 There is a direct link between outside weather conditions and space heating requirements across the schools estate. As indicated by the 12.25% reduction in Degree Days relative to 2010/11, the weather in 2013/14 was milder than in the baseline year of 2010/11. The reduced need for space heating in 2013/14 is most evident across the High School estate where a reduction of over 7% has been achieved against the baseline. This is in line with the milder weather and does not necessarily indicate an efficiency saving. In contrast, gas consumption across the Primary School estate is higher than baseline. The opening of Bun-Sgoil Taobh Na Pairce in 2013 and the conversion of Gracemount Primary School from oil to gas heating in 2011 accounts for a proportion of the increase. However, the current condition of Building Management Systems and some heating plant are resulting in both poor operation and poor control of building heating which is leading to an increased use of gas.
- 3.4 As reported in the Children and Families Revenue Asset Management Priorities 2014 - 2019 to the Education, Children and Families Committee on the 4 March 2014, additional revenue works of £29.1m have been identified over the next five years with no budget allocation. Revenue strategy and priorities are based on an emergency first basis i.e. health and safety, wind and water tight. Maintenance, repair and upgrade/replacement of heating plant and controls are prioritised based on the requirement to meet statutory obligations. Taking this approach and based on available funding, this is resulting in properties operating less efficiently.
- 3.5 Whilst functional, a significant amount of mechanical plant and infrastructure is approaching the end of its serviceable life. There is value in extending equipment life to mitigate higher replacement costs. However, with some equipment such as boilers and controls, doing so can lead to further reductions in efficiency and increased energy consumption.
- 3.6 The remainder of this report sets out current action being taken to identify efficiency opportunities and reduce usage across the schools estate and informs on further works planned.

Council Energy Policy

- 3.7 In August 2013, the Council's Transport and Environment Committee approved a revised Council Energy Policy. The policy and its supporting procedures set

out an overarching statement on the Council's commitment to energy management and efficiency.

- 3.8 The policy provides clear guidance on the temperature ranges, employee responsibilities, consumption monitoring and reporting structures. The policy details the need for regular review of energy management practices with a focus given to continuous improvement.

Sustainability and Carbon Reduction Work Stream

- 3.9 Following the mainstreaming of the iPFM programme into Corporate Property, the Sustainability and Carbon Reduction work stream has been maintained as an active work stream within the Corporate Property division of Services for Communities.
- 3.10 This work stream provides an overview of current and proposed projects, delivered and targeted savings and investment and resource requirements. The revised policy provides the framework within which this work stream is developed and outcomes managed.

Building Management Systems (BMS)

- 3.11 A Building Management System (BMS) is a computer-based system that controls the main mechanical and electrical services within a building. The Council has an extensive portfolio of BMS including all High Schools and the majority of Primary Schools. The successful implementation and operation of a BMS allows improved building performance and can lead to substantial energy savings.
- 3.12 As detailed in previous Schools Energy Reports, the Council's BMS are in urgent need of upgrading/replacement. Many systems are ageing and not functioning correctly with some systems now obsolete, making it difficult to source replacement components.
- 3.13 Last year, Corporate Property, with support from the Carbon Trust, commissioned a survey and strategic assessment of the Council's BMS. The survey identified significant opportunities for energy efficiencies and carbon reduction and outlined an implementation strategy aimed at modernising and standardising the Council's approach to BMS.
- 3.14 A central objective of the implementation strategy is to improve communication links with the BMS controllers located in school plant rooms. Communication links are important because they provide real-time feedback on current operation. This facilitates performance improvement and helps deliver both energy and maintenance efficiencies.
- 3.15 Current communication links are very slow and rely on dial up phone lines and modems. Connecting a BMS to an Ethernet Broadband connection would greatly improve communication speed and is a requirement for modern systems. The preferred solution for the Council's BMS is to integrate BMS communication

with the Council's existing ICT Networks. This would eliminate the costs associated with a dedicated Ethernet Broadband connection. In the majority of schools it would be straightforward to provide network access through the installation of a data port in the plant room. The key challenge to network integration is to establish a secure procedure for integrating 3rd party BMS systems within the Council's ICT infrastructure. Work is ongoing with ICT to establish the most appropriate solution to network integration.

- 3.16 A key aim of the BMS strategy is to update and standardise the systems installed. Currently, the Council operates a diverse BMS estate with in excess of ten different proprietary systems. Historically, there has been limited control over the type of system installed and in some cases a building may have multiple systems installed. BMS systems are distinct from one another in that they have their own software configurations and require proprietary components. Having multiple systems across the Council estate makes the BMS infrastructure more challenging to manage, improve and maintain.
- 3.17 Corporate Property is in dialogue with Commercial and Procurement Services and ICT Solutions to progress the implementation of the BMS strategy. There are challenges with both the integration of BMS communications with the Council IT Network and the standardisation of systems. These areas are being prioritised to provide the foundation required to implement the BMS strategy.
- 3.18 The strategic assessment projected a cost and emissions reduction of 13.8% and 13.1% respectively and a pay-back period for investment of approximately four years. These are estimated figures based on the informed professional experience of the Carbon Trust consultant and are based on full adoption of the BMS strategy.

Small Steps Energy Awareness Campaign

- 3.19 The outcomes from the Small Steps pilot energy awareness campaign were the subject of a report to Committee in May 2014. Planning is well underway for Phase 2 of the campaign. In addition to the schools that took part in the pilot campaign, a further 20 have signed up to be part of the next phase. Sign-up to the campaign has been restricted to 20 schools to maintain a manageable group size and align the roll-out with existing resource levels.
- 3.20 Phase 2 of the campaign will be launched in early September 2014. Initial activities will be co-ordinated around giving school staff the necessary support and materials required to help tailor an appropriate campaign for each school. As was the case with the pilot campaign, each school will be able to sign-up for workshops and receive campaign support from the Energy Team within Corporate Property. Face-to-face visits will also be carried out to support local campaign staff and help raise awareness throughout each school.

School Energy Audits

- 3.21 The Energy Team recently produced high level energy audits for all school properties as part of the Schools Condition Survey Programme. They have been produced in-house and can be refreshed periodically, and therefore, remain as a live document providing an up-to-date view of property efficiency. The audits review current energy consumption as well as identifying areas for improvement through good housekeeping and investment in energy saving technologies.
- 3.22 The energy recommendations within the audits highlight the opportunity to invest in efficiency measures with a short to mid-term payback. Payback on investment ranges from 2-12 years depending on the technology type, scale of the opportunity and building use patterns. Further benefits including reduced maintenance and improvements to the internal environment can also be achieved through investment in efficiency measures.
- 3.23 The audits are high level documents intended to be used to direct focus on to specific properties or technologies. More detailed survey work is required to provide detailed cost and saving projections prior to the commissioning of specific works. It can be difficult to address energy efficiency works in isolation as they are intertwined with the overall building performance and operation. In addition to this, the payback period from existing funding streams can limit the scope of works. Therefore, in some instances, there is value in aligning energy efficiency projects with other improvement programmes.

Energy Efficiency Works

- 3.24 A number of works have been supported through the Central Energy Efficiency Fund (CEEF) this year. In total, £275,500 of CEEF funding has been committed to the schools estate during 2014/15 with a further £95,000 of projected investment pending project approval. Where possible, works have been aligned with other improvement works in schools to maximise benefits and funding opportunities.

Energy Retrofit of Council Buildings

- 3.25 The Council has embarked on a programme of retrofitting existing Council buildings which will see six major buildings piloted through the London RE:FIT scheme. The Council will be the first Scottish Council to sign up to this scheme. In parallel, the pilot will also evaluate other buildings for retrofit using a number of procurement options.
- 3.26 The programme is being designed to assess the best options for the Council in retrofitting the Council estate. The list of buildings for inclusion in the scheme has not been finalised but it is likely that it will include school buildings. The project is being financially supported by the Scottish Government with technical support from Scottish Futures Trust.

Solar PV Proposal

- 3.27 The Council is in dialogue with Edinburgh Community Solar Co-operative (ECSC) regarding the development of a community owned Solar Photovoltaic (PV) scheme on Council buildings. Under the scheme it is proposed that ECSC will procure, install and manage solar PV panels sited on the roofs of Council buildings.
- 3.28 The installation of the solar PV panels will be funded through a public share offer. The return on investment for the co-operative will be generated from Feed in Tariff (FiT) payments from OFGEM as well as from payments made by the Council (at a discounted rate) for electricity consumed by the building hosting the PV system. Any surplus generated by the co-operative will be re-invested into the local community through a community benefit fund.
- 3.29 Following an initial desktop review, ECSC have commissioned detailed solar PV surveys of 25 Council buildings including a number of schools. Work is also underway to shape proposals for community benefit, including specific benefits for schools hosting PV panels.
- 3.30 In December 2013, Corporate Policy and Strategy Committee approved the signing of a Memorandum of Understanding (MoU) between the City of Edinburgh Council and ECSC. The report was subsequently sent to Transport and Environment Committee in January 2014 for reference. The MoU set out the terms by which the Council and ECSC would work together in good faith to explore how the Council can reduce carbon emissions through solar energy generation on schools, public buildings and land.
- 3.31 The final proposal will be reported to the Transport and Environment Committee in early 2015 and will be accompanied by an appraisal for each building of alternate options for the adoption of solar PV.

Knowledge Transfer Partnership

- 3.32 Corporate Property has entered into a Knowledge Transfer Partnership (KTP) with the Scottish Energy Centre at Napier University to help develop a strategic long term approach to energy management within its operational estate. The partnership will be part funded from Technology and Strategy Board – a UK public body.
- 3.33 Under the partnership, Napier University will employ a recently qualified Masters student to work full time as a KTP Associate within the Council. The KTP Associate will be embedded within the energy team in Corporate Property. In addition to the KTP Associate, the Council will have access to a 'Knowledge Base' team which comprises academics and research fellows at Napier University's Scottish Energy Centre. The Council will benefit directly from its expertise. The KTP will cost the Council £35k/year for three years and will be funded by Corporate Property with match funding provided by the Technology Strategy Board.

- 3.34 A recruitment process is currently underway to identify a suitable KTP Associate. Interviews are scheduled for early September with a view to starting the project towards the end of 2014. It is envisaged that the KTP will be of direct benefit to energy efficiency in the school estate over the coming years.

Measures of success

- 4.1 The Council continues to meet legislative requirements as set out in the Energy Performance of Buildings Directive.
- 4.2 The Council continues to meet the reporting requirements as set out in the mandatory Carbon Reduction Commitment Energy Efficiency Scheme (CRC).
- 4.3 The Council maintains the improved energy data quality realised through the processes adopted to manage the CRC reporting requirements.
- 4.4 The Council demonstrates a reduction in energy consumption across the school estate.

Financial impact

- 5.1 Although condition focused, energy improvement works are included within the £85m Asset Management works over the period 2014-19.
- 5.2 Energy saving targets for the Council have been aligned with wider Corporate Property (iPFM) targets and are detailed in the Sustainability and Carbon Reduction work stream.

Risk, policy, compliance and governance impact

- 6.1 A structured response to energy management in schools is in line with the ethos of the Council's Energy Policy and Energy Policy Action Plan.
- 6.2 Legislation has been used as a means to drive forward change to reflect EU targets on emission reduction. Increasingly legislators are looking towards public bodies adopting a planned response to energy efficiency and carbon reduction. It is important that the Council is receptive to the likelihood of increased legislation and develops plans and strategies to improve the efficiency of its built environment.
- 6.3 Whilst the Council benefits from a competitive energy contract, it is still subject to the energy price trends. There is an opportunity to mitigate exposure to current price increases through increased awareness and energy efficiency.

Equalities impact

- 7.1 Appropriate energy management of school buildings will have a direct enhancement of rights. For example, appropriate management of indoor temperature will aid education and learning through improved thermal comfort.

- 7.2 Energy management within schools will focus on delivering environments that meet best practice guidelines as set out in the Council's Energy Policy. Thermal comfort is not a defined state. Some people will feel comfortable at certain temperatures whilst others may not.
- 7.3 The Small Steps energy awareness campaign is currently being rolled out to 20 schools. A bespoke approach has been taken to the campaign that allows schools to shape an appropriate campaign for their individual needs. One special school has signed up for the Phase 2 of the campaign.

Sustainability impact

- 8.1 There is significant potential for sustainability benefits through appropriate energy management within the schools estate, including reduced consumption and associated carbon reduction.
- 8.2 The holistic approach to the Small Steps campaign provides a platform and structure that could be used to manage and deliver other sustainability messages.

Consultation and engagement

- 9.1 Consultation is regularly undertaken with the Sustainable Development Unit to collaborate on shared objectives.
- 9.2 Consultation and joint working with Eco-schools representatives is ongoing as part of the Small Steps campaign.
- 9.3 Through the energy audit programme and the energy awareness campaign, the energy team has improved communication and engagement across the schools estate.
- 9.4 Children and Families were involved in the Small Steps campaign pilot. Children and Families SMT and the Head Teachers Executive were updated on both the Small Steps campaign and the energy audit programme.

Background reading/external references

[Energy Performance in Buildings Directive \(Scotland\) Amendment Regulations 2012](#) – This directive covers the requirements for Energy Performance Certificates in Scotland.

[Carbon Reduction Commitment Energy Efficiency Scheme \(CRC\)](#) – This website provides guidance on the CRC scheme.

Orb page on [Small Steps Campaign](#)

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Links

Coalition pledges	P50 - Meet greenhouse gas targets, including the national target of 42% by 2020.
Council outcomes	CO18 - Green – We reduce the local environmental impact of our consumption and production. CO25 - The Council has efficient and effective services that deliver on objectives.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential. SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	Appendix 1 – Consumption comparison abstract – 2010/11 to 2013/14. Appendix 2 – Action plan.

Appendix 1 to School Energy Report – September 2014

Property Type	2010/11			2011/12						
	Electricity (MWh)	Gas (MWh)	Oil (MWh)	Electricity (MWh)	% Change Electricity	Gas (MWh)	% Change Gas	Oil (MWh)	% Change Oil	
High Schools	13,249	45,627		12,811	-3.30%	41,619	-8.78%			
Primary Schools	9,975	35,677	2,407	9,835	-1.40%	31,826	-10.79%	1,750	-27%	
Nursery Schools	869	2,863		926	6.61%	2,115	-26.14%			
Special Schools	1368	3,901	1,390	1331	-2.75%	3,709	-4.92%	1,070	-23%	
Outdoor Centres	725		346 (E)	718	-0.85%			400 (E)	16%	
Total	26,186	88,067	4,144	25,622	-2.15%	79,268	-9.99%	3,220	-22%	
Degree Days*	2735			2308						-15.60%

*Degree days are a measure of the difference between a baseline temperature and actual outdoor temperature multiplied by the number of days. In the UK the standard baseline temperature is 15.5°C.

Property Type	2012/13						2013/2014					
	Electricity (MWh)	% Change Electricity	Gas (MWh)	% Change Gas	Oil (MWh)	% Change Oil	Electricity (MWh)	% Change Electricity	Gas (MWh)	% Change Gas	Oil (MWh)	% Change Oil
High Schools	13,024	-1.70%	50,450	10.57%			13,045	-1.54%	42,264	-7.37%		
Primary Schools	10,344	3.70%	38,677	8.41%	2,380	95%	10,305	3.31%	37,307	4.57%	1,900	-21%
Nursery Schools	892	2.66%	2,451	-14.39%			843	-3.00%	2,327	-18.72%		
Special Schools	1279	-6.51%	4,410	13.05%	1,299	21%	1398	2.19%	4,011	2.84%	1,427	3%
Outdoor Centres	759	4.75%			425 (E)	23%	714	-1.43%			397	15%
Total	26,298	0.43%	95,987	8.99%	4,104	-1.0%	26,306	0.46%	85,909	-2%	3,327	-10%
Degree Days*			2908			26.0%			2400			-12.25%

Please note that % change comparisons are with the base year of 2010/11.

Appendix 2 to School Energy Report – September 2014

No.	PROJECT	ACTION	TIMESCALE	LEAD RESPONSIBILITY	UPDATE/COMMENTS	OTHER LINKED PROGRAMMES, PROJECTS OR ACTIONS
1	Council Energy Policy: Project Register Procedure	Record, update and validate all energy consumption and carbon impacts of building projects	Ongoing	Corporate Property	Validation carried out under CRC reporting. Progress report on Energy Policy due to go Corporate Policy and Strategy later in 2014.	Energy Policy All projects
2	BMS Upgrade	Quick wins programme	Sep - 13 Ongoing	Corporate Facilities Management	BMS engineer appointed to energy team. Work ongoing to address issues, implement efficiencies and identify opportunity for savings.	BMS Strategy Repairs & Maintenance
		Options appraisal, business case and report to Finance & Budget Committee	Dec - 14	Corporate Property	Currently awaiting feedback regarding ability to integrate BMS communications with Council network.	Energy Policy ICT Solutions iPFM Asset Management capital

						programme.
		BMS upgrade strategy implementation	Apr -15 (2-3 year programme dependant on option chosen)	Corporate Property	Funding currently being sourced for delivery of an asset register for BMS. This is essential for competitive procurement.	As above Project 2 Project 3 Project 4
3	Property Specific energy consumption and target reduction plans.	Site validation of energy audits	Complete	Corporate Facilities Management	School energy audits now complete.	Project 1 Project 3 Project 4 Project 5 Asset Management capital programme Repairs and Maintenance
		Pilot group of 6 schools (2 x High Schools) (4 x Primary Schools)	Nov - 14	Corporate Facilities Management	Targets were set for the six pilot schools as part of the small steps campaign. This was of limited success due to the number of variables that impact on energy consumption. Work is being carried out to	

					identify ways to incorporate more effective target plans in phase 2 of the campaign.	
		Phase 2 (High Schools)	Apr – 15	Corporate Facilities Management		
		Phase 3 (Roll out across School Estate)	Aug – 15	Corporate Facilities Management		
3	Awareness and Good Housekeeping	Pilot school-staff engagement	Nov – 14	Corporate Facilities Management Corporate Communications	A CPD training event was held in Nov 2014 for teachers taking part in the small steps campaign. Further events are planned for phase 2.	All Projects
		Pilot FM staff-engagement	Nov – 14	Corporate Facilities Management Corporate Communications	An awareness raising event was held in Nov 2014 for FM staff talking part in the small steps pilot campaign. Further events are planned for phase 2.	
		Draft proposals and Toolkit to pilot group (School staff and	Complete/ Ongoing	Corporate Facilities Management Corporate	A toolkit was prepared as part of the small steps pilot. This will continue to evolve as the campaign	

		FM staff) for review		Communications	progresses.	
		Implementation of training and action programme, site-specific monitoring, recording, reporting	Ongoing	Corporate Facilities Management		
		Phase 2 engagement with school staff and FM	Sept – 14	Corporate Facilities Management Corporate Communications	20 additional schools have signed up to phase 2 of the campaign.	
		Phase 2 implementation	Sept - 14 Ongoing	Corporate Facilities Management	Phase 2 of the campaign will launch in Sept 14.	
		Phase 3 engagement with school staff and FM	TBC	Corporate Facilities Management Corporate Communications		
		Phase 3 implementation	TBC	Corporate Facilities		

				Management		
4	Efficiency projects	Analysis of energy audits and identification of projects	Complete	Technical Support Team	Recommendations from the school energy audits have been collated and have been used to prioritise efficiency works.	Project 1 Project 2 Project 5
		Scope, specify and submit business cases to iPFM Board	ongoing	Technical Support Team Building Programme Team (BPT)	Project commissions for summer 2014 works were carried out within Corporate Property and funded through CEEF.	In consultation with Asset Management, BPT and Children and Families.
		Tender & procurement process (overlapping projects but may be bundled into small number of packages)	Ongoing	Technical Support Team Building Programme Team (BPT)	Project tenders for summer works completed by Building Programmes Team.	
		Projects site works. Note programme and timescales are dependent	Ongoing	Technical Support Team Building Programme Team (BPT)	Works carried out during summer holidays with proposals in place for further works in October break.	In consultation with Asset Management, BPT and

		on size, ability to carry out during heating and school terms.				Children and Families.
5	Insulation programme (Pipe-work, valves and flanges)	Identification of pilot and phase 1 group (12 initial schools.)	On hold	Technical Support Team	Pilot pipe-work insulation project carried out at Gracemount Primary School in full compliance with Council Asbestos Procedures. During the pilot project it became clear that the programme would regularly encounter pipe-work contaminated with asbestos when removing or joining on to old insulation. Whilst not insurmountable, the potential associated costs for asbestos removal would increase paybacks significantly and therefore could not be funded solely on a spend-to-save basis. Rather than running a programme of insulation works, individual projects will be progressed when appropriate.	Project 2 Project 3
		Pilot school project	On hold	Technical Support Team		
		Phase 1 Group	On hold	Technical Support Team		
		Phase 2 Group	On hold	Technical Support Team		
		Phase 3 Group	On hold	Technical Support Team		

6	<p>Replacement of Electric Heating at Stockbridge Primary.</p> <p>To be used as pilot for similar properties and projects</p>	<p>Scoping, specification and options appraisal taking holistic and whole-life costing approach to school heating requirements</p>	<p>On hold</p>	<p>Asset Management Building Programme Team (BPT)</p>	<p>A detailed assessment of improvements to the current electric heating system and building fabric at Stockbridge Primary School was completed in Nov 2014. Replacing the electric heating system with a gas-fired system has a predicted payback of around 27 years once reinvestment costs have been considered. At present the heating replacement remains on hold until funding is identified.</p>	<p>All projects</p> <p>In consultation with Children and Families.</p>
		<p>Outcomes to be considered for Asset Management funding 2014/15 or later dependant on priorities.</p>	<p>Apr – 14</p>	<p>Asset Management</p>	<p>Proposals are currently in place to upgrade the electric heating system at Nether Currie PS with Air Source Heat Pumps. This is currently scheduled to take place in the October break.</p>	<p>In consultation with Children and Families.</p>

Education, Children and Families Committee

10am, Thursday, 11 September 2014

Free School Meals

Item number	7.6
Report number	
Executive/routine	Executive
Wards	All

Executive summary

On 7 January 2014 the Scottish Government announced its intention, and gave its commitment, to give all children in primary 1 to 3 the option of a free school meal from January 2015. On 17 July 2014 the Scottish Government wrote to all Local Authorities to confirm its expectation that this policy would be delivered.

The purpose of this report is inform Committee of a number of practical and financial issues which arise as a consequence of the introduction of this policy and the current position regarding their resolution.

Links

Coalition pledges	
Council outcomes	C01, C04, C06
Single Outcome Agreement	S03

Free School Meals

Recommendations

- 1.1 Note the progress made towards the implementation of the extended entitlement to free school meals which will apply from January 2015.
- 1.2 Note the immediate requirement for capital expenditure of £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015 and remit this requirement to Council for approval on 25 September 2014
- 1.3 Note that the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools (for which the total further capital expenditure required is estimated to be £3,257,243) will be clarified and taken to the Education, Children and Families Committee for consideration on 9 December 2014.

Background

- 2.1 On 7 January 2014 the Scottish Government announced its intention, and gave its commitment, to give all children in primary 1 to 3 the option of a free school meal from January 2015. On 17 July 2014 the Scottish Government wrote to all Local Authorities to confirm its expectation that this policy would be delivered.
- 2.2 The purpose of this report is to inform Committee of a number of practical and financial issues which arise as a consequence of the introduction of this policy and the current position regarding their resolution.

Main report

- 3.1 The current criteria for qualification for a free school meal (FSM) are shown on the [Council website](#).
- 3.2 The number of pupils entitled to, and registered for, free school meals from the 2014 census compared to that in the 2013 census is shown in the following table.

	Number of pupils from 2013 census	Percentage of school roll	Number of pupils from 2014 census	Percentage of school roll
Primary	5,144	19.9%	4,900	18.2%
Secondary	2,628	14.5%	2,492	13.8%

3.3 As can be seen from the table above, both the number and percentage of pupils entitled to, and registered for, a free school meal have decreased in both sectors. At a national level, the overall average percentage of primary school pupils entitled to, and registered for, a free school meal fell from 19.6% in 2013 to 18.8% in 2014 with the average percentage for secondary school pupils remaining at 15.5% in each year.

3.4 Although entitlement to free school meals is well publicised, not all pupils who are eligible for free school meals register to receive them. Similarly, not all children registered to receive free school meals actually take them. The Annual School Meals Census is the only opportunity to receive comprehensive data regarding this area albeit this is based on a snapshot taken on a single day. The position at the last 2014 Census date was as follows:

	Pupils entitled and registered for free meals	Registered pupils present on Census day	Pupils present and taking free meals
Primary	4,900	4,326	4,072
Secondary	2,492	1,823	1,440

3.5 In previous years it had been the intention to extend the entitlement to free school meals to all children within P1 to P3 classes. In 2009 the Scottish Government proposed that the commitment to the further expansion of free school meals would be that “Councils will provide a nutritious free meal to all children in primaries P1 to P3 in those schools that are in the 20% most deprived communities in a Council area”.

3.6 The City of Edinburgh Council considered the existing legislation governing free school meals based on directing entitlement to the needs of specific families to be the most appropriate targeting scheme to be applied in determining the achievement of the 20% target rather than a wider definition based on a community area.

3.7 At the time of the 2014 census in early March there were 12,933 pupils in primaries P1 to P3 in Edinburgh of which 2,171 were registered as entitled to receive FSM which equates to 16.8%. In addition to the provision of FSM, we also operate many breakfast clubs in a variety of primary schools throughout the

City, many in the more deprived areas. At these clubs children benefit from a free nutritious breakfast. These are generally very well attended; although detailed attendance records are not maintained we fully expect that a significant number of children in P1 to P3 classes will benefit from these clubs including those who do not also benefit from a FSM. This additional provision will bring the overall uptake up to the 20% target.

Extended Entitlement to Free School Meals

- 3.8 On 7 January 2014 the Scottish Government announced its intention, and gave its commitment, to give all children in primary 1 to 3 the option of a free school meal from January 2015. On 17 July 2014 the Scottish Government wrote to all Local Authorities to confirm its expectation that this policy would be delivered.
- 3.9 In the 2013/14 school year there were approximately 13,000 pupils in primary 1 to 3 classes in Council schools; this number is expected to increase in coming years due to the continued impact on the primary school population of high births.
- 3.10 A survey of all schools which have children in the P1 to P3 year stages was undertaken in the week commencing 4 March 2014. The survey provided information regarding the actual uptake by year stage and, within each year stage, between free and paid meals which was critical as that is not data which is collected as a matter of routine. The majority of schools confirmed that this represented a typical week.
- 3.11 Uptake levels in many cases varied between different days and were invariably lower on Friday due to the asymmetric week albeit the reduction in uptake on a Friday was considerably higher for paid meals than for free school meals. The daily average uptake of school meals between Monday and Thursday of that week was 47.4% falling to 17.2% on the Friday.
- 3.12 What the actual level of uptake will be in primary 1 to 3 following the introduction of the extended eligibility cannot be predicted with any degree of certainty. We know from previous experience that not all pupils who are registered for, and are entitled to receive, a free school meal will take one. For example, as shown earlier in this report, in the 2014 census only 83.1% of those primary school pupils who were entitled to a free school meal on the census day were present and actually took one. The costings undertaken by the Scottish Government assume that the rate of take-up of free school meals will be 75% of relevant pupils; this assumption being based on the results of a pilot exercise undertaken in five Council areas in 2007/08.
- 3.13 Even if the uptake level in primary 1 to 3 was 75% the number of additional school meals which would require to be delivered across all Council primary schools would be very significant, perhaps in excess over 900,000 over the course of a full year, which would represent an increase of around 45% in the total number of meals served in primary schools.

3.14 The requirement to deliver this significant volume of additional school meals presents a number of issues. There are practical issues associated with both accommodating and producing the extra volume of meals which are considered in detail below. The financial issues and implications which arise as a consequence of the extended entitlement to free school meals are considered in the Financial Impact section later in this report.

Accommodating the Additional Meals

3.15 Whilst the levels of increased uptake of school meals within each school will obviously vary as each will start from a different baseline, it is clear that in every school this will be significant. In addition, the spaces within which school meals are taken in schools vary considerably throughout the estate.

3.16 To ensure that we can be prepared in advance to accommodate the increased level of uptake which is expected a survey was undertaken in the week commencing 4 March 2014 of the existing dining arrangements in all primary schools and special schools with primary age children to get an understanding of the current dining facilities and management arrangements and any changes which might be required in order to accommodate the potential increased uptake.

3.17 A considerable amount of data was collected on uptake, existing accommodation and capacity, dining patterns and what scope there was in each school for providing any additional capacity which might be required. The survey also provided information regarding where pupils currently took meals (both school meals and packed lunches) including the capacity of any area used together with the number of sittings. Whilst the number of sittings was identified this was treated with caution as, for example, having three sittings does not necessarily mean that the full capacity of that area can be used three times. The speed at which children eat can be variable and can have an impact on throughput with the lower year stages being slower to eat their lunch.

3.18 The latest school roll projections were then used to forecast what the maximum daily uptake level would be at each school over the next six school years. The uptake for each school was calculated by taking the projected roll in each year group and applying the following assumptions:

- For the P1 to P3 year stages an overall uptake level of 85% was used;
- For the P4 to P7 year stages an uptake level was used which took the existing uptake level for each school (from the survey week) and uplifted this by 15% recognising that the trend for school meals in Edinburgh is upwards and it has been suggested that the extended eligibility for free school meals in P1 to P3 would increase uptake in higher year stages;
- Each total was then increased by a further 10% to allow for contingency and also provide a degree of headroom to cater for any variations in the capacity data (such as identified above relating to the number of sittings).

- 3.19 The maximum uptake (uplifted by 10% for contingency) was then compared with the calculated capacity for each school which resulted in there being either estimated spare capacity or a deficit. It should be noted that the assessment of demand relative to capacity did not take into consideration packed lunches and assumes that these would be taken elsewhere in the school if there was no capacity available in any of the specified dining areas. In other words, it assumes that we must provide dining capacity only for school meals. This may be an issue in some schools.
- 3.20 A number of schools were identified as having potential capacity issues which were then subject to detailed consideration (in consultation with school management) to assess the extent to which solutions may already exist to address the projected capacity issue such as changing lunchtime arrangements, increasing the number of sittings, simply by adding further tables and chairs or (very much as a last resort) if physical changes to the existing accommodation may be required if they are not already under consideration (which is the case in some schools).
- 3.21 Management solutions were identified for the majority of the schools identified as having a possible issue with capacity, in many cases drawing on the very efficient lunchtime practices which are already in operation in most of the schools in the Council estate.
- 3.22 There are, however, a few remaining schools where the necessity for capital investment was identified to allow the school to accommodate the significant increase in the uptake of school meals which would arise following the extension of the free school meal eligibility criteria from January 2015.
- 3.23 The schools involved and the capital investment required is detailed in Appendix 1; the total investment required was estimated to £3,344,342. This is based on Q1 2014 prices and excludes any future cost inflation which could be significant. At the time of producing these estimates in May the BCIS all in tender price index forecast estimated that cost inflation of 7.79% will arise between Q1 2014 and Q1 2015 which would increase costs to an estimated £3,604,866.
- 3.24 It was necessary to provide indicative cost information in fairly short timescales to inform the discussions which COSLA was progressing with the Scottish Government therefore, in many instances, the costs identified were very much guesstimates. The further detailed assessment which is necessary to determine accurate costs is now being undertaken by colleagues in Services for Communities who have been commissioned to undertake the detailed feasibility assessment and costing which is required in advance of any works being progressed.
- 3.25 It is the intention that the relatively minor works would be progressed during the October school break however the more substantive works which have been identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools will take far longer to progress and will not be completed in advance of January 2015.

3.26 Discussions are being progressed with each of the four schools to establish what interim solutions might be available to accommodate the increased volume of school meals until the permanent solution, in each case the necessity for additional physical space, can be delivered. This may require an extension to be made regarding the time during which the existing space used for dining continues to be used for that purpose beyond the current lunch time arrangements. For three of these schools this would have a further impact on their ability to meet the requirement to deliver 2 hours of PE as the dining space is, by necessity at present, also used for that purpose.

Producing the Additional Meals

3.27 There are 88 primary schools and seven special schools in the Council school estate which have primary 1 to 3 pupils. The meals in these schools are delivered by three different catering providers.

3.28 In the PPP (Public Private Partnership) contract schools these are provided by either Amey for the ten primary schools and two special schools in the PPP1 contract or by Chartwell for the two primary schools in the PPP2 contract. In all PPP schools meals are cooked on site in a production kitchen. No issues are anticipated in being able to accommodate the expected increased volume of meals in any of the PPP contract schools.

3.29 Catering in all non-PPP schools is provided by the Council directly under the Integrated Property and Facilities Management (IPFM) service which superseded what was previously known as Edinburgh Catering Services. There are 42 non-PPP primary schools for which school meals are not cooked on site but are prepared in another school kitchen and then transported to the relevant school to be served in their dining centre.

3.30 There is no change assumed to the current business model configuration of production centres supplying dining centres across the city. A project team has been established in Corporate Property to assess, plan and implement the works required to increase volume based upon the projections elsewhere in this report.

3.31 Each production and feeder production kitchen has been assessed in terms of current output and existing capacity which, in turn, has allowed for the net spare capacity to be established. Working with kitchen and field supervisors the projected volume increase has been assessed across the estate and deficit capacity addressed in terms of kitchen equipment. The conclusions from this analysis are attached as Appendix 2 which has an estimated cost of £1,067,621.

Measures of success

4.1 The successful implementation of the revised policy with all children in primary 1 to 3 who wish to take up the option of a free school meal from January 2015 being able to do so with there being no additional cost to the Council as a consequence.

Financial impact

- 5.1 The introduction of the extended entitlement to free school meals from January 2015 will have a number of significant financial implications, both revenue and capital, which are set out below.

Revenue Costs

- 5.2 The Scottish Government has made a commitment to fully fund the revenue costs arising from the commitment to provide a school meal to children in primary 1 to 3. An overall allocation of additional funding has been made of £16.5m in 2014/15 and £54m in 2015/16 which will be added to the relevant year's General Revenue Grant figures and paid as part of the block grant.
- 5.3 The distribution of this funding has been based on the overall number of primary school children not registered for free school meals which has been taken from the 2014 Healthy Living Survey data. The proportion which has been allocated to the City of Edinburgh Council is 7.3% which results in additional funding of £1,202,000 in 2014/15 and £3,933,000 in 2015/16. The Scottish Government has advised that once the 2016 Healthy Living Survey data can be incorporated into the GAE distribution, the distribution mechanism will be revisited.
- 5.4 The costings undertaken by the Scottish Government assume that the rate of take-up of free school meals will be 75% of relevant pupils. This assumption is based on the results of a pilot exercise undertaken in five Council areas in 2007/08. This is a significant assumption which will need to be monitored once implemented.
- 5.5 The Scottish Government has agreed to review funding for additional costs and actual take-up rates for free school meals will be monitored from the start of the implementation of the extended entitlement in January 2015 to compare against the existing assumptions made.
- 5.6 An assessment has been undertaken of the adequacy of the additional revenue funding which has been allocated to the Council which is summarised in the following table.

	2014/15 Financial Year (£'000)	2015/16 Financial Year (£'000)
Projected future costs for school meals P1-P3	1,497	5,380
Estimated current costs for school meals P1-P3	(370)	(1,321)
Net additional costs from extended FSM eligibility	1,127	4,059
Additional funding provided by Scottish Government	(1,202)	(3,933)
(Surplus)/deficit in funding	(75)	126

- 5.7 The projected future cost of delivering free school meals in primary 1 to 3 has been calculated based on the projected primary school pupil rolls in these year stages to which an assumed uptake level of 75% was applied to mainstream primary schools being consistent with the assumption used in determining the allocation of additional funding. For special schools an assumed uptake level of 100% has been applied. This uptake has been applied to each school day except Fridays when, due to the asymmetric week, it is expected that the level of uptake would be slightly lower. Existing external contract, and internal recharge, rates were then applied to derive the projected cost; no provision has been included for any inflationary increase which might arise.
- 5.8 It has not been possible to accurately assess the existing cost of delivering school meals in primary 1 to 3 as there is no robust data available regarding the current uptake of school meals for different year stages and between paid and free school meals. The information from the survey of current primary school meal provision undertaken earlier this year, which did include uptake by year stage and differentiated between paid and free meals, was used to calculate, by extrapolation, the existing costs of school meal provision in primary 1 to 3. This comprises a combination of free school meals which are already being provided and paid meals for which a net subsidy is currently being met by the Council.
- 5.9 The analysis undertaken suggests that, in the fifteen month period up to 31 March 2016, there may be a slight deficit of £51,000 in the additional funding provided to meet the additional revenue costs which are expected to arise from the introduction of the extended entitlement to free school meals in primary 1 or 3. However, this equates to only 0.74% of the total cost over that period which is subject to a number of variable elements in any event, not least of which is what the actual uptake rate will be. The position will be closely monitored on an ongoing basis.

Capital Costs – Additional Capacity

- 5.10 As has been highlighted earlier in this report there are a number of schools where the necessity for capital investment has been identified to allow the school to accommodate the significant increase in the uptake of school meals which would arise following the extension of the free school meal eligibility criteria from January 2015. The capital investment required has been estimated to be £3,604,866 inclusive of assumed cost inflation.
- 5.11 The Scottish Government has confirmed that reasonable capital costs associated with the introduction of the new policy will be met and are currently in the process of working with COSLA to reach an agreement about the level and distribution of capital investment needed to deliver the commitment across Scotland. Council officers have contributed to this process by providing detailed information, through COSLA, regarding the capital investment required and the supporting rationale and also hosting visits to two primary schools to exemplify the issues first hand.

- 5.12 The Scottish Government has advised that there is a willingness on both sides to reach an agreement as soon as possible however, whilst they hoped that these negotiations could be completed soon, at the time of writing this report no decision has yet been reached. Council officers have recently met again with representatives from the Scottish Government and COSLA on several occasions to consider the details of the request for capital funding and have stressed the necessity for the funding to be approved at the earliest opportunity to allow the necessary works to be progressed.
- 5.13 The Council has no capital funding available to meet the additional capital investment of £3,604,866 which it is estimated will be required to address issues of capacity in the school estate to allow the extended free school meal policy to be implemented. The absence of an agreed position on the availability of additional capital funding from the Scottish Government poses a timing difficulty as these works require to be undertaken in advance of the implementation date for the new policy of January 2015.
- 5.14 The window of opportunity to progress the minor works required is during the forthcoming October 2014 school break therefore it is proposed that approval be granted for these minor works to be undertaken on the basis and understanding that these costs will be funded by the Scottish Government which is the expectation.
- 5.15 The estimated cost of these minor works, including inflation, is £347,623 which includes all works identified in Appendix 1 other than the more substantive works identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools. It is not possible to deliver these more substantive works in advance of January 2015 in any event therefore it is proposed that the detailed assessment of costs, and sources of funding, be clarified and taken to the Education, Children and Families Committee for consideration on 9 December 2014.

Capital Costs – Producing the Extra Meals

- 5.16 As indicated earlier in this report the Council has no capital funding available to meet these costs and it is expected that they will be met in full as part of the Scottish Government allocation of capital funding. The estimated cost of the additional equipment is £1,067,321 (as detailed in Appendix 2) which will be required now so that purchase and installation can take place prior to commencement of the extended entitlement policy on 1 January 2015.

Capital Costs – Overall Summary

- 5.17 The total capital investment which has been identified as being necessary to facilitate the implementation of the extended entitlement to Free School Meals which will arise from January 2015 is £4,672,187. This is summarised in the table below with the costs to provide additional capacity including estimated future cost inflation which is not reflected in those costs shown in Appendix 1.

	Approval Sought Now (£)	To Be Reported to Future Committee (£)	Total (£)
East Craigs Primary School	-	1,195,762	1,195,762
Cramond Primary School	-	1,195,762	1,195,762
Sciennes Primary School	-	459,704	459,704
Towerbank Primary School	-	406,015	406,015
Other Schools	347,623	-	347,623
Total Providing Additional Capacity	347,623	3,257,243	3,604,866
Total Producing the Extra Meals	1,067,321	-	1,067,321
Overall Total	1,414,944	3,257,243	4,672,187

- 5.18 As outlined earlier in this report there is an immediate requirement for capital expenditure totalling of £1,414,944. If this expenditure is approved and Scottish Government funding is not received until the next financial year, the short term loan charge implications can likely be managed by slippage elsewhere in the capital investment programme. However approval for this expenditure, in advance of confirmation of the funding level to be received from Scottish Government, needs to be considered within the context of the risk that a potential shortfall to the Council could be created. Conversely, if this expenditure is not approved there is a risk that there will be insufficient capacity in the schools in which the works are planned to allow the extended free school meal policy to be implemented by the agreed timescale of January 2015.

Loans Charges

- 5.19 This report seeks approval for capital funding of £1,414,944 which is required immediately to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015. It is the expectation that the Scottish Government will fully fund this expenditure however, if this expenditure were to be funded fully by borrowing, the overall loan charges associated with this expenditure over a 20 year period would be a principal amount of £1,414,944 and interest of £943,329, resulting in a total cost of £2,358,273 based on a loans fund interest rate of 5.1%. The annual loan charges would be £117,914.
- 5.20 It should be noted that the Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather

than for individual capital projects. The loan charge estimates above are based on the assumption of borrowing in full for this capital project.

Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.
- 6.2 There are several risks associated with the recommendation to approve capital investment of expenditure of up to £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015:
- (i) If the recommendation is approved there is a risk that the expected funding from the Scottish Government is not then forthcoming which would mean that the cost would have to be financed directly by the Council.
 - (ii) If the recommendation is not approved there is a risk that there would be insufficient capacity in the schools in which the works are planned to allow the extended free school meal policy to be implemented.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

Sustainability impact

- 8.1 There are no sustainability impacts arising from this report.

Consultation and engagement

- 9.1 An extensive survey of all schools which have children in the P1 to P3 year stages was undertaken in the week commencing 4 March 2014.

Background reading/external references

None.

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Links

Coalition pledges

Council outcomes C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

CO4 - Our children and young people are physically and emotionally healthy.

CO6 - Our children and young people's outcomes are not undermined by poverty and inequality.

Single Outcome Agreement S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Appendices
1 - Capital Investment Required – Additional Capacity
2 - Capital Investment Required – Additional Production

APPENDIX 1

Capital Investment Required – Additional Capacity

School	Work Required	Estimated Cost
Abbeyhill Primary School	Remove wall units to free up space for additional tables.	£10,000 (guesstimate)
Balgreen Primary School	Work required in current kitchen/servery area to be able to serve the number of pupils required.	£25,000 (guesstimate)
Buckstone Primary School	Reconfiguration of the servery counter to allow it to open into the existing gym hall which would allow more tables to be accommodated in the larger area.	£25,000 (guesstimate)
Cramond Primary School	This is a double stream school but is one of several primary schools in the city which have only a single hall which must be used for both dining and gym. The hall is only 131m ² which makes the issue at this school particularly acute. There is already significant pressure on the school to accommodate school meals and also comply with the target to deliver two hours of PE and the increase in the uptake of school meals which will arise will make this unsustainable. Whilst it <i>might</i> be possible to extend the existing area to provide additional capacity during the existing lunch break this has been discounted as the optimal solution is to provide a new gym hall and the associated ancillary functions and accommodation. No feasibility study has been undertaken however initial consideration has been given to possible locations which identified two possible locations for a new gym (i) in the corner of the school playground that is in line with the existing hall and (ii) in the courtyard which was the school's preferred option. In the absence of a feasibility study having been undertaken the best proxy is the cost identified in the feasibility study for a new hall at East Craigs of £1,109,344.	£1,109,344
Dalmeny Primary School	Servery requires adaptation to speed up service.	£25,000 (guesstimate)
East Craigs Primary School	This is a double stream school but is one of several primary schools in the city which have only a single hall which must be used for both dining and gym. The hall is only 110m ² which makes the issue at this school particularly acute.	£1,109,344

School	Work Required	Estimated Cost
	<p>There is already significant pressure on the school to accommodate school meals and also comply with the target to deliver two hours of PE and the increase in the uptake of school meals which will arise will make this unsustainable. Whilst it <i>might</i> be possible to extend the existing area to provide additional capacity during the existing lunch break this has been discounted as the optimal solution is to provide a new gym hall and the associated ancillary functions and accommodation regarding which a feasibility study was undertaken during 2013. This identified an option to extend the existing building at an estimated cost of £1,109,344.</p>	
Gilmerton Primary School	<p>Currently use mobile counters in the dining space. Could reinstate area for additional tables by refurbishing the old servery counter and removing the wooden panelling.</p>	£25,000 (guesstimate)
Hermitage Park Primary School	<p>Additional space for extra tables and a quicker service could be achieved by changes to the servery counter.</p>	£25,000 (guesstimate)
Leith Primary School	<p>Adaptations are required to the servery in order to increase speed of service; the existing servery is insufficient to accommodate the expected throughput necessary.</p>	£25,000 (guesstimate)
Sciennes Primary School	<p>There is a particular issue with this school. The limited circulation space within the dining hall with shared entry and exit reduces the throughput of pupils and packed lunches are already located in other areas throughout the school. There are no management solutions which can be identified to create additional capacity within the existing areas therefore additional space is required. The deficit in capacity is 189 which, based on an assumed two sittings, means that space for an estimated additional 90 pupils is required in the school. Using a metric of 1.16m²/pupil (taken from South Morningside) results in a space requirement of 105m². However, where this space would be located within the school has not been identified and requires a feasibility study to be undertaken. Recognising that this additional area may require circulation space the space requirement has been uplifted by 30% to 137m². It is very difficult to estimate potential construction costs therefore an assumption of £3,113/m² has been used which represents a</p>	£426,481

School	Work Required	Estimated Cost
	20% uplift on the current SFT base cost metric for building a new primary school of £2,594 as adjusted for inflation to Q1 2014. This produces an estimated cost of £3,113 x 137m ² = £426,481.	
South Morningside Primary School	Works are required to both the main building to allow an increase in capacity and at the Cluny Annexe building to provide capacity.	£40,000 (guesstimate)
Stenhouse Primary School	Very small serving counter requires alteration.	£25,000 (guesstimate)
Towerbank Primary School	There is a particular issue with this school which has a very high roll and already very constrained dining facilities. There are no management solutions which can be identified to create additional capacity within the existing areas therefore additional space is required. The deficit in capacity is 165 which, based on an assumed two sittings, means that space for an estimated additional 80 pupils is required in the school. Using a metric of 1.16m ² /pupil (taken from South Morningside) results in a space requirement of 93m ² . However, where this space would be located within the school has not been identified and requires a feasibility study to be undertaken. Recognising that this additional area may require circulation space the space requirement has been uplifted by 30% to 121m ² . It is very difficult to estimate potential construction costs therefore an assumption of £3,113/m ² has been used which represents a 20% uplift on the current SFT base cost metric for building a new primary school of £2,594 as adjusted for inflation to Q1 2014. This produces an estimated cost of £3,113 x 121m ² = £376,673.	£376,673
Across a range of schools including those identified as having potential capacity issues	It has been estimated that approximately 150 additional 12 seat SICO table units (with chairs) would be required throughout the school estate at a cost of £650 each.	£97,500

APPENDIX 2

Capital Investment Required – Additional Production

Kitchen Capital Requirement with Geo Crossover July 2014 SECOND BID

Area	School Name		Total Uptake w/c 3 March 2014	Projected Meal Volumes	Projected Total Production kitchen Meals	Combi Oven Large	Combi Oven Medium	Dishwasher Medium	Fridge Medium	Food Mixer Large	Food Mixer Medium	Blast Chiller	Range Medium	Satalite Counter	Freezer Medium	Wash up Sink	Fryer Medium	Hot Trolley	Heavy Equipt Total	Light Equip	Estimate for SfC funding bid May 2014	Cost per Pupil Meal 1.1.15
Estimate						£9,450	£5,510	£4,500	£1,349	£2,081	£900	£4,783	£3,155	£2,460	£1,817	£566	£2,545	£1,959				
1	Balerno High	FP	107	107	518														0	0		
1	Balgreen Primary	DC	174	297				1						1					£6,960	£2,784	£9,744	
1	Blackhall Primary	DC	208	323				1											£4,500	£1,800	£6,300	
1	Boroughmuir High	FP	66	66	473														£0	£0		
1	Bruntsfield Primary	P	303	429	429		1			1		1	1	1	1				£19,806	£7,922	£27,728	Phase 1
1	Buckstone Primary	DC	97	223				1											£4,500	£1,800	£6,300	
1	Canal View Primary	FP	165	248	516		1				1	1			1				£13,010	£5,204	£18,214	Phase 1
1	Carrick Knowe Primary	DC	161	318										1		1			£3,026	£1,210	£4,236	
1	Clermiston Primary	FP	154	301	619	1			1	1		1		1	1				£21,940	£8,776	£30,716	Phase 1
1	Clovenstone Primary	FP	124	198	484		1		1	1			1	1	1				£18,917	£7,567	£26,484	Phase 1
1	Corstorphine Primary	FP	222	366	401						1	1							£5,683	£2,273	£7,956	Phase 1
1	Craiglockhart Primary	DC	157	275				1								1			£7,526	£3,010	£10,536	
1	Cramond Primary	DC	161	283										1		1			£3,026	£1,210	£4,236	
1	Currie High	FP	168	168	512				1	1					1		1		£7,792	£3,117	£10,909	
1	Currie Primary	P	182	279	279		1					1	1		1				£15,265	£6,106	£21,371	Phase 1
1	Dalmeny Primary	DC	33	76															£0	£0	£0	Project C&F
1	Dalry Primary	DC	156	286				1							1				£6,960	£2,784	£9,744	
1	Davidson's Mains Primary	FP	207	358	641	1			1				1	1	1				£20,776	£8,310	£29,086	Phase 1
1	Dean Park Primary	FP	220	331	331		1				1			1					£8,870	£3,548	£12,418	Phase 1
1	East Craigs Primary	DC	124	286										1				1	£4,419	£1,768	£6,187	
1	Echline Primary	FP	100	190	420	1		1	1		1	1		1	1				£25,259	£10,104	£35,363	Phase 1
1	Fox Covert Primary	FP	179	367	367	1			1	1		1	1	1				1	£25,237	£10,095	£35,332	
1	Gorgiemills	FP	54	66	229														£0			
1	Gylemuir Primary	FP	168	367	505	1						1			1				£16,050	£6,420	£22,470	Phase 1
1	Hillwood Primary	DC	19	118				1										1	£6,459	£2,584	£9,043	
1	Kirkliston Primary	FP	122	273	513	1		1	1			1	1	1	1			1	£32,018	£12,807	£44,825	Phase 1
1	Longstone Primary	DC	75	217				1						1					£6,960	£2,784	£9,744	
1	Murrayburn Primary	DC	168	268										1					£2,460	£984	£3,444	

Kitchen Capital Requirement with Geo Crossover July 2014 SECOND BID

Area	School Name		Total Uptake w/c 3 March 2014	Projected Meal Volumes	Projected Total Production kitchen Meals	Combi Oven Large	Combi Oven Medium	Dishwasher Medium	Fridge Medium	Food Mixer Large	Food Mixer Medium	Blast Chiller	Range Medium	Satalite Counter	Freezer Medium	Wash up Sink	Fryer Medium	Hot Trolley	Heavy Equipt Total	Light Equip	Estimate for SfC funding bid May 2014	Cost per Pupil Meal 1.1.15
1	Nether Currie Primary	DC	71	127															£0	£0	£0	
1	Pentland Primary	P	176	315	315									1					£2,460	£984	£3,444	
1	Queensferry High	FP	226	226	419				1						1				£3,166	£1,266	£4,432	
1	Queensferry Primary	DC	98	230				1						1					£6,960	£2,784	£9,744	
1	Ratho Primary	DC	37	122				1										1	£6,459	£2,584	£9,043	
1	Redhall Special	FP	48	61	284		1		1	1		1			1				£15,540	£6,216	£21,756	
1	Roseburn Primary	DC	87	163															£0	£0	£0	
1	Sighthill Primary	FP	96	209	506		1					1	1						£13,448	£5,379	£18,827	Phase 1
1	St Cuthbert's RC Primary	DC	75	138				1											£4,500	£1,800	£6,300	
1	St Margaret's RC Primary	DC	39	117										1					£2,460	£984	£3,444	
1	St Mark's RC Primary	DC	98	140				1						1					£6,960	£2,784	£9,744	
1	Stenhouse Primary	DC	169	411				1	1					1		1			£8,875	£3,550	£12,425	
1	Tollcross Primary	DC	64	132															£0	£0	£0	
1	Woodland Special	FP	87	102	242														£0			
1	WHEC	FP	156	156	765														£0	£0	£0	
	Totals		5,046	9,733	9,768	£ 56,700	£38,570	£ 63,000	£ 13,490	£ 12,486	£ 3,600	£ 52,613	£ 22,085	£ 51,660	£ 21,804	£ 2,264	£ 10,180	£ 9,795	£358,247	£143,299	£501,545	£37
2	Brunstane Primary	FP	135	182	535	1		1							1				£15,767	£6,307	£22,074	Phase 1
2	Castlebrae High	FP	74	521	595	1						1							£14,233	£5,693	£19,926	Phase 1
2	Colinton Primary	DC	70	157															£0	£0	£0	
2	Craigentiny Primary	DC	109	234															£0	£0	£0	
2	Duddingston Primary	FP	140	229	473		1			1		1			1				£14,191	£5,676	£19,867	Phase 1
2	Gilmerton Primary	P	234	403	403	1			1	1									£12,880	£5,152	£18,032	Joint project with C&F
2	Gracemount Primary	FP	197	358	543		1			1					1		1		£11,953	£4,781	£16,734	Joint project with C&F
2	James Gillespie's High	P	154	154	154																	
2	James Gillespie's Primary	P	155	328	328	1							1		2		1		£18,784	£7,514	£26,298	Phase 1
2	Kaimes Special	FP	45	45	195														£0	£0	£0	
2	Liberton High	FP	184	184	573	1													£9,450	£3,780	£13,230	Phase 1
2	Liberton Primary	DC	173	295															£0	£0	£0	
2	Newcraighall Primary	DC	61	119														1	£1,959	£784	£2,743	

Kitchen Capital Requirement with Geo Crossover July 2014 SECOND BID

Area	School Name		Total Uptake w/c 3 March 2014	Projected Meal Volumes	Projected Total Production kitchen Meals	Combi Oven Large	Combi Oven Medium	Dishwasher Medium	Fridge Medium	Food Mixer Large	Food Mixer Medium	Blast Chiller	Range Medium	Satalite Counter	Freezer Medium	Wash up Sink	Fryer Medium	Hot Trolley	Heavy Equipt Total	Light Equip	Estimate for SfC funding bid May 2014	Cost per Pupil Meal 1.1.15
2	Nid/st Francis Primary	P	310	504	504												1		£2,545	£1,018	£3,563	
2	Parsons Green Primary	FP	157	255	500	1		1	2						1				£18,465	£7,386	£25,851	Phase1
2	Portobello High	FP	186	186	615	1		1				1						2	£22,651	£9,060	£31,711	Phase1
2	Preston Street Primary	DC	117	206				1						1					£6,960	£2,784	£9,744	
2	Prestonfield Primary	DC	99	163										1					£2,460	£984	£3,444	
2	Sciennes Primary	P	273	429	429	1						1					1		£16,778	£6,711	£23,489	Phase 1
2	South Morningside Primary	DC	182	389				1						2				2	£13,338	£5,335	£18,673	
2	St Catherine's RC Primary	DC	123	185															£0	£0	£0	
2	St Crispin Special	P	69	80	80														£0			
2	St John Vianney RC Primary	FP	136	274	569		1				1	1			1				£13,010	£5,204	£18,214	Joint project with Property
2	St John's RC Primary School	DC	121	244										1					£2,460	£984	£3,444	
2	St Ninian's RC Primary School	DC	105	245				1										1	£6,459	£2,584	£9,043	
2	The Royal High Primary School	P	179	252	252		1			1		1						1	£14,333	£5,733	£20,066	
2	Towerbank Primary	DC	193	429				1										1	£6,459	£2,584	£9,043	
	Totals		1,309	7,050	6,748	£ 75,600	£22,040	£ 31,500	£ 4,047	£ 8,324	£ 900	£ 28,698	£ 3,155	£ 12,300	£ 12,719	£ -	£ 10,180	£ 15,672	£225,135	£90,054	£315,189	£33
3	Abbeyhill Primary	DC	74	144				1						1					£6,960	£2,784	£9,744	
3	Broughton Primary	DC	144	259				1						1					£6,960	£2,784	£9,744	
3	Ferryhill Primary	FP	141	263	706	1							1		1				£14,422	£5,769	£20,191	Phase 1
3	Flora Stevenson Primary	FP	243	417	417		1				1	1							£15,470	£6,188	£21,658	Phase 1
3	Granton Primary	DC	224	443				1						1					£6,960	£2,784	£9,744	
3	Hermitage Park Primary	DC	139	287															£0	£0	£0	
3	Holy Cross RC Primary	DC	122	285				1						1					£6,960	£2,784	£9,744	
3	Leith Academy	FP	196	196	566														£0	£0	£0	
3	Leith Primary	FP	121	329	614	1		1	1			1			1				£21,899	£8,760	£30,659	Joint Project with C&F
3	Leith Walk Primary	DC	95	260				1						1					£6,960	£2,784	£9,744	
3	Lorne Primary	FP	134	253	790	1			1	1			1						£17,852	£7,141	£24,993	Phase 1
3	Oaklands Special	FP	63	69	169																	
3	Parkside Primary	DC	116	315										1					£2,460	£984	£3,444	

Kitchen Capital Requirement with Geo Crossover July 2014 SECOND BID

Area	School Name		Total Uptake w/c 3 March 2014	Projected Meal Volumes	Projected Total Production kitchen Meals	Combi Oven Large	Combi Oven Medium	Dishwasher Medium	Fridge Medium	Food Mixer Large	Food Mixer Medium	Blast Chiller	Range Medium	Satalite Counter	Freezer Medium	Wash up Sink	Fryer Medium	Hot Trolley	Heavy Equipt Total	Light Equip	Estimate for SfC funding bid May 2014	Cost per Pupil Meal 1.1.15
3	The Royal Mile Primary	DC	78	134															£0	£0	£0	
3	Pirig Park Special	DC	103	110																		
3	Prospect Bank Special	FP	56	56	85																	
3	St Mary's RC Primary (Ed)	P	192	282	282		1	1	1		1								£12,259	£4,904	£17,163	Phase 1
3	St Mary's RC Primary (Leith)	DC	131	283				1										1	£6,459	£2,584	£9,043	
3	St Thomas of Aquin's RC.High	FP	147	147	182																	
3	Stockbridge Primary	P	92	176	178		1								1				£7,327	£2,931	£10,258	Phase 1
3	The Royal Mile Primary	DC	78	134																		
3	Trinity Academy	FP	110	110	628	1			1		1	1			1				£18,299	£7,320	£25,619	Phase 1
3	Trinity Primary	FP	238	394	677	1			1		1			1					£14,159	£5,664	£19,823	Phase 1
3	Victoria Primary	DC	91	179				1						1					£6,960	£2,784	£9,744	
3	Wardie Primary	FP	228	376	661	1			1		1	1		1	1				£20,759	£8,304	£29,063	Phase 1
	Totals		3,138	5,901	5,955	£ 56,700	£16,530	£ 40,500	£ 8,094	£ 2,081	£ 4,500	£ 19,132	£ 6,310	£ 24,600	£ 12,719	£ -	£ -	£ 1,959	£193,125	£71,682	£250,887	£32
	Totals		8,634	22,684	22,471	£189,000	£77,140	£135,000	£25,631	£22,890	£9,000	£100,443	£31,550	£88,560	£47,242	£2,264	£20,360	£27,426	£776,506	£305,034	£1,067,621	£35

Education, Children and Families Committee

10am, Tuesday, 11 September 2014

Sports and Outdoor Learning Unit

Item number	7.7
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The Sports and Outdoor Learning Unit (S&OLU) provides front line service delivery for children and young people in schools and in community settings. The body of work within the Unit is wide ranging and covers team and individual sports, outdoor learning, residential outdoor centres, the acquisition of achievement awards, the support of school to club links and the development of school based sport hubs.

The Sports and Outdoor Learning Unit consists of Active Schools Co-ordinators, Sports Coaches, Outdoor Instructors, Swimming teachers, Modern Apprentices and other project specific staff members. These members of staff lead the learning and coaching, organise tournaments and festivals, adventure activity trips, coach and support others to do so or are involved in planning aspects of getting children and young people more active, more often.

Links

Coalition pledges	P25-P27 , P29 , P42-P43
Council outcomes	CO1-CO4 , CO10 , CO20
Single Outcome Agreement	SO2-SO3

We currently receive a high level of external funding from a range of partners and particularly the national agency for sport, sportscotland. In 2014-15 the sportscotland investment exceeded one million pounds. This investment was subject to scrutiny at a recent meeting of the sportscotland board and we received an extremely positive report.

The Active Schools funding has been extended to March 2019.

Sports and Outdoor Learning Unit: Routine Report

Recommendations

- 1.1 Note the scope of work and the impact on key outcomes.
- 1.2 Note the high level of external funding secured by the Sports and Outdoor Learning Unit.

Background

- 2.1 The work of the Sports and Outdoor Learning Unit makes a significant contribution to these key strategic outcomes: 'Our children and young people are physically and emotionally healthy' and to 'Successful Learners, Confident Individuals'.

Main report

The key areas of work are as follows:

Active Schools

- 3.1 The Active Schools team consists of 17 full time and 11 part time Active Schools Co-ordinators and two Active School Managers. There is at least one Active Schools Co-ordinator based in each High School across the city and in some clusters there are two where there are a higher number of feeder primary schools. The team works in five neighbourhoods: North, East, South, South West and West.
- 3.2 In our annual return for sportscotland, Edinburgh reported 448,250 participant sessions. This figure is the total number of visits that pupils have made to 'Active Schools' activities in 2013-14. This in turn equates to over 13,000 children and young people (8500 primary; 4500 secondary). The breakdown of girls participation is featured in the Appendix C – 'Girls in Sport'.
- 3.3 In total 57 different sports and activities took place across the city. Active Schools are currently working with 1,071 volunteers who either lead or assist in the delivery of the activities and this figure includes over 400 senior pupils. There are 211 local community clubs who work in partnership with Active Schools in Edinburgh developing and supporting sustainable pathways from school to club.
- 3.4 Active Schools hosted a number of major events this year. In addition to the two 'Be Part of It' events - 'Games @ the Hub' and the 'Tri-umph Triathlon' (see Appendix B for further details) they organised a "Ryder Cup style Clubgolf"

neighbourhood festival series and a grand final – in total over 2500 P5 pupils took part. Also in partnership with Edinburgh Leisure, Active Schools initiated a new climbing project encouraging every pupil in P4 in the South West and West of the city to take part in three hours of mixed activities at the Edinburgh International Climbing Arena near Ratho. Over 1300 pupils took part.

City of Edinburgh Schools Sports Academy/Scottish Football Association Performance School

- 3.5 Developing potential is a key aspect of our work. The City of Edinburgh Schools Sports Academy is an extra-curricular programme and takes place on Friday afternoons and midweek evenings plus a summer camp. It is a stepping stone programme designed to assist our school pupils achieve selection to East of Scotland Regional Squads and then onto National squads. We have over the period of the last few years consistently achieved an 80% success rate. As we enter a new academic year there are 126 athletes in the 2014-15 programme (82 boys and 44 girls). There are twenty different Secondary Schools represented in the programme. There are currently six sports in the programme – Athletics (19), Badminton (18), Basketball (27), Cricket (23), Girls Football (19) and Rugby (20). Discussions are currently in progress with sportscotland and the National Governing Bodies regarding Gymnastics and Netball entering the programme.
- 3.6 The programme is divided into two categories – a Development phase (generally S1/S2 pupils) and a Performance programme (generally S3 pupils and above). We have continued to develop our excellent partnership with Edinburgh College and in the past year we have introduced a set of new Primary School 'player development' programmes (which take place once a week).

Scottish Football Association Performance School

- 3.7 This is a curricular based programme where the pupils all attend Broughton High School. Their academic programme is organised to allow football coaching on four days of the week plus the Friday afternoon slot. The coaching is led by a dedicated coach funded by the SFA on a full time contract. This programme emanated from our Sports Academy and together with Falkirk Council we piloted the programme in its early years of development.
- 3.8 This is now a national initiative across seven different regions of the country. The programme dubbed the 2020 initiative (designed to produce better club and international players by this date) is designed to last four academic years with the intended outcome for many of these players being a Professional football contract at sixteen. There are now 39 players in the Performance School programme. The first girl to enter the programme started in August 2014.

Cycle Training

- 3.9 The City of Edinburgh Council has committed to training 100% of P6 children to Bikeability Level 2 by 2016-17. In 2013-14, we received an award of £35,250 from Cycling Scotland for mentors to support the work of our volunteer trainers,

and to deliver bike maintenance courses. This funding was awarded in addition to the £20,700 we received the previous year, due to the success of Edinburgh's work with Bikeability. The funding has been a tremendous support to help us work towards meeting the target. Edinburgh's Active Schools Co-ordinators have a significant remit to recruit volunteers, deliver training to staff and volunteers and to co-ordinate training across cluster schools.

- 3.10 Bikeability is accredited cycle training delivered to schools at levels 1, 2 and 3, and is designed to give children the skills and confidence they need to cycle safely on today's roads. Level 2 is taught on-road and teaches children the skills necessary to be able to negotiate most on-road situations.
- 3.11 78% of primary schools participated in level 2 bikeability in 2013-14. This equates to 69 primary schools delivering Bikeability level 2 compared to 53 schools the previous year (a 30% increase). 2471 P6 pupils (71%) received training in 2013/14 which was delivered by 307 volunteers and supported by paid mentors.
- 3.12 The Active Travel group are undergoing discussions regarding opportunities for Special Schools to be involved in delivering Bikeability where appropriate.

Duke of Edinburgh Award / JASS (Junior Award Scheme for Schools)

- 3.13 The past academic year has been an exceptional year for young people completing the Duke of Edinburgh Award. A record 616 young people achieved awards including 52 who were awarded Gold (this included six young people from Pilrig Park School).
- 3.14 In 2013-14, new enrolments and people continuing to the next level saw another increase. 300 more people started a DofE Award, an increase of 30%. This included 22 pupils from WHEC.
- 3.15 The overall completion rate of awards also increased significantly, with a total of 616 awards attained: 458 at Bronze, 106 at Silver and an unprecedented 52 at Gold. This was an increase of 184 on the previous year (43%) and included 2 Bronze awards for pupils at Craigmoynton HS and 1 for an inmate in HMP Edinburgh.
- 3.16 The flexibility of the DofE allows it to be accessed by young people in a variety of establishments. Groups run in Kaimies, Pilrig Park, Panmure St Ann's and the CAMHS unit as well as several youth groups.
- 3.17 The breakdown by gender in terms of enrolment in 2013-14 was 58% female and 42% male. The total number of award groups in Edinburgh now stands at 63 and we have reached the point where every high school in the city has access to a local award group.

JASS (Junior Award Scheme for Schools)

- 3.18 JASS is a progressive learning programme for 10 - 13 year olds which has been designed to recognise wider achievement. JASS develops the whole individual

by offering recognition in four key areas – regular physical activity; exploring a personal interest; working for the good of the community or the environment and completing an outdoor activity or challenge and is designed so that participants move from Bronze, to Silver and then to Gold with increasing levels of learning and challenge.

- 3.19 6568 JASS packs and continuation bundles were sold in 2013/14 and several new schools started the project.
- 3.20 JASS is also running in 13 special schools in the city. A project called 'Raising the Bar' has been assisting these schools and documenting how they have adapted the materials so they can be accessed by pupils with severe physical or mental disabilities.
- 3.21 JASS's popularity continues to grow out with Edinburgh and has expanded to Birmingham, Shropshire and Cheshire.

Edinburgh Primary Schools Sports Association

- 3.22 Children and young people progress in sport through exposure to competition. In recognition of this the Sports and Outdoor Learning Unit second a teacher (for one day a week) to organise the 'Edinburgh Primary Schools Sport Association Festival and Events' programme. This covers a wide range of activities – both indoor and outdoor sports. In the past academic year 89 Primary Schools took out membership of EPSSA in order to enter these events (NB: membership is also open to independent schools).
- 3.23 This year 2014 was a special year because of the lead in and anticipation of the Commonwealth Games coming to Glasgow and a fuller report on our 'Be Part of It' programme is captured in Appendix B.
- 3.24 In addition to this we have the largest Soccer Sevens programme in the country. On Saturday mornings during 2013-14 over two thousand boys and girls represent their Primary School teams in seven –a –side matches throughout the city (a total of 201 teams - 86 teams at P4/P5 and 115 teams at P6/P7). This is a building block to becoming involved in club football and possibly the SFA Performance School and Girls Academy programmes.

Excursions: Policy and Practice

- 3.25 The Sports and Outdoor Learning Unit is responsible for updating and promoting the Department's Excursions Policy and administering and monitoring all school/centre excursions that involve adventure activities and foreign travel. In the past academic year we processed and approved 732 of these trips.
- 3.26 Our Technical Advisers provide Group Leader Training and carry out spot check monitoring on trips to ensure health and safety measures are in place and best practice is being followed.
- 3.27 In the past year we have finalised and launched with a bespoke training package a specific policy for children and young people living in Residential Units.

Outdoor Learning

- 3.28 The Sports and Outdoor Learning Unit works with educational establishments to embed outdoor learning as a regular, progressive and planned curricular experience for children and young people, both in school and through their local communities. The Unit supports an extensive programme of training, support and professional development. A particular focus for the past year has been engaging with the new teaching standards from The General Teaching Council of Scotland and the Learning for Sustainability report from the Scottish Government. These both embed Outdoor Learning as an entitlement for all pupils and ensure teachers use appropriate outdoor and nature based learning in their teaching.
- 3.29 The Unit has been working with 40 teachers to develop a 'Lead Teaching in Outdoor Learning' course. This year long professional development course has led to teaching colleagues receiving professional recognition from the GTCS. Another 60 teachers have just been recruited to undertake the course in 2014-2015. In addition numerous CPD courses and in-service training has been delivered to both newly qualified and existing teaching staff.
- 3.30 City of Edinburgh Council is now the first Local Authority in Scotland to have a formal partnership with the John Muir Award. The award focuses on children and young people engaging with a local wild place and then actively conserving it. Through training and support we have seen the number of awards presented in Edinburgh grow from 259 in 2011-2012 to 686 in 2012-2013. We are also working in partnership with the John Muir Trust to look at senior stage leadership qualifications and the development of the award in community settings.
- 3.31 With the significant growth of schools and colleagues wishing to develop curricular Outdoor Learning and the requirements of the new teaching standards, the Sports and Outdoor Learning Unit is developing a new Outdoor Learning Strategy for 2015 – 2020.

Outdoor Woodland Learning Project

- 3.32 The Outdoor Woodland Learning Project (funded through the Heritage Lottery and Forestry Commission) is a further example of targeted work and took place in the communities of Craigmillar, Gilmerton and Liberton to engage schools and the local community in accessing and learning about the heritage of their local environment. This includes community workshops, CPD opportunities and the delivery of an employability project to young people who are not in employment, education and training. 93% of participants in the outdoor/environmental work skills programme moved onto positive destinations; including college, apprenticeships, trainee posts, and full employment.
- 3.33 The project was a resounding success and demonstrated excellent partnership work across a number of varying community stakeholders. The project won two

awards at the Adult Learning achievement awards, one of which was the “Outstanding Achievement Award” in the Young Adults category.

We are currently in discussions with the Forestry Commission about further joint working.

Outdoor Centres

- 3.34 The residential Outdoor Learning Centres at Benmore and Lagganlia are providers of high quality residential outdoor learning experiences to children and young people from Edinburgh. Through adventurous activities and environmental education our centres enable pupils to explore Scotland’s wild places and provide a holistic and developmental experience. See Appendix A for details of Edinburgh Schools using our Outdoor Centres.
- 3.35 Our third non residential centre at Bangholm in Edinburgh provides technical advice, support and delivery of adventurous activities and development programmes in the city.
- 3.36 The centres have undertaken a significant restructure in the past year and have introduced both project management and educational sub groups. The centre teams have also been integrated and undertaken joint training. There are now several new courses being designed and developed including snow sports, sailing, secondary fieldwork and leadership.

Primary School Swimming/Swimming Top Up

- 3.37 Sports and Outdoor Learning Unit’s ‘Swim Team’ delivers curricular swimming lessons to primary aged children from P3 to P7. The aim is for each child to reach the stage of achieving Certificate 5 (C5) whereby the Council deems them to be a safe swimmer. In 2013-14 swimming was delivered to pupils in 86 primary schools, (two schools in west Edinburgh opted to have their lessons with Clifton Hall). Over the course of the year 6624 children received lessons and of those 3411 were tested. 2084 pupils achieved level C5 which is a 61% pass rate.
- 3.38 Sports and Outdoor Learning Unit employs 8 teachers (5.1FTE) to deliver lessons across the city in a combination of school pools and public pools. A teacher takes a maximum of 20 pupils per lesson for safety reasons.
- 3.39 The Edinburgh Primary Schools Commonwealth Swim Relay Gala and Diving competition was held on Wednesday 2nd April at the Royal Commonwealth Pool. The event, which is held annually and organised by the Unit’s swim team, is a celebration of swimming/aquatics and brought together 45 primary schools and over 500 pupils from across the city which is the highest number to date.

Swimming Top Up

- 3.40 The ‘Swimming Top Up’ was initially a pilot programme funded by the Scottish Government to support the improved delivery of swimming lessons for primary school children across Scotland.

- 3.41 The Sports and Outdoor Learning Unit has worked in partnership with Edinburgh Leisure, Scottish Swimming and sportscotland to deliver an effective programme which provides a swimming instructor (or instructors) to work alongside the swimming specialist to support curricular swimming. The higher teacher-pupil ratio provides more support for weaker or non-swimmers.
- 3.42 The 'Swimming Top Up' programme in Edinburgh continues to be a success and has received two year funding of £50,000 from sportscotland to sustain it. In 2013-14 63 schools and 4008 pupils benefited from Swimming Top Up. 2164 of these pupils were tested and 1169 achieved level C5 which is 54%. All 18 primary schools with positive action status received input from 'Top Up' and their overall pass rate was 42%.
- 3.43 Following the closure of Leith Waterworld the Council allocated additional funding for swimming and we introduced 'Swimming Top Up' to P2s and P3s in primary schools with positive action status. We hope to see the benefit of this additional input in the years to follow.

Physical Education

- 3.44 The Council has committed to achieving the Scottish Government targets of 2 hours of PE in Primary and 2 periods in Secondary Schools. We have made significant progress towards achieving this and have been awarded a further £200,000 by sportscotland and Education Scotland from 2014-15 to 2016-17 to meet the target and to increase the quality and provision of PE.
- 3.45 We have appointed part time Physical Education Lead Officers (PELOs) in primary, secondary and special schools. Their remits include organising and conducting working groups, sharing practice, developing cluster work and delivering and developing CPD. They also have a focus on the remaining schools not meeting the PE target. The PELO for the Special schools is a new post.
- 3.46 The Scottish Government collects national information on the PE targets as part of their annual 'Healthy Living Survey'. The latest publication shows that in Edinburgh in 2014, 93% of Primary schools and 91% of Secondary had reached the target. However, a more recent internal audit has shown further increases towards the ultimate target of 100%.
- 3.47 The CEC internal audit results are as follows:
- 3.47.1 Primary schools: 84 of 88 schools are meeting the PE target = **95%**
 - 3.47.2 Secondary schools: 22 of 23 schools are meeting the national target = **96%**
 - 3.47.3 Special schools: 12 out of 13 schools are meeting the PE target = **92%**

Primary 1 Physical Activity Project

- 3.48 Recent research has indicated that daily intense bursts of physical activity are beneficial to children's health and fitness. A new project to pilot this idea will start

in Craigour Park PS in August 2014 with P1s. This project is being developed in partnership with the Early Years Collaborative and the NHS. If successful, we intend to roll it out to other schools in due course.

School based Community Sport Hubs

- 3.49 Community Sport Hubs are a national initiative (funded by sportscotland) designed to improve school to club links and develop partnerships with sports clubs and other community organisations. The Sports and Outdoor Learning Unit has taken the lead role in developing three school based Community Sport Hubs (firstly, Forrester/St Augustine’s HS Campus followed by Broughton HS and more recently a third one – at The Royal High School). This has resulted in significant success (see below for a range of increase details)

CSH	NUMBER OF YEARS IN OPERATION	ACTIVE PARTICIPANT VISITS	YOUTH PARTICIPANT VISITS	CLUB MEMBERSHIP
Forrester / St Augustine’s	3 YEARS	73,387: 24% increase	51,370: 70% of Total visits	70% increase
Broughton High School	2 YEARS	37,094: 47% increase	18,547: 50% of Total visits	113% increase
The Royal High School	9 MONTHS	19,101: 59% increase	9,9932: 52% of Total visits	25% increase

- 3.50 There are now fifty two ‘partner sports clubs’ based at these campuses and this wide range of activities provides a sound basis for future development. Another key area of focus across the three Hubs is the development of ‘Young Leadership’ and employability opportunities. There is now a network of 14 young Sport Hub Leaders employed across the Hubs, all identified from the local community, local schools and local clubs.
- 3.51 Our ambition is to extend the number of school based Sport Hubs during the period 2015-19 and discussions on this are underway with sportscotland.

Sports Development

- 3.52 The Sports and Outdoor Learning Unit has four full time Sports Development Officers and these posts and associated programmes are funded in partnership with the National Governing Bodies (Scottish Football Association, Scottish Rugby Union, Cricket Scotland, Badminton Scotland and Tennis Scotland). These programmes include curricular programmes, after school clubs, organisation of festival and tournaments, player development centres, coach education and support and development of clubs through quality mark schemes.

3.53 The coach education programme is huge and each year well over a thousand volunteer sports coaches are put through a variety of courses from introductory level to UKCC Level 2. All our Sports Development Officers hold tutor status. Our ability to do this in-house is a very cost effective method and provides a high level of quality control as well as being an excellent way to develop relationships with clubs.

Club and Community Facilities

3.54 We also consult and work in partnership with clubs regarding a range of facility development issues. In the past year we have brought to fruition a complete refurbishment of the main pavilion at Arboretum through a co-operative asset transfer approach with ESMS Schools and we have also secured £300,000 of external funding to build a new 3G synthetic pitch at Malleny Park which shall serve both school and community use.

Measures of success

4.1 We can demonstrate quantitative data and we can also demonstrate qualitative impact through other indices - skill acquisition, personal achievement, teamwork and confidence.

Financial impact

5.1 All work is delivered within existing budgets and in the past year new funding has been secured for cycle training, community sports facilities and the 'Be Part of It' Commonwealth Games programme – see figure in Appendix B. In addition to attracting a high level of external funding we also continue to meet the challenge of ensuring our Outdoor Centres are self funding. The combined turnover of both of our Residential Centres (Benmore and Lagganlia) is over one and half million pounds per annum.

Risk, policy, compliance and governance impact

6.1 There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

Equalities impact

7.1 A significant number of programmes and projects are specifically targeted at addressing inequality and deprivation. Some key examples are featured in the Report section.

Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity. Learning for sustainability and environmental education are a key part of our Outdoor Learning Strategy.

Consultation and engagement

- 9.1 All areas of work require significant levels of consultation and engagement.

Background reading/external references

N/A

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	<p>P25 – Introduce a “living wage” (currently set at £7.20) for Council employees, encourage its adoption by Council subsidiaries and contractors and its wider development</p> <p>P26 – Establish a policy of no compulsory redundancies</p> <p>P27 – Seek to work in full partnership with Council staff and their representatives</p> <p>P29 – Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>P42 – Continue to support and invest in our sporting infrastructure</p> <p>P43 – Invest in healthy living and fitness advice for those most in need</p>
Council outcomes	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p>

CO10 – Improved health and reduced inequalities
CO20 – Culture, sport and major events – Edinburgh continues to be a leading cultural city where culture and sport play a central part in the lives and futures of citizens

Single Outcome Agreement

SO2 – Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential

Appendices

1. Edinburgh Schools and Groups using Benmore and Lagganlia Outdoor Learning Centres
2. 'Be Part of It' Commonwealth Games programme 2014
3. Girls in Sport

Edinburgh Schools and Groups using Benmore and Lagganlia Outdoor Learning Centres

1st July 2012 – 28th June 2013

51 Primary Schools		6 Secondary Schools
Abbeyhill Primary	South Morningside Primary	Boroughmuir High School
Blackhall Primary	St Catherine's RC Primary*	Craigmount High School x 4 visits
Broomhouse Primary*	St David's RC Primary*	Leith Academy x 2 visits
Broughton Primary	St Francis RC Primary*	Portobello High School x 2 visits
Brunstane Primary *	St Mary's RC (Edin) Primary	Queensferry High School x 2 visits
Bruntsfield Primary x 2 visits	St Mary's RC (Leith) Primary	St Augustine's RC
Buckstone Primary	St Ninian's RC Primary	
Castleview Primary*	St Peter's RC Primary	
Canal View Primary*	Stenhouse Primary*	
Clermiston Primary	Stockbridge Primary	
Clovenstone Primary*	The Royal High Primary	
Colinton Primary	Tollcross Primary x 2 visits	2 Special Schools
Corstorphine Primary x 2 visits	Towerbank Primary	Edinburgh Secure Services (Howdenhall)
Craigentenny Primary*	Trinity Primary	Prospect Bank School x 2 visits
Craiglockhart Primary	Wardie Primary	
Craigroyston Primary*		
Cramond Primary		Miscellaneous
Duddingston Primary	*Positive Action Schools	Duke of Edinburgh Award Unit
Echline Primary	Specific support funding	Outdoor Woodland Learning Project
Gilmerton Primary	was available in 2012/2013.	West Edinburgh CLD Office
Granton Primary*		
Gylemuir Primary		
Holy Cross RC Primary		
Kirkliston Primary		
Leith Primary*		Other Edinburgh Schools
Liberton Primary		George Heriot's School
Murrayburn Primary		George Watson's College
Niddrie Mill Primary*		St Georges School for Girls
Pimriehall Primary*		The Mary Erskine and Stewarts
Preston Street Primary		Melville school x 2 visits
Prestonfield Primary		
Queensferry Primary		
Roseburn Primary		
Royal Mile Primary*		
Sciennes Primary		
Sighthill Primary*		

Edinburgh Schools and Groups using Benmore and Lagganlia Outdoor Learning Centres

1st July 2013 – 27th June 2014

46 Primary Schools		8 Secondary Schools
Balgreen Primary	Sciennes Primary	Boroughmuir High School
Bonaly Primary	St Catherine's RC Primary*	Drummond High School x 2 visits
Brunstane Primary*	St Cuthbert's RC Primary	Firrhill High School
Bruntsfield Primary	St David's RC Primary*	Leith Academy x 3 visits
Buckstone Primary	St Francis RC Primary*	Portobello High School
Bunsgoil Taobh na Pairce Primary	St John's RC Primary	Queensferry High School
Canal View Primary*	St Joseph's RC Primary	St Thomas of Aquin's RC
Castleview Primary*	St Mark's RC Primary	Trinity Academy
Clermiston Primary	St Mary's RC (Leith) Primary	
Corstorphine Primary x 2 visits	St Ninian's RC Primary	2 Special Schools
Craigentiny Primary*	St Peter's RC Primary x 2 visits	Kaimes School
Craiglockhart Primary	Stockbridge Primary	Prospect Bank School
Cramond Primary	The Royal High Primary	
Dalry Primary	Tollcross Primary	Miscellaneous
Duddingston Primary	Towerbank Primary	Dunedin Canmore Youth Projects
Echline Primary	Trinity Primary	Young Ambassadors
Gracemount Primary	Wardie Primary	Outdoor Woodland Learning Project
Hermitage Park Primary		
Holy Cross RC Primary		
Kirkliston Primary	*Positive Action Schools	
Leith Primary*	No support funding available in 2013/2014. 10 out of 17 schools returned.	
Leith Walk Primary		
Longstone Primary		Other Edinburgh Schools
Niddrie Mill Primary*		George Heriot's School
Parsons Green Primary		George Watson's College
Pentland Primary		St Georges School for Girls
Preston Street Primary		The Mary Erskine and Stewarts
Prestonfield Primary		Melville school x 2 visits
Roseburn Primary		

'Be Part of It' Commonwealth Games programme 2014

The 'Be Part of It' programme for 2014 was planned to celebrate the staging of the home games in Glasgow in July 2014. There was a wide ranging series of events specifically designed to highlight Commonwealth Games sports such as Athletics, Badminton, Cycling, Netball, Rugby and Swimming.

To date the total number of pupils taking part in the programme has already exceeded 8000 and we expect this to top 10,000 by the end of the calendar year (see graph/chart showing the range of events and numbers per event).

All of these activities had a legacy element in terms of the involvement of local sports clubs and promoting opportunities to participate in sport. However, we wish to highlight two specific projects which we believe were particularly creative and have inspired children and young people to think about sport and its place in wider society. These projects were the 'Flashmob Haka' and the 'City to City Relay Challenge'.

The idea for the 'Flashmob Haka' came about through New Zealand being named as Edinburgh's 'support a second team' country. We wanted to demonstrate how culture, the arts and sport could come together to create something innovative, something to bring different communities together. Working in partnership with Dance Base and Taki Maori (a dance company from New Zealand), the biggest 'Be Part of It Flashmob Haka' was born.

The Taki Moari Dance Company compiled three very basic, simple to follow tutorials for Haka moves, Haka words & Haka expressions plus a final extra about the Culture of New Zealand and the importance of the Haka in bringing communities and a country together. We then invited schools, community and youth groups, sports clubs, businesses and organisations to video their own 'Flashmob Haka' and send it into Dance Base where it was collated into the biggest 'Virtual Flashmob Haka' DVD.

Videos have been received from Primary and Secondary Schools, ASN Schools, Nurseries, Community Sport Hubs, Sports Clubs, Dance Groups, Girl Guide and Scout Groups, Businesses and the Sick Kids Hospital. This went onto the Glasgow 2014 Live sites through the Games. The project has also been featured on television in New Zealand.

The other project was the City to City Relay Challenge. To celebrate the 2014 games and to extend our city's best wishes to Glasgow we set up an exciting and demanding 'Relay Challenge' whereby groups of school pupils were required to walk, run, cycle and canoe their way along and beside the canal through the likes of Ratho, Linlithgow, Falkirk and Kilsyth and all the way into George Street, in the heart of Glasgow.

A group of ten secondary school pupils completed the entire route while seven sets of primary school aged pupils completed individual legs from the City Chambers out to the city boundary

A key part of this project was for our pupils to gain an understanding of the civic aspect of running large cities and so this event commenced with a reception at our City Chambers in Edinburgh with Donald Wilson, the Lord Provost signalling the start of the relay and it finished in George Square being met by Sadie Docherty, the Lord Provost of Glasgow. She was handed a baton that read as follows:

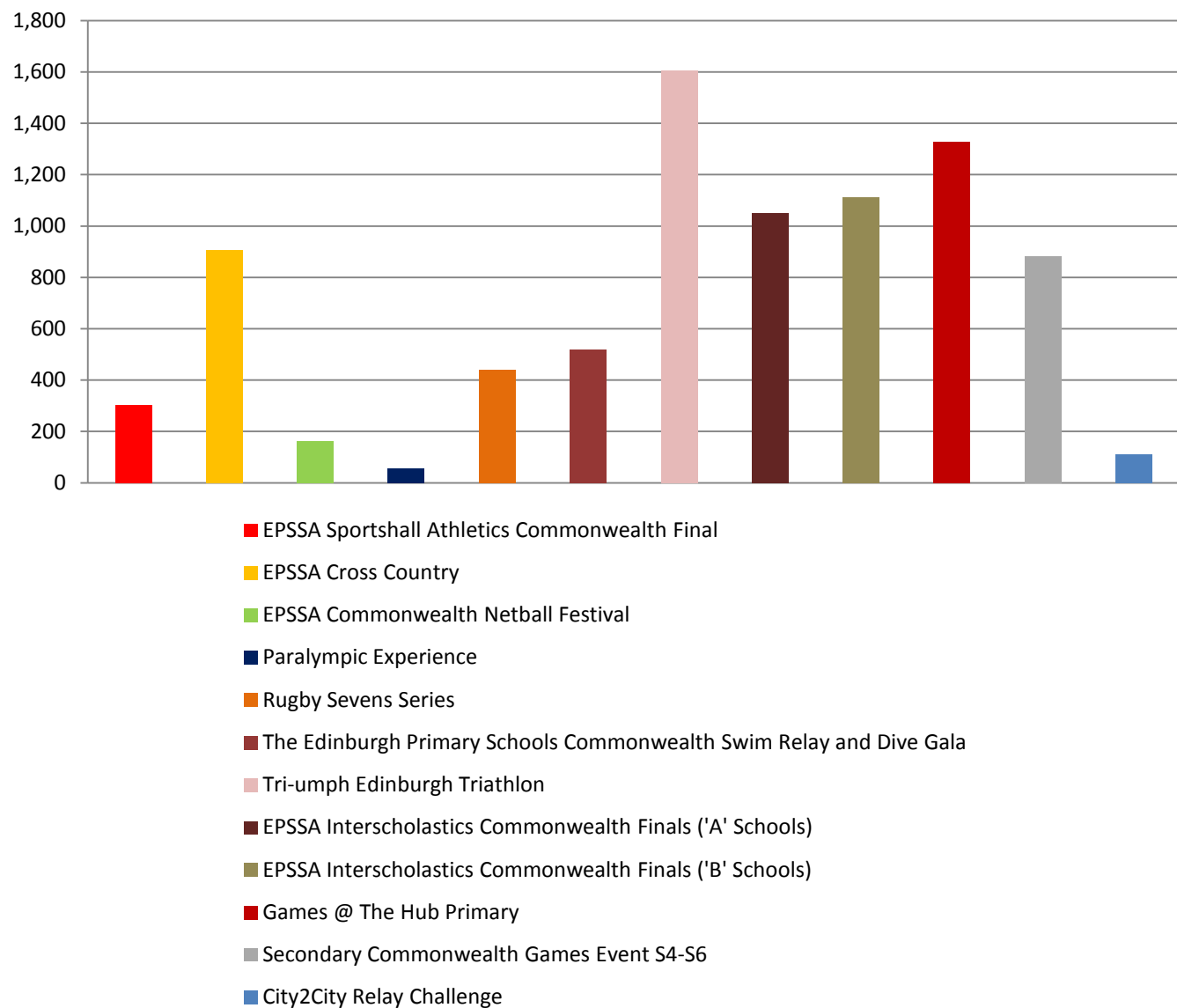
'In the spirit of friendship and co-operation, The City of Edinburgh carries this message of support to The City of Glasgow. We are proud to see the Commonwealth Games return to Scotland. We wish you every success in delivering a modern and exciting Games'.



The relay team with the Lord Provost of Glasgow

The full 'Be Part of It' programme for 2014 has been fully delivered through existing resources and by successfully securing a variety of external funding for specific events and for Legacy related activities. In total we attracted over £25,000 of new funding.

Commonwealth Games 2014



Event	No. of Pupils
EPSSA Sportshall Athletics Commonwealth Final	300
EPSSA Cross Country	906
EPSSA Commonwealth Netball Festival	160
Paralympic Experience	53
Rugby Sevens Series	440
The Edinburgh Primary Schools Commonwealth Swim Relay and Dive Gala	519
Tri-umph Edinburgh Triathlon	1,604
EPSSA Interscholastics Commonwealth Finals ('A' Schools)	1,050
EPSSA Interscholastics Commonwealth Finals ('B' Schools)	1,110
Games @ The Hub Primary	1,325
Secondary Commonwealth Games Event S4-S6	880
City2City Relay Challenge	110
TOTAL	8,457

Appendix 3

Girls in Sport

Active Schools Edinburgh has seen a significant increase in girl participation across all year groups in the city but especially in S1 girls. The year-end figures show that 50% of the total distinct participants are female, 7,843 pupils attend Active Schools extracurricular clubs (see featured Active Schools Statistics - graph/chart).

As part of the 'transition' process a number of Active Schools Co-ordinators (ASC's) have carried out extensive consultation with S1 pupils this year and have added extracurricular clubs in activities that the girls have requested. These activities included gymnastics, netball and dance. Dance is now the most attended activity across the city with football and basketball close behind.

There are also seven High Schools in the city that have been awarded 'Fit For Girls' funding from sportscotland to support a girls only programme within their school. The schools are: Broughton, Craigroyston, Leith, Castlebrae, Craigmount, Forrester & St Augustine's.

'Fit for Girls' funding is offered to high schools only. The plans vary from school to school but generally it is the PE team and the ASC who put together a plan which involves consultation with the girls to identify what motivates them to take part in physical activity and then putting their requests into motion, eg, setting up a new girls only club and buying the necessary equipment, sourcing coaches etc.

Some of the key outcomes emerging from these Action Plans are as follows: Activities led by teachers or senior pupils are popular with girls (many of them feel more comfortable with a familiar activity leader); The use of technology to monitor fitness is popular; 'Girls Only' Fairs or Festivals as an end product encourage girls to regularly attend.

This has been the second year that the successful 'Health 4 U' programme has run in ten of our High Schools across the city. This is an intervention programme that attempts to counteract low physical activity levels amongst teenage girls aged 13-15 (S3).

The 'Health 4 U' project is a joint initiative with Edinburgh Leisure and the NHS where 8 hours of physical activity (8 sessions of one hour) are delivered during curricular time to all S3 girls in the school. The idea is that the physical activity is different to what is delivered during PE, ie, body balance, yoga, combat fitness classes are offered. There is then a further eight hours of classroom delivery where the following subjects are covered:

What is Health?
Energy Balance,
Fats and Sugars,
Crash Diets,
Women in the Media,
Self Esteem,

Mental Health,
'5 a day' and Target Setting

It is planned that a further ten schools will be involved in the programme next year.

There are several other programmes that indicate that Girls participation is not only growing but in some instances outstripping the involvement of boys. An example of this is the Duke of Edinburgh Award. *In 2013-14, 58% of enrolment and completions were by females, and 42% by males.*

Females Participating in the DofE				
	Enrolments		Completions	
Level	2012/13	2013/14	2012/13	2013/14
Bronze	457	546	175	265
Silver	124	185	67	63
Gold	60	52	19	28

It is also important that Girls not only participate but actually succeed in sport. Any girl or woman doing this can inspire other girls and possibly become a role model for the next generation. In the City of Edinburgh Schools Sports Academy there are now 44 girls in the programme. We are also in discussion with sportscotland and the National Governing Bodies to include Gymnastics and Netball in the programme and if this happens this should further boost the gender balance. The first girl has been selected for the SFA Performance School and with the growing popularity of Girls football this is a trend we can expect to continue.

Finally, through the organisation of our major events we are able to take the opportunity to insist on Girls and Boys teams and the gender split in attendance reflects this.

Example of Gender balance at Major Events:

Games @ the Hub: 672 boys and 653 girls

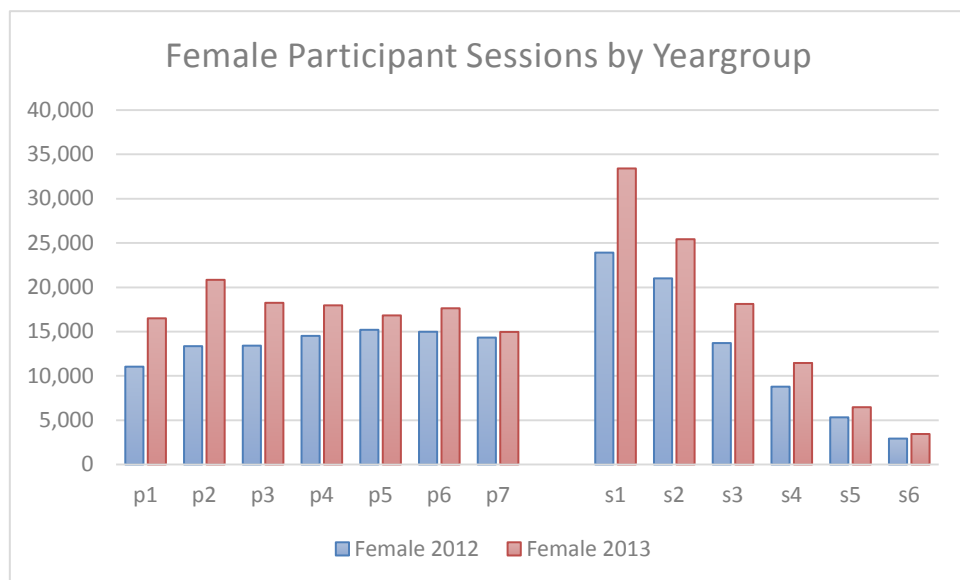
Triumph Triathlon: 823 boys and 781 girls

Ryder Cup Clubgolf final: 244 boys and 177 girls

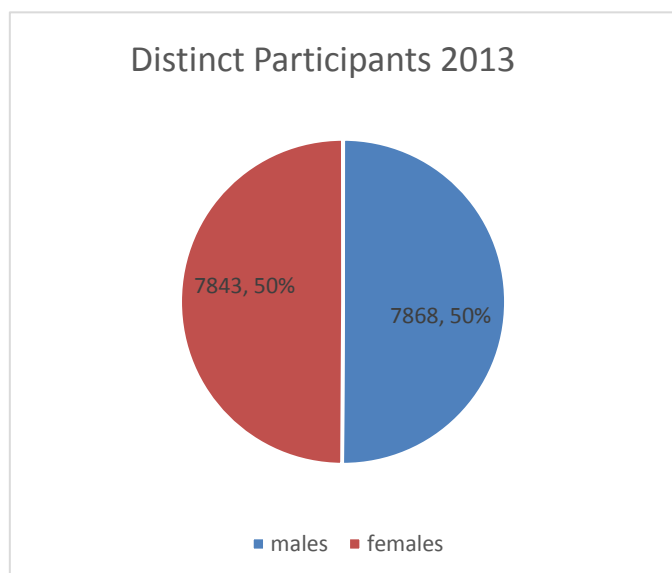
EICA Climbing project: 702 boys and 667 girls

Active Schools – Girls Statistics

Girl participation



	Female 2012	Female 2013
P1	11,042	16,500
P2	13,356	20,844
P3	13,414	18,249
P4	14,517	17,964
P5	15,203	16,827
P6	14,981	17,633
P7	14,325	14,961
S1	23,915	33,416
S2	21,009	25,428
S3	13,707	18,122
S4	8,784	11,457
S5	5,323	6,466
S6	2,924	3,441



Active Schools – Total number of ‘Distinct participants’ = 34% of the School Roll (total school population 46,000)

Education, Children and Families Committee

10am, Thursday, 11 September 2014

International Unit - Annual Update Report

Item number	7.8
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The International Unit supports the delivery of Curriculum of Excellence and the development of global citizens. In partnership with schools the unit enables and encourages people to understand the links between their lives and the lives of others across the world through a child's rights lens. This report provides an annual update of the Children and Families International Unit giving an overview of its key areas of activity.

Links

Coalition pledges	P5
Council outcomes	CO1, CO2
Single Outcome Agreement	SO3

International Unit – Annual Update Report

Recommendations

- 1.1 The Committee is asked to note the progress of the International Unit.
- 1.2 Agree to receive a further progress report of the International Unit in August 2015.
- 1.3 To note the dissolution of the Edinburgh-Africa Educational Trust in 2012 and request that this item is removed from the Rolling Actions Log.

Background

- 2.1 The Committee receives an annual report on the International Unit each year.

Main report

- 3.1 This report provides an update on the International Unit and includes the progress made over the past year and key areas of development for this year.

Study Visits to Edinburgh

- 3.2 Between August 2013 and June 2014 the Unit organised professional development visits for 15 groups in Edinburgh, comprising 465 educationalists. These groups bring considerable income into the city economy as well as bringing the global dimension into schools that host. However, the number of visitors presents a challenge for schools to host and we do turn some away and suggest other parts of Scotland.

Euroquiz

- 3.3 14 primary schools took part in the annual Euroquiz event. Euroquiz is an annual competition for P5 pupils in partnership with the Scottish European Educational Trust.

UNICEF's Rights Respecting Schools Award (RRSA)

- 3.4 RRSA recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. The universality of the UNCRC provides a link for pupils between building up their rights-respecting school, understanding their rights and the need for children's rights to be realised everywhere. Children and young

people in rights-respecting schools develop a stronger sense of the need to act for global justice. UNICEF shows that the main areas of impact provided by RRSA include

- 3.4.1 Improved self-esteem and well-being
 - 3.4.2 Improved relationships and behaviour (reductions in bullying and exclusions and improved attendance)
 - 3.4.3 Improved engagement in learning
 - 3.4.4 Positive attitudes towards diversity in society and the reduction of prejudice
 - 3.4.5 Children and young people's enhanced moral understanding
 - 3.4.6 Children and young people's support for global justice
 - 3.4.7 Children and young people become more involved in decision-making in schools
- 3.5 An increasing number of schools are taking part in RRSA. 28 schools are registered to become Rights Respecting Schools. There are 2 schools with Level 2 accreditation, 5 schools at Level 1, and 10 schools have received their Recognition of Commitment (ROC) Award.
- 3.6 Two Secondary schools have now registered for RRSA and we also have a Special Needs School which has received the level 1 Award.
- 3.7 Cluster primary schools in North Edinburgh have recently signed up to start the RRSA journey as part of Total Craigroyston. This will have a key focus on involvement with the local community, parental involvement and community safety.
- 3.8 There are now 3 additional staff from level 2 schools (Dean Park and Juniper Green) that can carry out Level 1 assessments. An additional staff member has recently completed their assessor training and will become a fully trained assessor in the autumn following the completion of two shadow assessments. Training in 'How to become A Rights Respecting School' is delivered by International Unit jointly with staff from accredited schools.
- 3.9 The new Children and Young People's Act now places a Statutory requirement on Local Authorities to evidence their work around Children's Rights. Local Authorities are currently waiting on information from the Scottish Government as to what this will entail. However, the increasing numbers of schools taking part in Edinburgh in RRSA will put Children and Families in a strong position to evidence this work.
- 3.10 The accreditation for each level of RRSA needs to be renewed every two years. Supporting schools to renew their accreditation or move to the next level of accreditation will need to be a key focus this year to maintain the strength of RRSA in Edinburgh.

Global Partnerships

- 3.11 Around 70 schools have partnerships with developing countries. Many more do one off project work linked with particular charities or development agencies. Edinburgh is recognised nationally for its work with Africa.
- 3.12 In June over 1000 pupils took part in Global Vision workshops and attended the Makutano Performances at the Queen's Hall. This was part of the Twende Pamoja project which is a partnership with Edinburgh and Tanzanian schools.
- 3.13 There are now three schools in Edinburgh which have achieved the International School Award. These are Juniper Green Primary School, St Mary's RC Primary School Edinburgh and WHEC. This award supports schools to form a partnership with schools overseas to teach pupils about life in other countries and develop them as global citizens.

Fair Trade Schools

- 3.14 The total number of schools involved in Fair Trade Schools in Edinburgh has increased to 62.
 - 3.14.1 43 schools have registered to take part
 - 3.14.2 2 schools have achieved the Fair Aware Award (level 1)
 - 3.14.3 1 school has achieved the Fair Active Award (level 2)
 - 3.14.4 16 schools have achieved the Fair Achiever Award (level 3)
- 3.15 Staff from the International Unit have been invited to join the city wide steering group for Edinburgh Fair Trade City. Twilight sessions for schools planning to take part in Fair Trade Schools or move to the next level of accreditation will take place in the new academic year.
- 3.16 Plans are also underway to enable schools to take part in Fair Trade Christmas in partnership with Scotdec, the Global Education Centre.

Learning for Sustainability

- 3.17 A Learning for Sustainability Conference on the topics of Global Citizenship, Outdoor Learning and Sustainability is planned for around 200 teachers in May 2015. This is being organised by officers from the International Unit, Sports and Outdoors Unit and Eco-Schools.

Youth Mobility - Scotland Goes Global

- 3.18 NUS Scotland will provide schools with the opportunity to invite a Youth Ambassador speaker to talk to their senior students and school leavers about opportunities for studying and working abroad.

3.19 NUS have also invited Edinburgh to take part in a pilot working group to develop Local Mobility Partnerships. This will involve a university, local school, local authority and college partners to develop an agreement regarding student progression into mobility opportunities in order to:

- 3.19.1 Share information on mobility at each level
- 3.19.2 Develop joint mobility projects
- 3.19.3 Develop links regarding modern language provision
- 3.19.4 Ensure a cohesive student mobility journey
- 3.19.5 Close the 'ambition loop' often faced by students who miss out on mobility due to various planning and personal related circumstance

Volunteer Language Assistants

3.20 The International unit recruits volunteers from abroad and from the overseas student community in Edinburgh to support schools with native speaker input for the learning and teaching of French, German, Spanish and Mandarin. 16 assistants worked in schools through the International unit in school year 2013/14.

Centenary of WW1

3.21 Plans are underway to develop a Global Citizenship project to recognise the centenary of WW1 in partnership with CLD and the Arts and Learning team.

Support for Funding

3.22 The International Unit has a role to play in supporting schools and colleagues to access funds as part of Global Citizenship. Information and support will be available for staff to access funds such as Erasmus+ and the British Council's Connecting Classrooms.

Continuing and Professional Development

3.23 Continued support will be available for school staff to access training about Global Citizenship. Information about courses from outside providers will be promoted in the quarterly International Unit Newsletter. Information and training about Global Citizenship; RRSA; Children's Rights; Fair Trade Schools; Connecting Classrooms and Erasmus+ will be provided in twilight training sessions or online.

Staff Changes

3.24 The International Unit has experienced a number of staff changes in the last year particularly as the Unit Manager has been on secondment to the Mortonhall Enquiry and now to the Scottish Government. Temporary arrangements have been put in place to cover the areas of work.

Edinburgh-Africa Educational Trust

- 3.25 A report on the Edinburgh-Africa Educational Trust was requested at the last Committee meeting on 20 May 2014. However this trust was dissolved in 2012 (see Appendix1) and this report requests that this item is removed from the Rolling Actions Log.

Measures of success

- 4.1 Measures of success would include
- 4.1.1 An increased number of schools starting their journey/renewing their accreditation/or moving forward to the next level of award for RRSA, Fair Trade Schools and the International schools award within the context of strengthening the recognition and realisation of Children's Rights.
 - 4.1.2 Continued support for International study visits to Edinburgh and Language Support Assistants in Edinburgh schools.
 - 4.1.3 Learning for Sustainability Conference for teachers hosted in May 2015
 - 4.1.4 More schools and young people's groups accessing external funding such as Erasmus+ and Connecting classrooms.
 - 4.1.5 Scotland Goes Global pilot on youth mobility completed
 - 4.1.6 WW1 Centenary schools project delivered
 - 4.1.7 Global Partnership schools audit carried out

Financial impact

- 5.1 There are no financial implications to this report.

Risk, policy, compliance and governance impact

- 6.1 There is no risk, policy, compliance and governance impact arising from this report.

Equalities impact

- 7.1 The work of the International Unit has a positive equalities impact in terms of building good race and faith relations. Our work with Rights Respecting Schools contributes significantly to our public sector duty to eliminate all forms of unlawful discrimination and has a significant role to play in understanding and promoting Children's Rights.

Sustainability impact

- 8.1 Whilst the International Unit provides opportunities in global citizenship which do not require travel some schools undertake long haul air travel as part of their linking programmes with other countries. However these provide a positive social impact as these immersive experiences enhance learning opportunities and promote values of social justice and inclusion.
- 8.2 The International Unit's work on Fair Trade Schools and the Learning for Sustainability Conference is a positive contribution and enhancement of the City of Edinburgh Councils work towards sustainability.

Consultation and engagement

- 9.1 Schools receive a quarterly newsletter and bulletins about information, support and training from the International Unit.

Background reading/external references

Gillian Tee

Director of Children and Families

Contact: Margo Morris

E-mail: margo.morris@edinburgh.gov.uk | Tel: 0131 469 3230

Links

Coalition pledges	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Appendix 1. Letter about the dissolution of the Edinburgh-Africa Educational Trust.

Claire Soper
Edinburgh-Africa Educational Trust
City of Edinburgh Council
City Chambers
High Street
Edinburgh
EH1 1YJ

Your ref:
Our ref: RS/C&N/12-3864

05 February 2013

Dear Ms Soper

Confirmation of removal from Register of Edinburgh-Africa Educational Trust (SC041664)

I am writing to let you know our decision about your request of 28 November 2012 for consent to wind up/dissolve the charity named above. This decision has been made under section 16(2)(c) of the Charities and Trustee Investment (Scotland) Act 2005.


The charity has no assets and from the information received it appeared never to have had any assets. A Trust with no assets ceases to exist therefore wind up / dissolution is required.

I can confirm that the change is in order and that we have removed the body from the Scottish Charity Register.

Please note that, as a result of this removal, the body named above must not refer to itself as a charity and should take steps immediately to remove such references from its documents and website.

Please contact me if you have any questions.

Yours sincerely,


William Stevens
Charities Team Case Officer
Office of the Scottish Charities Regulator (OSCR)
2nd Floor Quadrant House
9 Riverside Drive
Dundee
DD1 4NY



Education, Children and Families Committee

10am, Thursday, 11 September 2014

Parental Engagement

Item number	7.9
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The purpose of this report is to provide an update on progress with the implementation of the Parental Engagement Strategy and Action Plan. It also provides an overview of the Neighbourhood and City Wide Special Schools parent groups and the revamped Consultative Committee with Parents.

Links

Coalition pledges	P5
Council outcomes	CO1,CO2,CO3
Single Outcome Agreement	SO3

Parental Engagement

Recommendations

- 1.1 The Committee note the content of the report.
- 1.2 The Committee request a progress report on implementation in December 2015.

Background

- 2.1 The Parental Engagement Strategy and Action Plan have been implemented since October 2013.
- 2.2 There were six main areas in the Parental Engagement Action plan to be completed over a three year period.
 - 2.2.1 Strengthening of all parent and carer engagement in their child's learning
 - 2.2.2 Development of parent/carers and pupil voice
 - 2.2.3 Assistance to parents and carers through parenting support when required
 - 2.2.4 Development of effective partnership working and opportunities for, and the removal, of barriers to parental engagement
 - 2.2.5 Development of effective communication and consultation
 - 2.2.6 Strengthening of parent councils and forums
- 2.3 The new Neighbourhood Groups and City Wide Special schools group have been in operation since October 2012.
- 2.4 A parent representative with voting powers was elected to the Education Children and Families Committee in January 2013.

Main report

- 3.1 There has been substantial progress made in the first year of implementation of the parental engagement action plan as identified below and in Appendix One.
- 3.2 Neighbourhood Parent Groups and a City Wide Special Schools Parent Group have now operated for almost two years. The groups are made up of parent council chairs or their representatives and the Senior Education Manager: Inclusion, Pupil and Parent Support who chairs the meetings. There is a representative Head Teacher from each sector and community learning and development worker invited to each group. The groups facilitate consultation

and communication with parents who have generally fed back positively about the new arrangements.

- 3.3 There has been an increase in the number of parents attending and engaging with the Council to discuss educational issues with the introduction of neighbourhood engagement bringing six times as many opportunities for parents to engage with us in each quarter of the year. Parents have been actively involved in shaping Council policy and practice e.g. Rising rolls, budget.
- 3.4 Representation of parents at Neighbourhood Groups and CCwP has been maintained in the second year of operation.
- 3.5 Parents' feedback has informed forward agendas for the CCwP. Key themes from each group throughout the year were as follows:
- Information technology
 - Budget
 - Rising rolls
 - Pupil placements
 - Nationals 4,5
 - Study leave
 - Parking at schools
 - School meals
 - Local Development Plan (south)
 - Access to supply staff
 - Bullying
 - Self care
 - Community access to schools
- 3.6 A key aim of CCwP, Neighbourhood groups and City wide Special Schools group is to discuss our strategies and to respond to parent questions and suggestions in a 'You said, we did approach'. Queries and issues from parents have gone directly from the meeting to the relevant officer and department involved. These form the issues paper which is circulated for each round of meetings. When issues are dealt with they are removed from the paper.
- 3.7 The Bright Futures Blog which highlights events, actions and good practice in our establishments allows parents and others ease of access to information as does the Director's quarterly briefing report to parents which is discussed at all neighbourhood groups and is sent to all parent council chairs.
- 3.8 The new parental engagement website pages available since 15 April 2014 have had 1629 hits to July 2014 in comparison to 320 hits for the existing parental engagement pages over the same period of time last year.

- 3.9 Involvement of parents in their children's learning in the early years through Peep Groups has been significant with 108 groups now established. The work of Family Learning has also increased and is now available in 90% of schools and is very beneficial. In addition, this supports the removal of barriers to engagement.
- 3.10 Whilst the majority of schools were fully confident that parents/carers were satisfied with advice received on their child's learning more work requires to be done on parents knowing the next steps in their child's learning journey.
- 3.11 Most parents feel the schools set suitable targets for learning and their learning is progressing well in relation to these targets.
- 3.12 There has been an increase of 16% in parent/carers response to the school survey compared to 2013. There was an increase of 7% in parent/carers strongly agreeing that the school asks for their views and an increase of 4% in parents/carers strongly agreeing that their views are taken into account.
- 3.13 The work of the Development Officers for Parent and Carer support has been effective in building up relationships with schools and in liaising with area coordinators of CSMG's and in providing parent support information at transition stages.
- 3.14 The Raising Teenagers with Confidence programme has been delivered to 25 parents in a pilot project during the past session. 380 parents/carers have also been supported through the raising children with confidence programme.
- 3.15 Our link with Scottish Parent Teacher Council in providing training for parent councils has been positive. The training has focused on essential information for parent councils, communication, organising events and protecting vulnerable groups' legislation. In addition Children and Families have supplied training on recruitment for members of parent councils on recruitment panels.
- 3.16 In conclusion it is important to note the effective partnership working across schools, other council services and with parents has been instrumental in making the positive improvements noted above.

Measures of success

- 4.1 Overall progress will be measured as follows:
 - 4.1.1 % parents saying they are satisfied with their school
 - 4.1.2 % parents who say they are involved in their child's education
- 4.2 The following Quality Improvement frameworks will be used:
 - 4.2.1 How Good is Our School 3
 - 4.2.2 How good is our community learning and development 2

- 4.2.3 How Good is Our School (HGIOS) evaluation series guides: Partnership with Parents (2006)
- 4.2.4 Quality Management in Education 2, HMle 2006
- 4.2.5 Evaluation Children and Young Peoples Services with Quality Indicators (ECYP)

Financial impact

- 5.1 All work in this area is delivered within existing budgets.

Risk, policy, compliance and governance impact

- 6.1 The risk of not engaging with parents/carers is that their views would not be taken into account in progressing new strategies and policies and as a result they would not be as rounded or qualitative. The customer input would be lost at a time when the Council looks to gain customer service excellence in their work.

Equalities impact

- 7.1 All work within this area seeks to address inequalities both in terms of provision of resources and impact on outcomes for children and young people. There are no negative impacts arising from this work.

Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

Consultation and engagement

- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups, Consultative Committee with Parents and working groups. A parent representative is now a member of the Education Children and Families Committee and other sub committees having been elected in January 2013.

Background reading/external references

- Parental Involvement Act 2006 Scottish Government
- National Parenting Strategy 2012 Scottish Government

- Parent Council Resource: A guide to gathering views and ensuring parents' voices are heard in your school 2013 Scottish Government
- Parental Engagement Strategy and Action Plan October 2013 City of Edinburgh Council

Gillian Tee

Director of Children and Families

Contact: Moyra Wilson, Senior Education Manager: Inclusion, Pupil& Parent Support

E-mail: Moyra.wilson@edinburgh.gov.uk Tel: 0131 469 3066

Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. CO3 - Our children and young people in need, or with a disability, have improved life chances.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfill their potential.
Appendices	1. Progress with Parental Engagement October 2013 – July 2014

Appendix One: Progress with Parental Engagement October 2013 – July 2014

We said we would	We did
<ul style="list-style-type: none"> strengthen all parents and carers engagement in their child's learning 	<ul style="list-style-type: none"> Family learning is now available in 90 %of schools Family learning takes note of P1 baseline literacy statistics to ensure need is targeted There has been more numeracy work with parents and more work with ESOL parents Transition sessions and book gifting with parents have been delivered in targeted schools spring summer 2014 108 new Peep groups have been established 73 additional early years staff have been trained to support Peep groups The majority of parents in Liberton and Gilmerton peep pilot study schools are positively engaged in their child's learning The majority of schools are fully confident that parents and parents were satisfied with advice received on their child's learning 83% of parents/carers agree with the statement: 'I feel that staff really know my child as an individual and support them well'. Whilst a minority of schools were fully confident that parents/ carers know the next steps in their child's learning journey a small majority of schools were only partially confident about this. The majority of schools were not fully confident that 90% of their parent carers were more confident that they could support their children in meeting their learning targets.
<ul style="list-style-type: none"> develop parent/carer and pupil voice 	<ul style="list-style-type: none"> 75% of parents/carers agree that 'the school asks for my views' 64% agree that 'the school takes my views into account' 27% parents/carers above strongly agreed that the school asks for their views, compared with 20% in the 2013 survey and that 22% strongly agree that their views are taken into account compared with 18% in 2013. Empowering Children's Voices event at Oaklands on 23 May 2014 showcased innovative practice in engaging with children and young people. More than 100 practitioners took part.
<ul style="list-style-type: none"> assist parents and carers through parenting support when required 	<ul style="list-style-type: none"> Two new development officers for parenting support were employed in 2013. There is a named contact person for 50% of primary and 50% of secondary schools.

	<ul style="list-style-type: none"> • A booklet of local groups, activities and parenting programmes, is sent to every school. • Development Officers, attend school cluster meetings in their neighbourhoods • Increasing number of schools contact Development Officers to ask for advice if they are unsure where to refer parents for support. • 24 primary schools in Edinburgh were sent 30 -60 copies of -Parenting Across Scotland Top Ten Tips for parents and families: Starting primary school for their Nursery to P.1 transition • 885 transition packs were sent to all secondary schools in west Edinburgh. • All positive action schools have transition programmes for parents. • The Parent and Carer team produce two booklets a year of local information on parenting programmes, groups and activities which are available for all parents. • A resource room has been developed in Broomhouse primary where a number of information leaflets are kept. • A consultation with 100 parents/carers and young people has been completed by the Mental Health and Well being team. • The Raising Teenagers with Confidence programme has been piloted with a group of practitioners and two groups of parents/carers. It has been delivered to 25 parents. • 380 parents/ carers have been supported through the 'Raising Children with Confidence programme run in schools and community settings.
<ul style="list-style-type: none"> • develop effective partnership working and opportunities for, and the removal, of barriers to parental engagement 	<ul style="list-style-type: none"> • Partnership working between schools and other agencies has increased through the child's planning approach. • Area CSMG coordinators support work in neighbourhoods and involvement of parents. • All schools have a variety of informal activities for linking with parents e.g. coffee mornings, fundraisers ,social activities • Areas of good practice are shared through Neighbourhood groups , city wide special school groups • Family learning and Peep groups above have also helped in the removal of some barriers to engagement
<ul style="list-style-type: none"> • develop effective communication and consultation 	<ul style="list-style-type: none"> • Neighbourhood and City wide special groups have now been in operation for 2 school sessions • More parents are involved with these groups compared to the original model. • New model of CCWP established and in operation for 2 school sessions • The National Parent Forum and Scottish Parent Teacher Council were invited to join CCwP to work

	<p>in partnership with us.</p> <ul style="list-style-type: none"> • A parent representative with voting powers has been elected to join Education Children and Families Committee. • Parents through CCWP and Neighbourhood groups are consulted on all reports to Education Children and Families Committee • Parents in individual schools involved in all consultations for building works linked to rising rolls • Agenda planning group of parents established to decide agenda for CCWP • Directors update report available to all parent councils 4 times a year • Bright Futures Blog set up to bring new information to parents on a regular basis • New Parental Engagement pages drawn up for our website. Increased hits on the web site by 1300 • The policy for contact with non resident parents was reviewed and updated in July 2013
<ul style="list-style-type: none"> • Strengthen parent councils and forums 	<ul style="list-style-type: none"> • SPTC who now offer training to our parent councils as part of partnership agreement • Information from neighbourhood groups and city wide special schools groups is sent to all parent council chairs • Parent council chairs have been given links to Parentzone, SPTC, National Parent Forum, Edinburgh Parent Network • Information for parent councils is on our website • Recruitment training is arranged for parents who are involved in senior staff interviews

Education, Children and Families Committee

10am, Thursday 11th September 2014

Commissioning Plan for Children and Families 2015-2020

Item number	7.10
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The purpose of this report is to provide an update on the Commissioning Plan for Children and Families. The report provides information on the consultation process and the development of commissioning intentions for the next 5 years.

Links

Coalition pledges	P1 , P6 ,
Council outcomes	CO1-CO6 , CO10-CO12
Single Outcome Agreement	SO3

Commissioning Plan for Children and Families 2015-2020.

Recommendations

The Education, Children and Families Committee is requested to:

- 1.1 Note the contents of this report and the progress made in terms of the Commissioning Plan.
- 1.2 Agree to the ongoing commitment of the commissioning priorities identified in the Plan.
- 1.3 Agree to receive update Reports where appropriate in terms of further commissioning developments during the period covered by the plan (2015 - 2020), e.g. Integration with Health, Self Directed Support etc.
- 1.4 Acknowledge the collaborative approach in the development of this Plan through the extensive consultation process and the scrutiny of the Checkpoint Group made up of representatives from the Children's Partnership.
- 1.5 Refer the report to the Payments to Third Parties Elected Member's Working Group.

Background

- 2.1 The Council agreed a Commissioning Strategy for Care and Support Services (2011-2016). The strategy set out the principles the Council is to follow in its commissioning of care services across Children and Families, Health and Social Care and Services for Communities.
- 2.2 Children and Families subsequently consulted on, and produced, a commissioning plan which articulated the commissioning aspirations of the service as a whole. The Commissioning Plan for Children and Families was approved by Policy and Strategy Committee on 4th October 2011.
- 2.3 It was also agreed that further service specific plans were developed with the oversight of the process by of a Checkpoint group drawn from the Third Sector, Health and other interested parties.
- 2.4 The Commissioning Plan 2015-2020 reflects the next stage in this work and takes into account the changing context and priorities for services, in a climate of increasing financial pressures.

- 3.1 This five year plan sets out the strategic direction for commissioning services which – in line with the principles of Getting It Right For Every Child and the practice changes required to implement the Children and Young People (Scotland) Act 2014, aim to improve the wellbeing of all children, including those deemed to be in need or at risk from harm.
- 3.2 It is key that this plan is delivered in partnership with all providers of health, social care and support for children and young people, whether these be in the NHS, Council, voluntary sector or independent sector. It is only by working together that we can deliver the best outcomes for children and young people within the challenging financial and demographic context that we face.
- 3.3 The plan reflects our commitment to support current strategic outcomes in the Integrated Plan for Children and Young People:
- Outcome 1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.
- Outcome 2. Our children and young people are successful learners, confident individuals and responsible citizens making positive contribution to their communities.
- Outcome 3. Our children at risk or with a disability have improved life chances.
- Outcome 4. Our children and young people are physically and emotionally well.
- Outcome 5. Our children are safe from harm or fear of harm, and do not harm others within their communities.
- Outcome 6. Our children and young people's outcomes are not undermined by poverty and inequality.
- 3.4 Whilst the chapters within the plan reflect specific service areas it is must also be recognised that there are many overlaps and that we should not think simply in 'service silos'. Each chapter within the plan documents what we currently intend to commission.
- 3.5 The chapter headings are as follows;
- Early Years services
 - Children in Need & their Families (including Young Carers) services
 - Looked After, Accommodated & Through Care services
 - Children's Disability services
 - Alcohol and Drug services (joint plan with the Edinburgh Alcohol and Drugs Partnership)
 - Youth Work services

Legislative Context

3.6 Our aim is to ensure that all services we commission help us to achieve the Council's and the Edinburgh Children's Partnership's outcomes for children and young people in Edinburgh. There is however a raft of legislation, national policies and guidance as well as local policy and guidance that will help shape the services commissioned. The Procurement Reform (Scotland) Act 2014 and the Public Sector: Directive 2014/24/EU will require changes to commissioning and tendering practices. The detail will be the subject of Scottish Government Regulations and statutory guidance and will be consulted upon prior to introduction expected in late 2015.

Measures of success

4.1 The measures of success will be evidenced through regular review and monitoring of services including the achievement of agreed outcomes.

Financial impact

5.1 The Commissioning Plan outlines the priorities for investment in services delivered by the third sector and will support the council in achieving best value at a time of financial restraint.

Risk, policy, compliance and governance impact

6.1 The risk of not engaging with services users, parents/carers and other stakeholders effectively is primarily that the views of those who use services would not be taken into account in shaping developments and that commissioning would be of poorer quality as a result.

6.2 The Commissioning Plan will be reviewed on a regular basis to ensure that it complies with related legislative and other changes.

Equalities impact

Equalities is fully embedded in our approach to the commissioning plan:

- 7.1 Equality Risk assessments are undertaken as part of a commissioning process and any service redesign or tender for services.
- 7.2 We consider therefore that the impact of our commissioning activities is positive.

Sustainability impact

- 8.1 There are no adverse impacts arising from this report. The third sector also brings considerable investment to the city.

Consultation and engagement

- 9.1 The Commissioning plan referred to in this report makes note of, and reflects on our Children and Families approach to consultation and engagement.

Background reading/external references

- [Commissioning Strategy for Care and Support Services – Consultation Feedback and Council Response Policy and Strategy Committee Report 14 June 2011](#)
- [Commissioning Strategy for Care and Support Services Policy and Strategy Committee Report 9 August 2011](#)
- [Commissioning Plan for Children and Families – Consultation Feedback and Council Response Education, Children and Families Committee Report 13 September 2011](#)
- [Commissioning Plan for Children and Families Policy and Strategy Committee Report 4 October 2011](#)
- [Commissioning Plan for Children and Families Education, Children and Families Report 31 January 2012](#)

Gillian Tee

Director of Children and Families

Contact: Ricky Dover, Principal Officer, Commissioned Services

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Coalition pledges	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P6 - Establish city-wide co-operatives for affordable childcare for working parents</p> <p>P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes</p> <p>P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model</p>
Council outcomes	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.</p> <p>CO3 – Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy.</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p> <p>CO10 - Improved health and reduced inequalities</p> <p>CO11 - Preventative and personalised support in place</p> <p>CO12 - Edinburgh’s carers are supported</p> <p>CO26 - The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives</p>
Single Outcome Agreement	<p>SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>

Appendices

1. Commissioning Plan for Children and Families (2015-2020)
2. Summary Report of Consultation Responses

Commissioning Plan for Children and Families

2015-2020

The logo for Edinburgh Council, featuring the word "EDINBURGH" in a large, white, serif font, flanked by two white diamonds. Below it, the tagline "YOUR COUNCIL - YOUR SERVICES" is written in a smaller, white, sans-serif font. The logo is set against a teal background that forms a curved shape at the top of the page.

◆ EDINBURGH ◆
YOUR COUNCIL - YOUR SERVICES

Contents

- Director's Foreword
- Checkpoint Group
- The Background to this plan
- Framework for Commissioning Services
- Legislative context
- Self Directed Support
- Chapter 1 Early Years' services
- Chapter 2 Children in Need and families (including Young Carers) services
- Chapter 3 Looked After, Accommodated and Through Care services
- Chapter 4 Children's Disability services
- Chapter 5 Alcohol and Drug services (joint plan with the Edinburgh Alcohol and Drugs Partnership)
- Chapter 6 Youth Work services
- Appendix 1 Legislative Context
- Appendix 2 Commissioning Cycle
- Appendix 3 Jargon Buster
- Appendix 4 Equalities Statement

Director's Foreword

Welcome to the Commissioning Plan for Children and Families Services. In this Plan we show how services will be guided and shaped by our Children's Partnership strategic objectives and by the Council-wide Commissioning Strategy for Care and Support Services. It explains our commissioning objectives as we move forward in developing our services for the next 5 years.

This document should be read alongside the overarching citywide Commissioning Strategy for Care and Support 2011 – 2016, and its nine principles also contained in the Commissioning Plan for Children and Families 2011-16.

We are determined to place the needs of children, young people and their families at the heart of our services. We want all of our children and young people to enjoy being young and achieve their potential. We believe that children do best when:

- they are able to live safely, happily and in good health within their families with the right kind of support, as needed;
- they attend first class, inclusive schools which meet their needs;
- they are raised within caring, supportive communities with access to a range of support and activities;
- they can play a full part within their communities.

We are committed to delivering the highest level of service for every child and across Edinburgh; however we are also operating in the most challenging environment for local authority finances. Commissioning and delivering the same services is no longer an option and we are therefore working to redesign services and use our resources more efficiently to improve outcomes for all Edinburgh's children and young people. Essential to achieving this are the services which we commission and deliver in partnership. This commitment reflects the Council's Coalition pledges. In addition we will need to address the challenge of integrating children's services with our partners in NHS Lothian.

We would like to thank all our partners who have contributed to the drafting of this plan through the consultation process we held last year. This plan may now be written but in many ways the work to achieve the changes we aspire to starts now. We look forward to continuing to working in partnership with all those that share our ambition to achieve the very best outcomes for children, young people and families in Edinburgh.

Gillian Tee

Director of Children and Families

Checkpoint Group

A Checkpoint Group for Children and Families, was established with Children's Partnership colleagues from the Voluntary Sector and NHS Lothian, and has been meeting and contributing to the process of developing service specific plans and subsequently this five year plan.

The remit of the Group included:

- engagement and communications
- awareness of the key stages in the plan
- considering options on the commissioning approach
- contact point for future evaluation of the commissioning plan
- To give a Partnership view on the process.

The Background to this Plan

The commissioning of care services is an important and complex task and in 2010 the Council agreed an overarching, citywide Commissioning Strategy for Care and Support services (2011 – 2016). This strategy sets out the principles the council will follow in its commissioning activities across Health and Social Care, Services for Communities and Children and Families. It also requires service areas to set out their own commissioning intentions.

Children and Families firstly consulted on, and produced, a commissioning plan which articulated the commissioning aspirations of the service area as a whole (Commissioning Plan for Children and Families 2011-16). Seven service-specific plans/approaches were produced and made available for consultation. This document now reflects the aspirations contained in those plans, taking account of feedback from the consultation and the changing context for services, including increased financial pressures.

It sets out the strategic direction for commissioning services which – in line with the principles of [Getting It Right For Every Child](#) and the practice changes required to implement the Children and Young People (Scotland) Act 2014, aims to improve the wellbeing of all children, including those deemed to be in need or at risk from harm.

It is key that the delivery of this plan is supported by partnership working across all providers of health, social care and support services for children and young people, whether these be in the NHS, Council, voluntary sector or independent sector. It is only by working together that we can deliver the best outcomes for children and young people within the challenging financial and demographic context that we face.

The plan reflects our commitment to support the delivery of the priorities identified in the [Integrated Plan for Children and Young People](#) under the following strategic outcomes:

- Outcome 1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.
- Outcome 2. Our children and young people are successful learners, confident individuals and responsible citizens making positive contribution to their communities.
- Outcome 3. Our children in need or with a disability have improved life chances.
- Outcome 4. Our children and young people are physically and emotionally well.
- Outcome 5. Our children are safe from harm or fear of harm, and do not harm others within their communities.
- Outcome 6. Our children and young people's outcomes are not undermined by poverty and inequality.

In addition, Children and Families is working through the Early Years Change Fund to address the Balance of Care agenda and shift resources to increased preventative and early intervention activity by;

1. Strengthening universal early years' services especially for vulnerable children and families.
2. Reduce the need for children to become looked after
3. Improving support for children looked after at home to reduce the need for children to become looked after
4. Increasing foster placements and strengthening kinship care and continuing to increase permanence through adoption

Whilst the chapters within this plan reflect specific service areas it is recognised that there are many overlaps and that we should avoid thinking in 'service silos' and also take account of activity which is already taking place to address identified priorities. Each chapter documents what we intend to commission under the following headings;

- Early Years' services
- Children in Need and their families (including Young Carers) services
- Looked After, Accommodated and Through Care services
- Children's Disability services
- Alcohol and Drug services (joint plan with the Edinburgh Alcohol and Drugs Partnership)
- Youth Work services

The specified commissioning intentions need to be seen in the context of the financial pressures placed on the Council and the approaches that are being taken to achieve greater efficiency and making savings. The Better Outcomes Leaner Delivery (BOLD) initiative is a cornerstone of this approach which will impact on our commissioning intentions and activities as its workstreams develop and recommendations for change are agreed and implemented.

Framework for commissioning services

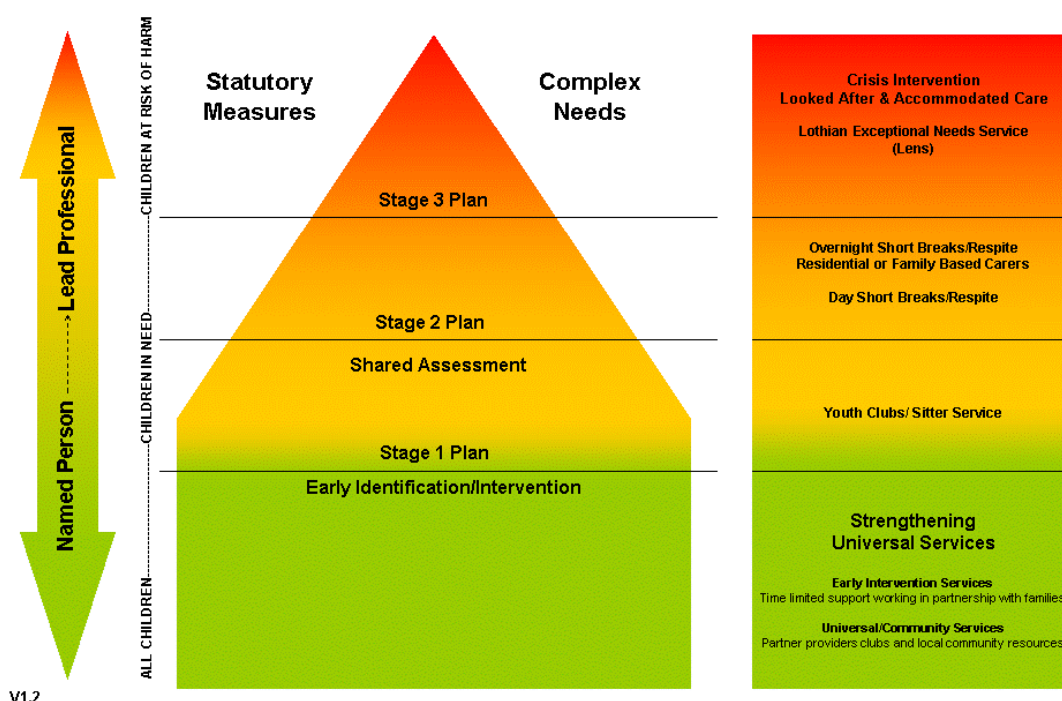
The framework for in-house and commissioned services is the Children's Services Delivery Model for Edinburgh (see diagram 1). This model sets out how services respond to needs of children and young people under the joint working arrangements required by Getting It Right for Every Child (GIRFEC)

We want to reduce the amount that we *need* to spend on crisis situations and complex problems by improving things earlier. Our aim is to reinvest in more protective and strengthening activities across universal services and at the earliest identification of difficulty or concern and keep children safe.

As public sector budgets continue to be reduced, we will work to redesign our children and families services so that we:

- shift the balance of resources from high end service provision to high quality, consistent early intervention approaches, so that through time, fewer children and young people need to be accommodated and looked after
- ensure we make best use of our resources so that we provide better value and quality

Children's Services Delivery Model



Legislative Context

Our aim is to ensure that all services we commission help us to achieve the Council's and the Edinburgh Children's Partnership's outcomes for children and young people in Edinburgh. Additionally legislation, statutory requirements and national policies (as well as local policy and guidance) will help inform and shape the services commissioned. We have included in Appendix 1 a list of key Acts, policies and guidance (not exhaustive) that impact on the service areas covered by the chapters within this plan.

Self-Directed Support

An Overview

The Scottish Government's vision for the future delivery of social care support is set out in 'Self-directed Support a National Strategy for Scotland' published in 2010 and the Social Care (Self-directed Support) (Scotland) Act 2013 which came into effect on 1 April 2014. Draft regulations and statutory guidance relating to the Act were the subject of public consultation during the summer of 2013. The Council's response to the consultation was approved by Corporate Policy and Strategy Committee on the 6th of August 2013. The Scottish Government published final guidance in January 2014.

The Social Care (Self-directed Support) (Scotland) Act 2013 places a number of duties on local authorities. The main duties are set out below:

- i. To have regard to the following principles when carrying out its duties:
 - Children, young people and families must have as much involvement as they wish in both the assessment of their needs, and the provision of any support to meet these needs
 - Children, young people and their families must be provided with any assistance that is reasonably required to enable them to express their views about the options available to them, and make an informed choice about these options
 - Local authority employees and representatives must collaborate with the individual in relation to the assessment of their needs and provision of support to meet them

- Local authority employees and representatives must take reasonable steps to facilitate the principles that a person's dignity and right to participate in community life are respected.
- ii. To offer children, young people and families eligible for social care support a choice of four mechanisms, referred to as the four options of self-directed support, through which their care and support needs can be met which meet agreed needs and outcomes.
- Option 1 – a direct payment – the money available to meet the child/young person's needs is transferred to them in order for them to purchase and manage their own care
 - Option 2 – the child/young person requiring support chooses the way in which their support will be provided and asks the Council or a third party to arrange it on their behalf
 - Option 3 – the council chooses and arranges the support
 - Option 4 – the child/young person's needs and outcomes are met through a mix of the above options

Regardless of the option chosen, plans for the use of available resources must be agreed by the Council.

- iii. To provide a child/young person, and their family who will be offered the four options of self-directed support an estimate of how much the Council thinks it will cost to meet their needs (indicative budget); this is the amount available to them and their social worker, or whoever is supporting them, to plan how their needs will be met and will achieve agreed outcomes.
- iv. To facilitate the development of a diverse market with a variety of suppliers offering a wide range of services for families

The Council must implement the new legislation for all new referrals and all reviews of existing service users taking place after 1st April 2014. Existing service users will be advised of their rights under the self-directed support legislation, as part of the ongoing review process. It is envisaged that all existing service users will have been transferred to one of the four options of self-directed support within a period of three years from the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013.

Early Years' services

Context

This chapter sets out the priorities and processes that will be used to commission services for children with an entitlement to early learning and childcare, as well as for services to support parents including those who are in work or training.

This approach reflects the intentions of the City of Edinburgh Council which will involve partnership working from organisations across:

- NHS Lothian
- Voluntary Sector
- Independent Sector

Early years and childcare is a developing and growing service area. The priorities are determined by the statutory duties expressed in the Children and Young People (Scotland) Act 2014, and associated guidance. It is anticipated that requirements in this area will continue to develop and therefore require the Council to review and modify its priorities.

Provision includes universal early learning and childcare, support for children with additional support needs including those with disability within a universal context where possible, early intervention, intensive parenting support, and out of school care provision.

Strategic alignment

The key strategies that define our priorities in relation to the allocation of resources, to achieve the outcomes as stated below, have been identified in Appendix 1.

Outcomes

Commissioned services for the delivery of early learning and childcare services to support parents help us to deliver our statutory duties and achieve our Strategic Outcomes. It is expected that services will work collaboratively and with principles to realise the Council's ambitions to becoming a cooperative council.

The City of Edinburgh Council has seven overarching strategic outcomes with our service area focusing on:

SO1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

We want to ensure that services

- provide for the needs and aspirations of all children and their families at the crucial early stages of development, including pre-birth and

- work to aims that are consistent with those reflected in Edinburgh's Early Years Strategy and Action Plan.

SO6: Our children's and young people's outcomes are not undermined by poverty and inequality

Working in partnership with colleagues in Economic Development we intend that services, including out of school care services

- provide flexibility to realise the Council's pledge to develop 'affordable childcare', taking account of the needs of working parents, particularly those in the lowest income households.

Care Groups

Care Group 1: Children entitled to a minimum number of early learning and childcare hours

What do we want to achieve:

- **quality early learning childcare experiences for all children who have the entitlement as defined by the Scottish Government**
- **quality experiences that allow children to achieve their potential and reach their developmental milestones.**

The Council has a duty to provide and commission provision of a minimum number of early learning and childcare hours for children within the 0-5 years age range. The current duty requires the Council to provide access for all children aged 3 and 4 years of age, as well as for children aged 2 years old in particular circumstances. It is anticipated that this duty will change and that more children may be covered by the duty.

Currently this duty for 3 and 4 year olds is achieved through direct provision within the council, and partnership arrangements with providers in the private and third sectors. Rather than this being organised through a procurement process, it is achieved through contractual arrangements that are reviewed on an annual basis to reflect the changing requirements. It is not anticipated that this arrangement will change.

The partnership arrangements ensure provision in areas where it is not possible for the Council to make direct provision, and allows flexibility for parents who require the provision to support their working arrangements.

The agreements will determine the number of hours a child would expect to access, the quality standards required of providers and also the support available from the Council to providers to ensure that quality is sustained and developed in accordance with the expectations of Care Inspectorate and Education Scotland.

Modifications to agreements will also be made as a consequence of regular consultation with parents and will also reflect the increased knowledge gained by research (e.g. [Growing Up in Scotland](#)). In addition, learning from the [Early Years Collaborative](#) on the effect of particular quality measures on the longer term outcomes for children will also be used.

As the increase in demand for places becomes apparent due to demographic changes in the city or an expansion of entitlement, arrangements with some partners will be renegotiated and extended to ensure that the Council is able to fulfil its duties. This will ensure that appropriate levels and quality of provision for children and their families is achieved.

Care Group 2: Children who access Wraparound and Out of School Care

What do we want to achieve?

- **Quality learning and play experiences in integrated early learning and childcare provision for children aged 0 -5 years, minimising the number of transitions between settings for very young children.**
- **Quality experiences that contribute to the health and wellbeing of primary aged children and provide opportunities for wider achievement.**
- **Arrangements that support families to access work and training opportunities, particularly those in low income households.**

A coproduction approach in partnership with Economic Development and existing providers has been developed to progress the current grant allocation to a commissioning process to provide subsidised childcare more equitably across the city. The aim is to reduce childcare costs for those families in lowest income households who experience barriers to training or employment and ensure quality provision for nursery and school aged children regardless of where they might live.

It is expected that those services commissioned will make use of collaborative approaches to ensure increased use of resources for direct service for families.

Resources will be used to commission services to provide support and build capacity to ensure that children with additional developmental needs can access universal partner provider and out of school care provision.

Out of School Care is delivered through a mixed economy of provision with the voluntary and independent sectors. The Council is required to consult with parents and publish its plans in relation to deliver this service. It will be expected that the providers commissioned to deliver these services or supported by the provision of accommodation will engage with the Council as partners in this consultation process.

The affordability issues pertaining to this area of service will be addressed as we are doing with affordable childcare services.

The commissioning approach will take account of the particular needs of the voluntary sector providers of this service, supporting collaborative and cooperative approaches to encourage mutual support, best use of resources, sharing best practice and supporting quality.

Care Group 3: Parents and carers who require additional support in their parenting role

What do we want to achieve?

- **Provision of appropriate and timely support to parents and carers to help them develop the skills needed to provide a nurturing and stimulating home environment and bring up healthy, confident children**
- **Integrated support for parents and carers to support effective Child Planning**

Currently, services are commissioned from the voluntary sector to provide early learning and childcare experiences for children aged 0-3 years, particularly in areas of the city where this cannot be provided by the Council. These include the provision of parenting support, including the delivery of parenting programmes that have been specified in Edinburgh's strategy to support parents and carers (Getting it Right for Edinburgh's Parents and Carers, Our Strategic Approach 2014 – 2017). The strategy will shape the focus of commissioned services which will be prioritised according to local and city wide need. Individual need will be established making best use of existing universal (e.g. 27/30 month health visitor checks) processes and also more targeted approaches through child planning meetings.

Children in Need & Their Families (including Young Carers) services

Context

The statutory definition of a child 'in need' from Section 93(4)(a) of the Children (Scotland) Act 1995 is described below:

'A child being "in need" is related to his/her being in need of care and attention because:

- (a) s/he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development unless they are provided for him, under or by virtue of this part, services by a local authority
- (b) his/ her health or development is likely significantly to be impaired, or further impaired, unless such services are so provided
- (c) s/he is disabled
- (d) s/he is affected adversely by the disability of any other person in his family'

Quantifying the spend on services for children and young people in need and services that strengthen support to families is not straightforward as they are often an integral part of broader services provided by the Council and partner agencies. The split between Council, NHS and externally provided services is difficult to measure as these service areas are often not defined as specific family support services and the resource or activity might be integral to, or a bi-product of, the work being done with an individual child or young person.

Resources to meet the needs of these children and their families are planned and delivered through a range of existing strategies and in a number of different service areas and this will continue to be the case. Some are also the subject of specific actions within the [CEC 2014-15 Service Plan for Children and Families](#) and the Early Years Change Fund delivery plan. In addition, a number of the care groups are identified in other chapters of this Commissioning Plan. These links are referenced below

Care Groups

- Children who are at risk of coming into care (Early Years Change Fund)
- Those who have under 80% attendance at school (SO2: Service Plan)
- Those at risk of exclusion from school (SO2: Service Plan)
- Children whose circumstances give rise to concerns through the Child Planning process (Additional Support Access Point)
- Children with a disability (Chapter 4, Commissioning Plan)
- Children with additional support needs (ASN Improvement Plan)
- Some children and young people who were previously looked after (Looked After Strategy: Chapter 3, Commissioning Plan)

- Children looked after and accommodated and children looked after at home (Corporate Parenting Plan)
- Children who are or are at risk of offending (Youth Offending Strategy)
- Children who live in homes where substance misuse is problematic (Alcohol and Drugs Strategy: also linked to Chapter 5)
- Children affected by homelessness or poverty (S06 – Service Plan)
- Children affected by domestic abuse (Domestic Abuse Strategy)
- Young Carers (Joint Carers Strategy)

Information from the commissioning consultation, ongoing evidence collection about levels of need, negative impact on children’s outcomes and the recently completed Children Affected by Parental Substance Misuse Needs Analysis, the Strategic Oversight Group of the Edinburgh Children’s Partnership (tasked with addressing Strategic Outcome 3 – “Our children in need, or with a disability, have improved life chances”) has agreed to focus on planning and commissioning services in the following **four** areas in the first instance:

Care Group 1 – Children who live in homes where substance misuse is problematic

Care Group 2 - Children affected by homelessness or poverty

Care Group 3 - Children affected by domestic abuse

Care Group 4 - Young Carers

Outcomes

Our aim in each of the above areas is to develop responses which keep children safe at the earliest identification of difficulty or concern and invest in more protective and strengthening activities wherever possible.

Our approach to work in this area is to put in place services which meet the identified needs of the individual child or young person and also to provide support, guidance and practical help to parents and carers of children in need to manage the challenges of their role.

We want to redesign children and families’ services to ensure that children in these care groups have the same outcomes as all children (as articulated in [Children’s Partnership Integrated Plan for Children and Young People](#)) whilst at the same time:

- delivering our statutory duties
- strengthening and improving family capacity.
- shifting the balance of resources from high end service provision to high quality, consistent early intervention approaches, so that through time, fewer children and young people need to be looked after and accommodated

- consistently make best use of our resources so that we provide better value and quality

Care Group 1 - Children and young people who live in homes where substance misuse is problematic

We know that we have more work to do understand the extent and wider impacts of children living in these circumstances but already know that it is one of the most significant issues the city is facing. Better information and data collection about adults with problematic substance use living in households where there are children will assist us in this work. We will continue to work closely with adult treatment services – in line with the [Edinburgh Alcohol and Drug Partnership's Children, Young People and Families Action Plan](#) and chapter 5 of this commissioning plan. This will ensure that programmes of care and support for adults include actions which promote information sharing and minimise the negative impact of substance use on children and young people

What do we want to achieve?

- Appropriate provision addressing the identified areas of greatest need (building on the CAPSM - Children Affected by Parental Substance Misuse - Needs Assessment)
- The needs of children affected by parental alcohol and drug use are identified and addressed through effective [Child Planning](#)
- Recovery services for adults with children provide parenting support or advice at the first point of contact
- Increased numbers of families accessing support services

Commissioning Intentions

We will commission consistent, systematic and systemic responses to parents and carers whose use of alcohol or drugs is negatively impacting on their children's wellbeing and development. To *Get it right for every child* we know that we also need to get it right for families and communities. Specifically, we will invest in resources which:

- Ensure intervention is timely and proportionate when it is required
- Identify strengths and use these as levers for change
- Build capacity and reduce the need for statutory intervention where possible
- Promote responsible behaviour and decrease the incidence of irresponsible behaviour by family members.

- Focus on specific actions to target well-defined problems and understand how these problems fit with their systemic context.
- Target and intervene in sequences of behaviour, within the family and/or its surrounding systems, which have contributed to the identified problems.
- Bring about positive and sustainable behavioural change by intervening in ways which require daily or weekly actions from family members in order to meet the needs of children and young people

Care Group 2 - Children affected by homelessness or poverty

Homelessness has a huge impact on children and young people as well as on the health and wellbeing of their parent(s) or carer(s). We will work closely with colleagues in Services for Communities, NHS Lothian and the third sector to build on learning from tests of change within the [Early Years Collaborative](#) and develop more effective communication and intervention at the earliest stage when homelessness becomes a threat or a reality.

What do we want to achieve?

- Improved collaborative working and multi-agency support and advice to avoid families becoming homeless in the first instance
- Speedier assessment of needs when families with very young children present as homeless
- Reduction in families re-presenting as homeless

Commissioning Intentions

As funding permits, we will seek to invest in work which addresses the above areas and which can demonstrate success in activities which meet the identified priorities.

Care Group 3 - Children affected by domestic abuse

The effects of domestic abuse on children's physical and emotional development and wellbeing are multiple and well documented. Domestic violence has received increasing attention in Scottish policy and legislation, through criminalisation of abusive behaviour and the provision of civil measures to protect victims, and the development of broad frameworks for action in the field.

Alongside this activity, the number of domestic abuse incidents coming to the attention of the police has increased by 50% over 10 years, rising from 36,000 recorded incidents in 2000 to just under 52,000 in 2010 (Scottish Government, 2010).

In Edinburgh we will evaluate the levels of support and intervention available to victims of domestic abuse and identify gaps in services and provision. We will do this by working closely with colleagues in Services for Communities, Health & Social Care and third sector partners.

What do we want to achieve?

- The development of coherent responses to children and young people affected by domestic violence and abuse
- Earlier recognition of situations where domestic violence might be impacting on the social, emotional and physical development of a child
- Improved information sharing and joint planning to reduce the long term negative impacts of domestic violence

Commissioning Intentions

We want to:

- improve data collection on adults and children who are registered homeless or are in temporary accommodation due to domestic abuse and work to put in place timely and proportionate responses
- analyse the pathways and outcomes from the positive identification of domestic abuse during routine enquiry and further develop service responses as a result
- develop tools which address current knowledge or confidence gaps and support Named Persons when they are working with children affected by domestic abuse to develop more appropriate responses

Care Group 4 – Young Carers

The decision to include young carers within the Children in Need commissioning chapter is recognition that a young person with significant caring responsibilities is a child in need. The support that we wish to provide for that young person is to enable their full personal and social development and mitigate against any harm that these caring responsibilities might cause.

The [Edinburgh Joint Carers' Strategy](#) was approved by the Council in May 2014 and this includes a number of priorities that help address some of the issues raised above. It will be important to take forward any developments in the light of the personalisation agenda

What do we want to achieve?

- The identification of, and support to' those children and young people with caring responsibilities in order to work with them and their families effectively to reduce or mitigate negative impacts.

- to ensure the provision and accessibility of good quality information and advice and access to support and respite provision where appropriate.
- to meet the specific needs of young adult carers

Commissioning Intentions

We want to:

- Improve identification of young carers (including self-identification) by working in schools and other settings to raise awareness and increase the capacity to respond effectively
- Ensure that young carers have accessible and up to date information
- Develop systems and resources to offer young carers help at the right time including financial planning, benefits advice and career advice

Looked After and Accommodated and Throughcare & Aftercare Services

Context

This commissioning approach is for looked after and accommodated children and young people and throughcare and aftercare service users, service providers, service managers, and those who commission and procure services. It is also for those who have Corporate Parenting duties to Looked After and Accommodated Children (including those looked after at home).

Councils have a legal duty to look after children who are placed in their care (Looked After Children - LAC) either through a voluntary agreement with parents or a compulsory legal order. These children are amongst the most vulnerable members of our communities and many have complex needs.

For some children and young people it is not possible for them to live safely, happily and in good health within their families even with support. For these children and young people, they may need to be looked after and accommodated (Looked After and Accommodated Children) and /or use Throughcare & Aftercare services.

The number of LAC increased from 1,228 in 2007 to 1,395 in 2012, an increase of 14% or an average of 33 children a year and this increased to 1,410 by March 2013. The cost of this increase is £1.8m each year, a total increase of £10.7m since 2007.

The growth in LAC has been primarily accommodated within fostering with an increase in placements from 386 in 2007 to 601 in 2013, an increase of 56%. This trend of increasing numbers of LAC and corresponding increase in purchased fostering is reflected at a national level.

The Scottish Government, in seeing this trend across Scotland, set up the Early Years Change Fund encouraging each authority to identify funding for a minimum of 3 years from 2012/13. This was to implement preventative initiatives designed to reduce the continued growth in LAC and shift investment from expensive intervention measures such as purchased fostering, residential care and secure care to early years, pre-school and early intervention support for families that reduce the need for accommodation and improve outcomes for children and young people (especially those looked after at home).

In response to this the Council developed a transformation programme to change the balance of care for LAC to take effect from April 2013 and targets were set to March 2018. The targets reflect the objectives of the Early Years Change Fund to shift investment from expensive care arrangements to early intervention whilst improving the outcomes for LAC. This includes strengthening universal early years services and providing more support to families to support their children at home.

Strategic alignment

The Council has been embedding the principles of Getting It Right for Every Child (GIRFEC) in its operations over a number of years and this may be having an impact on the number of children needing to be Looked After.

The key strategies that define our priorities in relation to allocation of resources to achieve the outcomes below have been identified in Appendix 1.

Outcomes

Commissioned services for all looked after children (including those looked after at home), and through care and aftercare services, help us achieve and to deliver our statutory duties and our outcomes. Specifically we want:

- Looked after children to benefit from services designed to meet their emotional, mental and physical health needs
- Looked after children to be supported to become confident individuals and successful learners
- Looked after children to be supported to develop into successful and responsible adults
- Looked after children to be supported through the transition into a positive destination
- Good quality accommodation provided for all looked after children and;
- Care leavers to have access to safe affordable housing.

Ultimately, we want to decrease the numbers of children who are looked after and accommodated by 'getting it right for every child'.

Trends For Looked After Children And The Changing Balance Of Care

The 15 year trend shows more children and young people are being Looked After. In the period 2000-2013 there was a 34% increase with this being 3% between 2011 and 2013 and 0% over the last reporting year (2013/14).

At the same time, proportionally more children are being looked after and accommodated either by friends or relatives (i.e. kinship care) or by foster carers than those being looked after at home with their parents.

In 2013, 60% of Edinburgh's looked after population was under twelve, and 59% for Scotland.

There continues to be a significant increase in the number of children under five who are becoming looked after and accommodated, especially babies under one, including those accommodated at birth. In the period 2003-2013 the proportion of children under five increased from 25% to 39% and for those under one from 6% to 16%.

For those children aged 12+ and Looked After and Accommodated in May 2009, 1 in 3 were in residential care with the ratio being 1 in 6 in May 2014.

Despite targets to reduce the purchase placements from independent fostering providers, the pressure on the in-house service as a result of the increase in children needing to be Looked After and Accommodated has meant more children and young people have been placed in third sector placements. However, early data for 2013/14 has shown that the numbers being placed in independent foster care has slightly decreased.

Service Pressures

Analysis shows a number of pressures for Looked After and Accommodated and Throughcare, Aftercare services arising from the growth and complexity of need for this group of children. These are identified as:

- The increasing numbers of children needing to be accommodated
- The capacity of in-house foster carers
- The need to increase the numbers of carers and diversity of placement offered including placements for children with disabilities
- The growing costs of purchasing externally, both for foster care and residential school provision.
- The increasing numbers of children requiring adoption/ permanence
- The need to reduce the number of children and young people being placed in residential care
- The need to reduce the number of young people being placed in secure care
- The increasing entitlement for Throughcare and Aftercare services (forthcoming duties under Children and Young People Act 2014)
- The increasing requirement for completed pathway plans

In response to these pressures the the transformation programme suggests the following key measures of success (when compared to the position at March 2013):

- The target is for annual growth in total LAC to be reduced by 33% from 2013/14 to 2017/18
- That there is no net growth in foster placements from 2013/14 to 2017/18
- The number of foster placements with the City of Edinburgh Council's own carers' increases by 25 a year from 2013/14 to 2017/18

- The number of foster placements purchased from independent providers reduces by 25 a year from 2013/14 to 2017/18
- The number of residential placements reduces by 27% by 2017/18
- The number of LAC placed with kinship carers increases to 24% by 2017/18
- The number of LAC placed for adoption increases by 5 in 2013/14 and by 10 a year from 2014/15 to 2017/18
- The number of secure placements reduces by 50% by 2015/16
- The proportion of children Looked After at home increases to 29% of the total LAC population by 2017/18

Care Groups

The following section considers the range of Looked After and Accommodated and Throughcare and Aftercare services and considers what we want to achieve through our approach to commissioning.

The services are:

- Fostering services
- Kinship Care services
- Adoption & Permanence services
- Children's Rights & Advocacy services
- Residential Care service
- Secure Care Service
- Close Support Care Service
- Throughcare & Aftercare Service

There has been a rapid development of commissioning and procurement approaches locally, as well as on a national level with the development of National Contracts for Secure Care, Foster Care and Residential Care, by the procurement organisation Scotland Excel. The Council has been involved in the reference groups for all of these contracts.

The Council regularly consults local authorities north and south of the border regarding models of good practice and business model approaches. Sharing practice with other Councils and adopting a good business model, such as the framework agreement, produces more than just financial benefits to the Council. Outcomes for children should improve and robust contract monitoring also produces efficiencies and ensures quality remains high.

Fostering

Children and young people from Edinburgh should be cared for in their own communities and supported to maintain purposeful relationships with family and friends, schools and local services to ensure they have networks that assist in the transition to adult and family life. Currently, City of Edinburgh purchases approximately 44% of its foster care placements from independent and voluntary sector providers. Frequently, these placements are out with the City boundary.

Providing more choice within our own provision, rather than purchasing foster care or residential school placements also provides best value and releases substantial resources that could be used to provide more intensive support services ensuring families can receive the right help, at the right time

What we want to achieve

- Change the current balance of provision by increasing the proportion of in-house provided placements and reducing purchased placements. This will help us to meet the growing demand for fostering placements with reducing budgets
- We plan to increase the number of City of Edinburgh Council foster carers, respite and day carers to provide more family-based care opportunities within the child's community for those who cannot live with their own family for a limited period of time or on a permanent basis.
- The need for partnership provision for foster care placements from the voluntary and independent providers will persist. To further increase the effective use of our resources we will encourage more providers to join the framework agreement and review this approach to manage external costs.
- We will also create further opportunities to benefit from national developments and other local authorities initiatives to achieve better value in for the services we purchase.
- We want to place children assessed in need of permanent care as timeously as possible in carefully matched placements. To do this we need to expand our capacity to attract and support adopters, kinship carers and permanent foster carers.

Adoption

What we want to achieve

- Currently, the Council purchases a proportion of its adoption placements and support from independent and voluntary sector providers. There will continue to be the need for partnership provision in this respect but we want to continue to increase our own capacity to offer high quality, supported adoptive placements.

- Placing children for adoption improves life chances for vulnerable children by providing them with a permanent family setting. Adoption is a desirable outcome for some children and it is the Council's aim to find more adopters to match with children where it has been decided adoption is in their best interest.
- Currently the Council provides a post adoption support service to adopters. This service is offered to adopters by the Council both by its own internal service as well as through a contract commissioned with a voluntary sector provider.
- It is important this service is available to adopters as the needs of children placed for adoption can be complex and at times difficult to manage. Offering post adoption support is a priority for the Council but it is also important to the Council that the support being offered is beneficial to adopters.
- As well as placements and post adoption support for adopters the Council also commissions services for adults who have been adopted or Looked After and Accommodated by the Council. The provider supports people to access information to records as well as some support with issues related to being adopted/ looked after and accommodated. This service is commissioned from a voluntary sector provider. The Council wishes to develop this service and ensure that the provision is reaching those who require it when it is required.

Kinship Care – Assessments & Support Service

What we want to achieve

- There is a commitment to improve support to kinship carers of Looked After children in order to increase the proportion of Looked After children living away from home who are in a kinship placement.
- By increasing the numbers of kinship carers and the support available to kinship carers more children can live within their wider family when their own parents are not able to care for them.
- The majority of assessments of kinship placements for Edinburgh's looked after children are undertaken by independent social workers contracted by the Kinship Assessment Team. This will continue to be the case in the current budgetary climate.
- Some assessments are also undertaken by the new Kinship Support Service. This service began in September 2014 and primarily offers kinship carers support, post assessment.
- There are growing numbers of kinship carers and for some placements there may be a requirement for support beyond an initial assessment – as periodic crises occur. It may be that time limited work with individuals, couples, family groups or indeed the child may make a crucial difference over a few months or time limited period. In some situations family group meetings, co-

ordination of supports, or a specific aspect of reassessment and related intervention may be what's needed to prevent breakdown of placement and the need for public care. As well as the internal service for kinship support the Council now also commissions a kinship support service from a voluntary provider. This pilot service will be reviewed in the autumn of 2014.

Residential Care/ Close Support

The Council will continue to need residential care services for some young people and there will continue to be the need for partnership provision in this respect. There are particular groups of children and young people, who have specific or complex needs, and residential care services with appropriately trained staff must be available to meet these needs.

The location, design and work of residential services should aim to support continuity of children's key relationships with family, friends, professionals, school and community, except when this is contrary to the child's interests.

The contribution of residential staff in family and community assessment, joint work and post-placement support is important and should be extended. However, the benefit for many young people would be being supported in their local community or in a family type setting either foster care or kinship care.

What we want to achieve

- We want to improve the quality of residential and secure care offered to young people in Edinburgh. Currently all residential units have a care inspectorate grade of good or better and we want to continue to better these grades and improve quality.
- We aim to reduce the numbers of children in residential placements as well as a reduction in the requirement to place children in independent schools, through early intervention and family support and revised secondary schooling support. Care and education being provided in Edinburgh enables links with local community and family to be maintained.

Secure Care

A National Contract was introduced in June 2011. Although Edinburgh was not formally part of the tendering process for this, it is expected that all external placements made by Edinburgh are governed by the National Contracts terms & conditions and service specification. This also applies to placements made in Edinburgh by other authorities.

There are a particular group of young people, who may have complex needs, and as a last resort require to be placed in secure care, because they are deemed to be a danger to themselves or others.

What we want to achieve

- It is our intention to reduce the use of secure care for young people and provide alternative services including intensive support packages enabling young people to remain in the community.

Through Care & After Care (Tcac) Services

What we want to achieve

- Supporting young people once they move on from care is one of the priorities included in the *Children and Families Service Plan 2014-2017*. The Council plans to continue providing a TcAc service as well as making the continued investment in the commissioned service. The benefits to providing these services are that young people are better prepared for independence and that they are reaching positive destinations.
- As at August 2012, the overall number of young people eligible for either Throughcare or Aftercare was 656. The number of young people eligible for a service and recorded as actually receiving a TcAc service (either allocated cases or accessing duty services) was 418. Due to the impending changes in legislation to continue to support young people from their 21st to 26th birthday there will be an increase in young people eligible for TcAc services.
- Young people previously looked after or accommodated often do not want to engage with TcAc services when their statutory involvement ends. Sometimes this is because they do not want anything more to do with social work. Sometimes, however, their lack of engagement is a positive choice – they feel they have been sufficiently helped and are able to cope independently or with their existing community based support systems.
- Other young people, often those most in need of support, live chaotic lives and/or have poor mental health which makes it harder for them to engage with supports in any consistent way. They may try to go it alone but at the moment TcAc is available to them up to their 21st birthday and they can engage or re-engage at any point up till then. From April 2015 the new Children and Young People's Act will mean that there should be a service available to them until age 25
- There are a number of strategies that TcAc services currently employ to try to offer support to these most hard to engage young people.

Children's Rights and Advocacy Services

What we want to achieve

- The promotion of Children's Rights and the provision of advocacy services for looked after children is currently delivered jointly between the Council's Children's Rights Office and in partnership with a voluntary sector agency. Developments nationally, in the understanding of promoting rights and the emergence of advocacy service provision have contributed to the need to review this service. A document proposing future options is currently open for consultation and it is anticipated that a plan for future development could be implemented later in 2014.
- Separate to this, the Council also commissions an advocacy worker from a voluntary sector provider; the main focus of this post is work with children and young people who are on the child protection register – advocating on their behalf and at times attending child protection case conferences when appropriate.

Children's Disability services

Context

This chapter sets out the priorities and processes that will be used to commission services for children and young people with a disability and their families in Edinburgh.

It is an approach that reflects the intentions of the City of Edinburgh Council which will involve partnership working from organisations across;

- NHS Lothian
- Voluntary Sector
- Independent Sector

Provision includes early intervention, short day, residential respite, community based, intensive parenting support and universal services for those who have a child with a disability.

Strategic alignment

The key strategies that define our priorities in relation to the allocation of resources, to achieve the outcomes as stated below, have been identified in Appendix 1:

Outcomes

Commissioned services for children with a disability help us to deliver our statutory duties and achieve our Strategic Outcomes. The City of Edinburgh Council has seven overarching strategic outcomes with our service area focussing on:

SO3: Our children and young people in need, or with a disability, have improved life chances.

Specifically we want to ensure children and young people with a disability and their families are supported. This is done by working in partnership with children and their families with the aims of:

- Reducing the impact of the child's disability on their day to day lives and by supporting them to enjoy their childhood and achieve their potential.

- Building capacity and resilience by offering a range of services from early support and behavioural strategies to day and residential short breaks.

Care Groups

The experience of the Children and Families Disability Practice Team and feedback from ongoing stakeholder consultations has led to the identification of 2 main care groups within this plan. Services will be commissioned directly for these groups which are:

Care Group 1: Children and young people with a disability

Care Group 2: Parents, carers and siblings affected by a child's disability

Care Group 1: Children and young people with a disability

The Social Care (Self-directed Support) (Scotland) Act 2013 will have a significant impact on services both for children and young people with a disability but also those described as being "in need".

What do we want to achieve?

We will become more flexible and responsive to the individual needs of the child, who we assess as being eligible for Self-directed Support (SDS). We will do this by maintaining positive relationships with our providers, who we will support to work in an outcomes focussed way to ensure they support the child or young person to meet their agreed outcomes. These outcomes are based upon the wellbeing indicators as established within Getting It Right For Every Child.

We have identified the following seven areas as priorities for action through both the recent external [Children's Services Inspection](#) and through our regular performance monitoring. Work to achieve these improvements will take place alongside work to improve on all of our outcomes. The seven particular areas requiring a focus are:

- To improve support in early years so that all children reach appropriate developmental and social milestones
- To improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse
- To improve the educational attainment of the lowest achieving pupils

- To improve life chances for Looked after Children
- To improve health outcomes for children, with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- To reduce the risk of children and young people causing harm to themselves and to others
- To increase the number of young people who enter and sustain positive destinations

Commissioning intentions:-

Services will be commissioned in a way which complements the need for us to undertake an assessment and to understand levels of assessed need. However, we must also bear in mind the impact of SDS on a family and child's right to choose services and resources which best meet their agreed outcomes.

To support families in choosing the most appropriate service, the Council has developed a directory, [Edinburgh Choices](#), which acts as a database of all the activities, services, clubs and organisations within Edinburgh. This information could hold information at both locality and central level and will include both mainstream opportunities and specialist providers with experience and knowledge of disability. This is an ongoing development and will be updated by providers on a regular basis;

Care Group 2: Parents, carers and siblings affected by a child's disability

At present The City of Edinburgh Council works in partnership with NHS Lothian to offer five evidence based parenting programmes which parents of a disabled child can access.

What do we want to achieve?

- The development of a service that offers specialised individual and/or group parenting support, focussing on disability. This is because mainstream provision can have a limited value to these families due to the specialist, complex needs of their children.
- The development of information/awareness sessions for parents/carers to support parents to develop early intervention strategies, thereby maintaining young people within their families and communities. A consultation undertaken in March 2014 by the Disability Strategy Team found 63% of parents wanted to access a parenting programme on issues such as: behaviour, toileting, self-esteem (for their child) and sleep.

- Improved information over the long term for parents/carers/siblings that is available during significant milestones for the young person with disabilities. This is intended to reduce anxieties that parents/carers/siblings may face.
- The availability of a consistent named person that parents and carers can access to discuss concerns/anxieties etc with. (This would be different from the GIRFEC named person)

Responding to the Self Directed Support legislation

Both of the care groups identified above will become more fluid as children, young people and their families choose which supports they want to meet their agreed outcomes. This might not be a specific service, as an SDS budget can be spent on equipment, a family holiday or membership to a leisure club, for example.

We will continue to look at ways to gather accurate reliable data to forecast service needs. Further, we will look at ways to gather accurate data regarding unmet need, the way in which information is recorded, monitored and shared needs to be improved. This information will be used to inform future service provision to meet unmet need.

Future commissioning requires a more flexible approach to meet the ever changing needs and demands of young people, their families or carers. Commissioning processes still need to operate within the Analyse, Plan, Do, Review model in collaboration with, for example, other service areas within the council, as well as continuing to work and listen closely to young people, their families or carers and providers.

The way in which contracts are currently drawn up and costed will require to be reviewed and refreshed to assist families to make a judgement about a service, how it meets the assessed needs and agreed outcomes of the child/young person and cost implications of purchasing it.

In addition we will need to look at supporting risk enablement, workforce development and capacity building within the context of Self Directed Support

Joint Commissioning Plan for Children, Young People and Families: Alcohol and Drugs

Context

This chapter sets out the priorities and processes that will be used to commission alcohol and drugs services for children, young people and families in Edinburgh.

It is a partnership Commissioning approach that reflects the joint intentions of:

- City of Edinburgh Council Children and Families
- NHS Lothian
- Lothian and Borders Police

The approach has been developed through Edinburgh Alcohol and Drug Partnership (EADP).

Services include the provision of education and preventative work, support services for those affected by another family member's substance misuse and treatment and recovery services for children and young people who use drugs and/or alcohol themselves.

Strategic alignment

The key strategies that define our priorities in relation to allocation of resources to achieve the outcomes in 3 below have been identified in Appendix 1:

Outcomes

We intend to be a city which promotes a healthy and responsible attitude to alcohol and where recovery from problem alcohol and drug use is a reality.

The [Children, Young People and Families Plan](#) sets out the following High Level Outcome

- Children, young people and families' health and wellbeing is not damaged by alcohol and drugs.

This is supported by the following three outcomes:

- The impact of parental alcohol and drug use on children and young people is reduced.
- Fewer children and young people use drugs: children and young people choosing to drink alcohol start later in life and take fewer risks.
- More children and young people receive appropriate and timely support for problem alcohol and drug use.

Care Groups

An analysis of local strategies has led to the identification of three care groups within this plan. Services will be commissioned directly for these groups which are:

Care Group 1: All Children, young people and their parents / carers

Care Group 2: Children affected by parental alcohol / drug misuse

Care Group 3: Children and young people misusing alcohol and drugs.

The Children's Services Delivery Model (diagram 1) sets out a framework for how the needs of children are identified and how services respond to risk of harm. Services will be commissioned in a way that complements this model.

Care Group 1: All Children, Young People and their Parents / Carers

This section sets out how we will develop preventative services across the city so that less children young people and families are damaged by alcohol and drug use.

The majority of children and young people in Scotland will not try illegal drugs or drink alcohol regularly. For those that do the majority will not go on to develop alcohol or drug problems. This section of the plan sets out the EADP's approach to preventing children and young people from developing problems around alcohol and drug use and reducing the harm associated with such use.

What do we want to achieve?

The EADP Children, Young People and Families Action Plan sets out the following key priority:-

Fewer children and young people use drugs: children and young people choosing to drink alcohol start later in life and take fewer risks.

This is supported by the following five short to medium term outcomes:-

1. All children, young people, parents and carers understand the risks of alcohol and drug use
2. Parents & carers are confident to address alcohol and drug use with their children
3. Professionals and volunteers working with children and young people are better trained to address and prevent alcohol and drug problems.
4. More children, young people and their families know where to get help with alcohol and drug issues and problems
5. Service planners know where the areas of greatest need are and the size and nature of the problems in these areas

Current arrangements for preventative Services

The prevention of alcohol and drug use amongst children and young people cannot be seen in isolation. For instance the most effective activities to prevent alcohol and drug use will be activities that support the overall health and well being of children, young people and families. These may or may not be drug/alcohol specific activities but may focus on relationships, school achievement, healthy lifestyles, effective decision making amongst other areas.

This section summarises existing arrangements and services that are specific to alcohol and drug prevention and are additional to core activities of existing services.

Drug/alcohol prevention services are provided in a number of universal settings across the city and are available to all children, young people and their parents. Settings include:

- School based settings
- Youth and community settings
- Services used by parents
- Targeted settings (those services targeted at more “at risk” groups of young people)

Commissioning intentions:-

We will commission services that support the delivery of prevention in universal settings in line with Curriculum for Excellence, the Children and Families Risk-Taking Behaviours Policy and the accepted evidence base.

We will explore ways of better supporting communities and more targeted service groups to develop preventative responses to alcohol and drug use amongst children and young people through flexible allocation of resource to meet local need.

Care Group 2: Children Affected by Parental Alcohol/Drug Misuse

This section sets out how we will support children affected by parental alcohol and drug use across the city so that less children, young people and families are damaged by alcohol and drug use.

Current best estimates indicate that nationally 40-60,000 children may be affected by parental drug misuse. The Hidden Harm Report (2003) identifies that positive treatment and recovery outcomes for parents are likely to result in positive outcomes for the child. However this requires services considering the needs of children as a part of the parent's recovery journey. There needs to be a clear link between services for parents and services for children so that a model of care is developed that responds to the needs of families.

As a result the principles around supporting people to achieve a sustained recovery from problem alcohol and drug use as set out in the Commissioning Plan: Commissioning for Recovery 2012-2015 need to support the outcomes in this section of the plan and vice versa.

A needs assessment relating to services to support children affected by parental substance misuse (CAPSM) has been completed. The recommendations from this have informed, and will continue, to inform the commissioning of services.

What do we want to achieve?

The EADP Children, Young People and Families Action Plan sets out the following key priority:-

The impact of parental alcohol and drug use on children and young people is reduced.

This is supported by the following short to medium term outcomes:

- Areas of greatest need are identified
- Alcohol and drug services know how to address sexual health and other associated risks with service users
- Recovery services for adults with children provide parenting support or advice. (This will require adult treatment services to take an approach which considers the needs of family members, particularly children, when supporting people on their recovery journey)
- More families access support services
- Services working with children affected by parental substance misuse will support parents to access recovery services
- The needs of children affected by parental alcohol and drug use are addressed

Commissioning intentions:-

We will better understand the needs of children affected by parental alcohol and drug use and commission services that:

- Meet the specific needs of children as young carers for parents with problematic use and / or in recovery
- Address the needs of families at times of crisis so that children can continue to live safely at home.
- Facilitate access to mainstream services for children and families

We will continue to commission a specialist service for women who are pregnant and drug using and do not engage in alcohol and drug services or other mainstream services.

We will ensure that there are clear expectations for adult services in terms of:

- addressing sexual health and reproductive needs of their clients / patients
- Supporting clients who are parents to effectively parent their children
- identifying the needs of children

Care Group 3: Children and Young People Misusing Alcohol and Drugs

Background

In 2011 EADP commissioned a Needs Assessment to look at the needs of children and young people who misuse alcohol and drugs. This report identifies gaps in provision for young people who are starting to use alcohol and drugs regularly as well as those who are engaged in problematic use. Consequently EADP see this as an area for development.

What do we want to achieve?

The EADP Children, Young People and Families Action Plan sets out the following key priority:-

More children and young people receive appropriate and timely support for problem alcohol and drug use.

This is supported by the following four short and medium term outcomes:-

- Treatment and support services are available where and when they are needed.
- More children and young people with problematic alcohol or drug use access treatment and support services.
- Skilled and confident adults support young people to address problematic alcohol and drug use.
- Co-ordinated service provision meets the needs of young people and their parents / carers.

Commissioning intentions:-

We will develop a clear pathway through mainstream services and commission specialist services where needed to meet the needs of children with problematic alcohol and drug use; this will include the needs of their parents and carers. Services will be provided in local communities and will be linked to existing community services where appropriate. In particular, it is recognised that services engaging with potentially vulnerable young people, such as homelessness and housing services, should have a clear pathway into substance misuse services where appropriate.

We will pilot an approach to engage hard to reach young people into treatment and other support services e.g. housing and mental health provision.

Workforce development

A number of activities to support the implementation of this commissioning plan rely on the development of the existing workforce. We recognise that the responsibility for workforce development sits with employing agencies.

As a result we will commission training programmes where the rapid development of the workforce is integral to the implementation of this commissioning plan.

These programmes will be developed in partnership with those services which are to be trained.

Securing the Delivery of Services

Within this commissioning plan we intend to use both grant and contract arrangements to secure delivery of the services required. Service specifications will be drawn up that will show close tie in with the outcomes to be delivered.

The views of service users will be sought and taken in to account when reviewing and developing services for children, young people and families.

The EADP and Children and Families currently work closely with Lloyds TSB Foundation, commenting on applications submitted by voluntary organisations for Partnership Drugs Initiative funding. The EADP will continue to support applications that are made to the Partnership Drugs Initiative and other funding sources where the outcomes fit in with those of the ADP and Children and Families, but will clearly state that this does not mean match funding will be available for such bids. Applicants will therefore be made aware that match funding needs to be found elsewhere.

Youth Work services

Context

This chapter sets out the priorities and processes that will be used to commission youth work services which will include children and young people in the age range 5-25yrs in Edinburgh. In this chapter 'Young People' represents children and young people (5-25yrs).

The approach intends to strengthen current partnership working and increase joint service delivery whilst improving outcomes for young people.

Services include the provision of community based learning opportunities both universal and targeted that make a positive impact on the lives of the children & young people and the communities that they live in.

Youth work Services are delivered using the following types of engagement:

- Open Youth Work – This is open to any child or young person and is usually age specific. Programmes generally take place in a building, during term time and/or school holidays.
- Streetwork (Detached/Outreach) – This is a non building based youth work service. Youth workers engage with children and young people in a predetermined geographical area working with them in the streets.
- Targeted – This provision is open only to a particular section of the community or to particular individuals through a referral process.
- Schools – work undertaken in schools at whole year level or smaller groups, 16+ coordinating groups, early intervention, signposting to other community based services, positive destinations.
- 1 to 1 work undertaken with individual young people.
- Accredited Learning is work with children and young people that leads to a nationally recognised award e.g. Youth Achievement, Duke of Edinburgh, JASS, Saltire etc.

Young people may be engaged in more than one service.

Strategic alignment

All youth work in the city aligns to the National Youth Work Strategy and the seven Strategic Outcomes as agreed by Edinburgh Partnership.

Outcomes

Commissioned Services for Young People help us provide fluid, joined up and appropriate services that meet the changing needs of our young people.

The Key Edinburgh Partnership outcomes this commissioning approach will contribute to are:

Outcome 2. Our children and young people are successful learners, confident individuals and responsible citizens making positive contribution to their communities

Outcome 6. Our children and young people's outcomes are not undermined by poverty and inequality.

Commissioned work with young people will be underpinned by the following three aims:

- Reduce the impact of poverty and inequality on the day to day lives of our young people by; providing universal and targeted provision that directs resources to specific areas of need and groups of young people.
- Increase our young people's capacity, resilience, attainment and achievement by offering a range of Youth Work Services that are responsive, pertinent, engaging and seamless in their delivery.
- Increase opportunities for young people to influence and develop services and their delivery.

What do we want to achieve

- Best use of our resources ensuring that their allocation is a good fit in terms of identified need both at citywide and community level.
- We have the correct balance of universal and targeted provision which will vary dependant on the needs of geographic and thematic young people communities.
- A flexible, responsive, joined up approach to youth service delivery.
- Improved outcomes for our young people.

Legislative Context

Key Acts, policies and guidance that impact on the service areas covered by the chapters within this plan (Please note this list is not exhaustive)

National Legislation

- Children (Scotland) Act 1995
- The Adoption and Children's (Scotland) Act 2007
- The Looked After Children (Scotland) Regulations 2009
- The Fostering of Children (Scotland) Regulations 1996
- Protection of Children (Scotland) Act 2003
- Regulation of Care (Scotland) Act 2001
- Children (Leaving Care) Act 2000
- Pre Birth to Three National Guidance 2010
- Additional Support for Learning Act 2005, as amended
- Children and Young People (Scotland) Act 2014

National Policy & Guidance

- More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland
- Road to Recovery: A New Approach to Tackling Scotland's Drug Problem (2008)
- Changing Scotland's Relationship with Alcohol: A Framework for Action (2009)
- 'Our ambitions for improving the life chances of young people in Scotland' National Youth Work Strategy 2014-19

Local Policy

- Children and Young People's Integrated Plan 2012-2015
- Children and Families Service Plan 2013-2016
- City of Edinburgh Council Children and Families Risk Taking Behaviour Policy 2012
- Curriculum for Excellence
- Getting It Right For Every Child
- Corporate Parenting Plan 2012
- EADP Strategy: A Framework for Partnership Action 2011-2014
- EADP Commissioning Plan: Commissioning for Recovery 2012 - 2015
- EADP Children, Young People and Families (CYPF) Action Plan (2011-14)
- Getting it Right for Edinburgh's Parents and Carers, Our Strategic Approach 2014 – 2017

Commissioning Planning Cycle: Analyse, Plan, Do, Review

- 1 The approach adopted for commissioning services is based on the 'analyse, plan, do and review cycle', illustrated in diagram 1.
- 2 This means that strategic commissioning is based on an analysis of local users' needs, and understanding of the costs and capacity of providers in the local area to deliver required services. The process involves users and carers in the planning, provision and monitoring of services. It should be transparent and continuous.

Diagram 1



Jargon Buster

Commissioning is a broad concept and there are many definitions. It has been defined in the Scottish Government Procurement Guidance for Care and Support, as 'the term used for all the activities involved in assessing and forecasting needs, agreeing desired outcomes, considering options, planning the nature, range and quality of future services and working in partnership to put these into place'.

Getting it Right for Every Child (GIRFEC) – is about developing an approach which will become the foundation for all services which support children, young people and their families.

Children in Need The statutory definition of a child 'in need' from Section 93(4) (a) of the Children (Scotland) Act 1995 is:

'A child being "in need" is to his being in need of care and attention because:

- he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development unless they are provided for him, under or by virtue of this part, services by a local authority
- his health or development is likely significantly to be impaired, or further impaired, unless such services are so provided
- he is disabled
- he is affected adversely by the disability of any other person in his family'

Looked After Children at Home are those children who are the subject of a legal supervision requirement but who still live at home.

Looked After and Accommodated Children do not live at home but with foster carers, kinship carers or in some form of residential care.

Non-looked After Children are children who receive continuing support from universal services or are previously looked after children who still require support.

Best value is a balance between the quality - including considerations of equality - and the cost of services

Commissioning is the process by which we plan, buy and provide services for children and families.

Procurement is part of commissioning; it is how we buy services. The Scottish Government has said that the procurement of care and support

services requires special consideration because of the significant impact that it has on the quality of life, health and wellbeing of service users and carers.

Framework Agreement is an 'umbrella agreement' that sets out the terms (particularly relating to price, quality and quantity) under which individual contracts can be made throughout the period of the agreement (normally a maximum of 4 years). The Framework Agreement allows the Council to purchase fostering placements as and when it requires them. It is made up of 13 Independent Fostering Providers who have been assessed on a range of quality indicators and ranked in order of price.

Self Directed Support Many people need to draw on some support in order to enhance their wellbeing and independence. **Self-directed support** should empower people to direct their care - to have informed choice and control about how their support is provided.

Children and Families Service Plan 2012-2015 - sets out our key priorities for achieving our vision that Edinburgh's children and young people enjoy their childhood and achieve their potential. The plan covers the next three years and is reviewed annually.

Single Outcome Agreement (Edinburgh) - is a formal agreement between the Scottish Government and councils, which contains specific policies and commitments the Government wants to deliver. The City of Edinburgh Council recognises it has an important part to play in delivering many of these commitments both through its own services and with partners.

Social Work Inspection Agency (SWIA)

An independent government agency, which carries out inspections to improve the quality of social work services across Scotland.

Service Level Agreements-SLAs – Agreements which relate to in house and statutory sector working arrangements.

Equalities Statement

Overarching Statements

1. Our commissioned services will demonstrate awareness of and commitment to the public sector equalities duties to have due regard to and advance equality of opportunity by:
 - Removing or minimising disadvantage
 - Meeting the needs of particular groups that are different from the needs of others
 - Encouraging participation in public life
 - Fostering good relations
 - Working towards eliminating discrimination, harassment and victimisation
2. It is the duty of the Council and its commissioned services to comply with the Equalities Act 2010 in respect of age, disability, faith, marriage and civil partnerships, pregnancy and maternity, gender reassignment, sex, sexual orientation and race.
3. It is the policy of the Council and is expected to be the policy of commissioned services to comply with the United Nations Convention on the Rights of the Child and the Universal Declaration of Human Rights.
4. It is the duty of the council and organisations with over 150 staff to monitor the workforce by age, disability, ethnicity and gender.
5. Use of services provided by the Children and Families Department is monitored by ethnicity, gender, and disability in order to meet the legal duties. Participation in terms of looked after children, young carers and by socio-economic status is also monitored where possible. It is the expectation that commissioned services will carry out service user monitoring (as appropriate and proportionate) in order to meet their legal equalities duty.
6. It is the policy of the Council and is expected to be the policy of commissioned services (as appropriate and proportionate) to monitor and report on outcomes in respect of all protected characteristics and to explain why when this is not done.
7. Where appropriate and proportionate, commissioned services can demonstrate how equality and rights impact assessments are used as a tool to ensure and promote equality.
8. Organisations can demonstrate that they have mechanisms in place to ensure that equality, diversity, children's rights and human rights are safeguarded through sub-contracting or other procurement routes.

9. Further guidance is available from the Equalities and Human Rights Commission at <http://www.equalityhumanrights.com/about-us/devolved-authorities/commission-scotland/public-sector-equality-duty-scotland/procurement-guidance-scottish-public-authorities>

The Consultation Process for the Children and Families Commissioning Approaches

Background

The City of Edinburgh Council agreed in 2011 an overarching, citywide [Commissioning Strategy for Care and Support services \(2011 – 2016\)](#). The strategy set out the principles the council would follow in its commissioning activities across Health and Social Care, Services for Communities and Children and Families. It also required these service areas/departments to set out their own commissioning intentions.

Children and Families firstly consulted on, and produced, a commissioning plan which articulated the commissioning aspirations of the service area as a whole (Commissioning Plan for Children and Families 2011-16). The Education, Children and Families Committee accepted a [report on the consultation feedback and council response](#) at its meeting on 13 September 2011. The report also stated the intention to draw up a number of service or client specific plans. This work was undertaken by service area managers within Children and Families with the support of members of the Commissioning Team. Seven service-specific plans/approaches were produced and made available for consultation.

The seven Children and Families Commissioning Approaches that were consulted on were;

- Early Years Services
- Children in Need and their Families
- Young Carers Services
- Looked After and Accommodated Children and Through care and Aftercare Services
- Children's Disability Services
- Alcohol and Drugs Services
- Youth Work Services

The consultation period started on 19th November 2012 and finished on 28th February 2013. The consultation documents and survey links were posted on the Edinburgh Council website. An email link to the consultation documents and surveys was sent to all grant award holders, contracted organisations, grant monitoring officers, key service managers in Children and Families and key officers in other departments as well as in NHS Lothian. An invitation to the market place event (see below) was sent out in mid January and a further reminder email was sent out about a week before the closing date. In addition EVOC posted information about the consultation process on its website.

A marketplace event was held on 12 February 2013 at the City Chambers introduced by Gillian Tee, Director of Children and Families. More than 60 people took part in the event discussing the consultation documents with authors and service managers. Comments about strengths and weaknesses were gathered using post its.

Sixty one individuals and organisations responded using the survey monkey questionnaires for the seven commissioning approaches. The responses were anonymous so it is not possible to identify the balance of individuals and organisations.

Two departments within the council, Health & Social Care and Services for Communities made comment on a number of approaches. NHS Lothian responded with comments on all seven approaches. Six voluntary organisations also made separate submissions.

The Edinburgh Network of Voluntary Organisations working with Children, Young People and Families also contributed comments on all the commissioning approaches.

There were three focus groups held, one organised by Edinburgh Young Carers looked at the Young Carers approach, a further two with young people from Buckstone Youth Club and The Junction looked at the issues raised in the Alcohol and Drugs Services approach. There was extensive work undertaken with disabled children, young people and their families with a great deal of comments generated. These comments were used to inform the service specifications for the play scheme tender exercise that took place over the summer of 2013. This work was also recognised with the City Of Edinburgh Staff Award for Excellence in the Customer First (Team) category.

How Comments Were Analysed

The comments were transferred to spreadsheets, often broken up to ensure that there was one point being made in each entry, and these were then identified as to falling in to one of three categories;

- General narrative
- Service gap (including client gap)
- Action for Operational Managers

General Narrative comments often resulted from answers to questions about the strengths of a service or in a general comment response. The comments classified as 'Action for Operational Managers' were seen as points that were not necessarily commissioning issues (e.g. access to training provision for voluntary sector staff) or were statements that needed a response from managers (e.g. a piece of legislation or policy was not included in the document, encouragement to use outcomes as a key factor in commissioning decisions)

It was decided not to attempt to weight comments as it was not possible to identify whether each comment was from an individual or from an organisation representing a large group of people.

In addition to the categorisation above, work was done to identify some common themes running through each set of responses. The spreadsheets and a brief narrative highlighting these common themes were then shared with authors and service managers to enable them to respond. This information is included in Appendix 1 of this report.

Production of the new Commissioning Plan

Whilst the analysis of the comments was being completed there have been a number of major developments that have needed to be taken in to account when rewriting the commissioning chapters. These have included;

- The Children and Young people (Scotland) Act
- The completion of the Grants to Third Parties review
- The introduction of the Self-directed Support legislation
- Proposals for the integration of Children's Services
- The consideration by the Scottish Parliament of the procurement of care services
- The Council's BOLD (Better Outcomes Leaner Delivery) workstreams

These developments have helped shape the new chapters and have to a certain extent been a more powerful influence than the comments because of the much changed landscape the department is operating in.

Commissioning Approaches feedback

Early Years

Summary of responses

Thirteen respondents (groups and individuals) responded via the survey monkey questionnaire. LAYC and Lothian NHS also made comments and a number of comments were recorded at the market place event.

The comments made by respondents were wide ranging however some key themes did emerge. There were many positive comments about provision and the quality of staff within a range of early year's establishments. However there were also a number of respondents that were concerned about a number of changes taking place. The challenge of working with 'hard to reach' families was an issue raised that needed to be addressed. The mixed economy of early year's provision and the partnership work between the council, the voluntary sector and the independent sector were also highlighted as positive areas but with scope for improvement. A further area for improvement raised by respondents was that of links to health professionals and the integration of services. The wider support to parents and carers was also an issue that was raised where respondents thought there could be changes made.

Children in Need

Summary of responses

Nine respondents (groups and individuals) responded via the survey monkey questionnaire. The Network, Lothian NHS and services for Communities also made comments and a number of comments were recorded at the market place event.

There were a number of comments related to how we categorise or further define 'children in need' and how there might be a danger in having services with too narrow a brief. Respondents commented positively on the level of partnership working but also identified the need for more such work but with the recognition of the burden this can place on organisations. Comments were received that saw the provision of training as vital in service development. The development of a Hub approach to providing services to 'children in need' was highlighted by some respondents. The issue of supported transition to adult services was seen as an area for improvements.

Young Carers

Summary of responses

Seven respondents (groups and individuals) responded via the survey monkey questionnaire. The Network and Lothian NHS also made comments and a number of comments were recorded at the market place event. A focus group for young carers aged over 16 years was also held.

A number of comments were made by respondents with regard to defining what a young carer is and whether the 'labelling' of a young person in this way was useful. There was however no consensus on these issues. The related issue of access to, and consistency of assessments was also raised. The support available to young carers within universal settings (schools, youth clubs etc) was also raised as an area for improvement. The funding available to specific young carer support services with the potential increase in demand as identification and assessment improve was also highlighted as an area of concern. The challenges facing young adult carers were highlighted as an important area to address given that they often fall between young carer services and adult services.

The decision to integrate the young carers within the Children in Need commissioning chapter is recognition that a young person with caring responsibilities is indeed a child in need. The support that we wish to provide for that young person is to enable their full personal and social development and mitigate against any harm that these caring responsibilities might cause.

The Joint Carers Strategy was approved by the council in May 2014 and this includes a number of priorities that help address some of the issues raised above. There is a new budget specifically for developing young adult carer services whilst identifying carers and personalising support for carers were also identified as priorities.

LAAC and TAC Services

Summary of responses

Nine respondents responded via the survey monkey questionnaire. The Network and Lothian NHS also made comments as well as two other voluntary organisations (Caledonia Youth & Snowdon School). Further comments were made at the market place event and at a session for Practice staff. In addition comments were also received from Total Craigroyston.

A number of respondents commented favourably on the partnership working taking place between services both statutory and voluntary sector. Some positive comments were made about adoption & post adoption services however some respondents were also keen to see extra resources go in this area. There was a wide range of comments concerning transition and young people leaving care, commenting on good work taking place but also identifying this as an area for improvement. A number of respondents were keen to encourage the department to be more flexible when commissioning, to focus on developing more personalising of

support to carers and/or young people. There were a number of comments questioning the departmental approach in terms of the balance between commissioned and in-house services, querying whether this was the best way forward. There was encouragement from some respondents for services to look beyond accommodation issues and to focus on the well being of young people and to address potential risk taking behaviours.

Children's Disability Services

Summary of responses

Six respondents (groups and individuals) responded via the survey monkey questionnaire. EVOG, the Network, Health & Social Care and Lothian NHS also made responses. In addition a number of comments were recorded at the market place event. Extensive consultation also took place with parents, carers and young people and whilst not in this summary, this information was used by the service area when drawing up the service specifications for the play scheme service tender.

A number of comments were made about providing support and information to parents. This was seen as an important area of service with scope for improvement. There were a number of responses about school holiday or social provision for children and young people. There was praise for some named provision but also comments about needing more provision and supporting access to mainstream services when appropriate. Respondents also commented on specialist provision praising some examples and highlighting what they saw as gaps. In this context specialist provision could cover impairment/disability or for BME young people. Concern was also raised by some respondents about the lack of links with education services and the opportunities that could be missed. Similarly links with health services were highlighted as an area where improvements could be made. The lack of focus on outcomes for children young people and families was also raised by respondents, keen that the commissioning and monitoring of services were addressing outcomes. It should be noted that the implementation of self directed support (SDS) will require our assessments tools and resource allocation tools to be outcomes focussed using the GIRFEC wellbeing indicators as a benchmark.

Alcohol & Drugs Services

Summary of responses

Seven respondents (groups and individuals) responded via the survey monkey questionnaire. LAYC and Lothian NHS also made comments and a number of comments were recorded at the market place event. In addition sessions were held at two youth work settings to capture the views of some young people.

Respondents commented on the good partnership working that was already taking place however also saw that this as an area for improvement. There was acknowledgement that the issue of risk taking behaviours was a tricky issue for services to work with. A number of respondents felt that the Council could do more to enable access to training opportunities. The importance of linkages with other commissioning plans such as youth work services and Young Carers services were also highlighted.

Youth Work services

Summary of responses

Eleven respondents (groups and individuals) responded via the survey monkey questionnaire. LAYC, The Citadel, Canongate Youth, The Network and Lothian NHS also provided responses. Comments were also received through an event held by Edinburgh Youth Work Consortium and from the market place event.

There were a number of comments about the relationship between CEC (as a funder) and voluntary sector (as funded bodies). There was concern about the inequality of the relationship but the development of the commissioning plan was seen as an opportunity to start addressing this. Anxiety was also expressed about the use of competitive tendering processes. The issue of award values and length of awards was also commented on, and a desire for longer term awards and full cost recovery was also raised. There was a generally positive consensus about moving away from outputs to a more impact and outcomes focused process. Respondents also identified links with CEC provision as an area for improvement. There were a number of comments about the issue of open and/or targeted services. The importance of the strong linkage between the two was commented on by a number of respondents.

Education, Children and Families Committee

10am, Thursday, 11 September 2014

Integrated Children's Services

Item number	7.11
Report number	
Executive/routine	Executive
Wards	All

Executive summary

Over the last three months a consultation process has begun to progress the further development of Integrated Children's Services as reported to Committee in May 2014.

The original high level paper provided the platform for consultation and engagement across the areas of provision within scope of an Integrated Service. This engagement has primarily involved staff as well as recognising Trade Union consultation processes where appropriate and relevant to the changes proposed. A summary of the staff consultation survey is attached as Appendix 1. There are further plans to work directly with children, young people and their families to seek their views on ways to improve service design and delivery as we go forward with integration.

The proposal will establish systems that further develop effective partnership working at a local level to deliver even better outcomes for children, young people and their families here in Edinburgh.

Further detail about the locality structure to deliver Integrated Children's Services is contained at Appendix 2. Following the consultation process, firm proposals (including management structures) for Integrated Children's Services will now be developed and submitted to the Scottish Government along with the paper which will set out the integrated adult health and social care arrangements within the city.

Links

Coalition pledges [P1](#), [P36](#)

Council outcomes [CO1-CO6](#)

Single Outcome Agreement [SO2](#), [SO3](#)

There will be no immediate impact on management and organisational structures within Children and Families: any changes that occur going forward will be consistent with work to strengthen locality management and service delivery being developed as one of the key BOLD workstreams.

Recommendations

- 1.1 The Committee is asked to note the feedback from the consultation process which demonstrates staff support for further integration of services.
- 1.2 That the Committee requests a further paper to be submitted to the December Committee detailing the proposal to be submitted to the Scottish Government along with details of Health and Social Care Integration within the city.
- 1.3 That this report is forwarded to the Corporate Policy and Strategy Committee for information.

Integrated Children's Services

Background

- 2.1 There is a long history of partnership working in children's services in Edinburgh, supported by the Edinburgh Children's Partnership and Integrated Plan for Children and Young People.
- 2.2 The proposal to move towards greater integration will build on this work and also take account of the changes required to the management of a range of health services when the existing Community Health Partnership ceases to exist in line with the establishment of the adult Health and Social Care Partnership by April 2015.

Main report

- 3.1 The Christie Commission report outlined the importance of integrating public services if we wished to improve outcomes for the people of Scotland. The four Lothian Local Authorities and NHS Lothian have moved forward promptly with proposals for integration. The programme of work to deliver an integrated children's service builds on an ethos of integrated children's service planning in Lothian and follows on from considerable work in establishing the shadow Health and Social Care Partnerships.
- 3.2 The creation of shadow Health and Social Care Partnerships (Joint Integrated Boards) and anticipated future dissolution of the Community Health Partnerships (CHPs) in or beyond April 2015 has a consequential effect for the future management of universal community child health services.
- 3.3 There is a strong desire to strengthen the integration of children's services through collaborative working to improve outcomes for, and the wellbeing of, children, young people and families in Edinburgh. Over the last six months discussions have taken place between Chief Executives of NHS Lothian, City of Edinburgh Council, Non-Executive members and CEC Elected Members on how best to build upon the successful partnership.
- 3.4 An effective children's integrated planning partnership is already in place comprising of officers representing the Council services for children, the full range of health services for children, police and the voluntary sector. However there is not a joined up governance arrangement and this is a particular gap and one that the Chief Executives are committed to resolving through effective alignment of service planning, joint commissioning and quality assurance.

- 3.5 There is no intention of City of Edinburgh Council to delegate Children and Families function to the emerging Health and Social Care Partnership nor is there a desire to delegate universal health service provision to the Health and Social Care Partnership. There is, however, a desire to have greater management alignment across all children's services and a joined up governance mechanism to support these arrangements. This has been taken into account when considering the future potential management and governance arrangements for all children's health services currently being delivered in Edinburgh, including those within the Women and Children's Directorate and Edinburgh CHP.
- 3.6 Feedback from the staff engagement exercise is largely supportive of the direction of travel with the majority of staff responding (79%) strongly agreeing/agreeing with the statement "I think the proposals will strengthen partnership working in Edinburgh" and 79% agreeing that the proposals will have a positive impact on **outcomes** for children and young people.
- 3.7 The next phase of engagement will focus on working directly with children, young people and their families to gather ideas and suggestions for improving service delivery. Early feedback from consultation with parents and carers in Total Craigroyston would indicate a real willingness to engage in these discussions and opportunities and ideas for service redesign as a result.
- 3.8 Further work to develop integration at a neighbourhood level will be progressed as an integral part of the BOLD workstream addressing this issue and the development of management structures at a local level will reflect this approach.
- 3.9 The model of integration consolidates the good work that is taking place currently at school cluster level and supports the realignment of wider resources around each high school, its feeder primaries, pre-school provision and health visiting and school nursing services.
- 3.10 Opportunities for greater alignment of boundaries across the city are currently being explored across Council service areas and with partners and a paper is being prepared for discussion at the September Edinburgh Partnership. Further development of the integration agenda will take due account of these discussions.

Measures of success

- 4.1 The Integrated Children's Plan, the Children and Families Service Plan and the NHS Lothian Children and Young People's Health and Wellbeing Strategy outline the areas of activity which will maintain and improve outcomes for children, young people and their families in Edinburgh. The existing performance framework which supports these plans will be reviewed and further developed to acknowledge Integrated Services. We would expect to see improvements in the priority areas within these plans. We would also expect that

feedback from staff would demonstrate the added value of further integration through the introduction of greater co-location, shared infrastructure resources and improved communication and information sharing.

Financial impact

- 5.1 The development of Integrated Services will be managed within existing Children and Families and NHS Lothian budgets and we anticipate that efficiencies can be achieved through the development of more shared resources and business support functions at a neighbourhood level.

Risk, policy, compliance and governance impact

- 6.1 There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

Equalities impact

- 7.1 In the next stage of development, a full Equalities and Right Impact Assessment will be undertaken and the outcomes of this will be addressed both in strategic planning and operational service delivery implementation. It is anticipated that the development of better integrated children's services should help us address areas of inequality more effectively and consistently.

Sustainability impact

- 8.1 Developing models of collocation and shared services will have a positive effect in terms of property use and associated energy requirements and the development of more integrated working practices should contribute to more sustainable services in the longer term.

Consultation and engagement

- 9.1 This proposal to develop Integrated Children's Services continues to build on the very positive work of the multi-agency Edinburgh Children's Partnership, its Chief Officer group and each of the Strategic Oversight Groups designed to ensure multi-agency delivery of actions within the Integrated Plan for Children and Young People.
- 9.2 A full information, consultation and engagement programme will be developed to explore the potential in this discussion document and to determine the best structures and approaches to delivering integrated services which improve outcomes.

Background reading/external references

- 10.1 ["Towards Integrated Children's Services" – Appendix 1 Education Children and Families Committee Report March 2014](#)

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care.</p> <p>P36. Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model.</p>
Council outcomes	<p>CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.</p> <p>CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.</p> <p>CO3. Our children and young people in need, or with a disability, have improved life chances.</p> <p>CO4. Our children and young people are physically and emotionally healthy.</p> <p>CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities.</p> <p>CO6. Our children and young people’s outcomes are not undermined by poverty and inequality.</p>
Single Outcome Agreement	<p>SO2. Edinburgh’s citizens experience improved health and wellbeing, with reduced inequalities in health.</p> <p>SO3. Edinburgh’s children and young people enjoy their childhood and fulfil their potential.</p>
Appendices	<p>Appendix 1 - Integrated Children’s Services staff survey</p> <p>Appendix 2 - Integrated Children’s Services Management Group - Terms of Reference</p>

Integrated Children's Services staff survey



**Edinburgh Children's
Partnership
6 August 2014**

Survey ran between May and end of July 2014

265 responses

Schools	43
Other Children and Families	36
Health Visiting	31
Royal Sick Children's Hospital staff	28
AHPs	27

Survey asked:

'I think the proposals for integrating children's services will strengthen partnership working in Edinburgh'

79% agreed (strongly agree and agree)

'The proposals will support me to deliver a more effective service'

61% agreed

For both statements, others tended to tick 'neither agree or disagree' rather than disagree options

'With reference to your answers above, can you tell us about any opportunities or benefits you see in relation to the proposals?'

189 people responded, with a number of themes and issues emerging:

- Better multi-agency partnership working, increased links, more seamless service for children and their families
- Simpler, more effective access to services with less waiting time
- More effective planning and delivery of services

- ❑ Help for children and families to get the support they need earlier
- ❑ Better understanding/awareness of different services; better communication and relationships between professionals
- ❑ Opportunity to build on the success of CSMGs and enhance the implementation of GIRFEC further
- ❑ Less bureaucracy and less duplication
- ❑ More scope for local 'place-based' approaches like Total Craigroyston/neighbourhood

'Can you tell us about any barriers or disadvantages you see in relation to the proposals?'

180 people answered. Main issues:

- ❑ Worries that issues re capacity, workloads and staff levels will make the proposals unrealistic and difficult/impossible to achieve
- ❑ Concerns proposals are more about saving money than improving outcomes
- ❑ ICT systems do not support integration
- ❑ Issues re the phrase 'do whatever it takes' – it needs to be defined better, managers need to buy into it, staff need more flexibility to be able to 'do whatever it takes'

- ❑ It might lead to more meetings/more time spent in meetings
- ❑ Potential issues around confidentiality
- ❑ Tensions between centralised/strategic and neighbourhood/local approaches
- ❑ The need for both staff roles and management/governance arrangements to be clear – worries about blurring if not
- ❑ All very high level at the moment – hard to see how it will translate on the ground/what difference it will make on a day to day basis

79% agree that the proposals *will have a positive impact on **outcomes** for children and young people*

18% think they will make *little or no difference*

3% think they will have a *negative impact*

75% agree that the proposals *will have a positive impact on **services** for children and young people*

19% think they will make *little or no difference*

6% think they will have a *negative impact*

165 people answered the first question and **128** answered the second (although more than 30 of these were 'see above').

Similar issues in both responses:

Positives:

- Streamlining and better co-ordinating the response of services
- Helping children and families at an earlier stage
- Building on the strengths and responding to the views of parents and young people
- Improving relationships, communication and awareness between services

- ❑ Greater consistency
- ❑ Less complexity
- ❑ Better service planning

Some concerns that:

- ❑ If changes aren't implemented well they will have a negative effect
- ❑ Lack of resources, funding and staffing will mean that aims are not met
- ❑ There isn't enough detail at this stage to be able to say
- ❑ Some services' commitments to working together are 'on paper' only and make little difference in practice

Next steps...

- Engagement with children and young people
- Engagement with parents/carers, community groups
- Early September to late November

Integrated Children's Services Management Group

Terms of Reference

Integrated Children's Services Management Groups (ICSMGs) comprise locality managers working together to improve outcomes for children, young people and their families by:

- making decisions and directing resources to support delivery of the Strategic Objectives in the Integrated Plan and to address specific local concerns promptly and effectively
- monitoring the consistent implementation of the Getting it right for every child Core Components within their sphere of responsibility and across the locality

Specific functions:

- Identify local trends and themes using agreed authority-wide data sets
- Receive reports as required on progress against agreed targets
- Identify and deliver solutions to barriers to effective local service delivery
- Develop effective links with adult services to better meet the needs of families
- Drive forward positive changes to culture, systems and practice across all partners
- Report to the Children's Partnership on activity to meet Strategic Outcomes
- Identify service/resource gaps which require strategic intervention and support
- Retain an overview of multi-agency staff training to achieve objectives
- Identify and celebrate good practice and success

Membership

Core membership will consist of the following:

- Social Work Practice Team Manager
- Senior Education Manager
- Principal Educational Psychologist
- NHS Service Manager
- Police Scotland
- SfC Service Manager
- Early Years Manager
- ASN Service Manager
- EVOC Children and Families Network representative

Additional partners may be represented based on localised links and relevant issues

- Reporter's Administration
- Skills Development Scotland
- CLD
- NHS Audit Services
- Social Work Adult Teams

Expectations of Members

- Attendance at meetings*
- Authority to make decisions and allocate resources

- Timely communication to allow for meeting preparation
- Provision of relevant and up to date information to facilitate discussion and progress
- Contribution to decision making for specific cases and agreed action
- Commitment to service improvement
- Ensuring all actions and tasks agreed by the group are acted upon and treated as core business by staff
- Reporting back on action and impact at agreed intervals

*sending informed substitutes – with appropriate delegated authority – *only* when necessary

Role of the Chair

The Chair will be nominated from the membership of the Core Group and will play a crucial role in ensuring the effective operation of the ICSMG to meet its agreed aims

Support for the ICSMG will be provided by the ICS Area Co-ordinator

Frequency of meetings

ICSMG meetings will take place on a 6 weekly basis, but require to have a mechanism to contact each other to access information quickly should the need arise.

Area managers will use their own profession's network of support and resources to resolve issues without having to hold back action on children's cases to wait for area managers to meet.

Education, Children and Families Committee

10am, Thursday, 11 September 2014

Children and Families Revenue Budget Monitoring 2014-15 – Month Two Position

Item number	7.12
Report number	
Executive/routine	Executive
Wards	All

[Executive summary](#)

The purpose of this report is to advise Committee of the projected revenue budget monitoring position for Children and Families at month two.

A balanced overall outturn is projected. However this is subject to the continued ongoing management of service budget pressures.

[Links](#)

Coalition pledges P30

Council outcomes C01, C02, C04, C05, C06, C025

Single Outcome Agreement S03

Children and Families Revenue Budget Monitoring 2014-15 – Month Two Position

Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee note :
 - 1.1.1 that at month two the projected residual budget pressures to be managed for Children and Families totalled £2.0m;
 - 1.1.2 that further management action is being implemented to address the residual pressures to enable the delivery of a balanced budget

Background

- 2.1 The purpose of this report is to advise Committee of the projected revenue budget monitoring position for Children and Families at month two.

Main report

- 3.1 2014-15 Revenue Budget Position

The total revised net budget for Children and Families is £394.2m.
- 3.2 At month two the revenue monitoring forecast indicates that Children and Families will deliver a balanced budget position at the end of the financial year. At this early stage in the year the forecast assumes that all anticipated budget pressures are fully addressed through management action.
- 3.3 The level of budget pressures, assessed at £4.4m, presents a challenging position for the service to address. However, £2.4m of management action has already been identified leaving a further £2.0m to be determined. Table 1 provides a divisional summary of the forecast residual budget pressures and management action across the Children and Families budget:

Table 1 – Forecast Residual Budget Pressures and Management Action - mth 2

All figures in £m	<u>Revised Budget 2014- 15</u>	<u>Forecast Gross Budget Pressures</u>	<u>Forecast Savings/ Mgt Action</u>	<u>Savings/ Mgt Action to be developed</u>	<u>Forecast Out-turn 2014-15</u>
Support to Children & Young People	108.8	3.0	(1.5)	(1.5)	108.8
Schools & Community Services					
- Non Schools	38.8	0.5	0.0	(0.5)	38.8
- Schools	228.2	0.5	(0.5)	(0.0)	228.2
Resources	13.0	0.3	(0.3)	(0.0)	13.0
Planning & Performance	4.9	0.1	(0.1)	(0.0)	4.9
Directorate	0.3	0.0	0.0	(0.0)	0.3
Other	0.2	0.0	0.0	(0.0)	0.2
Total for Department	394.2	4.4	(2.4)	(2.0)	394.2

3.4 Forecast Budget Pressures and Management Action

The budget pressures of £4.4m include a number of relatively small pressures, which are being offset, in part, through savings from tight budgetary controls which continue to be applied across all areas of the service.

Significant areas of pressure and management action included within the projected residual pressure are noted in Table 2 :

Table 2 – Main Areas of Pressure and Management Action- Mth 2

<u>Forecast Gross Budget Pressures</u>	£m	
Fostering, kinship and residence payments	1.9	Includes projected pressures relating to 18+ foster placements; unachieved savings from reduced use of independent fostering agencies and higher than budgeted growth within kinship and residence placements
Employee cost pressures in Schools & Community Services	1.0	Projected staff cost pressures, including conservation costs associated with secondary management restructuring
Home to School Transport – Additional Support Needs	0.6	Projected pressure based on out-turn for 2013-14
<u>Forecast Savings/ Management Action</u>		
Application of departmental reserves	(1.6)	Includes drawdown to offset costs of teacher conservation associated with secondary schools management restructuring and application of previously unutilised Early Years Change Funding

3.5 Further Management Action

Additional management action still requires to be developed and implemented to offset the projected residual pressure of £2.0m and enable the delivery of a balanced budget position.

Children and Families is fully committed to delivering a balanced budget position. However, the level of further savings to be delivered (£2.0m) does present a significant challenge. Progress towards this will be reported to the December meeting of the Education, Children and Families Committee.

3.6 Approved Budget Savings 2014-15

Net savings totalling £16.3m were approved for the 2014-15 revenue budget.

The 2014-15 savings programme is closely monitored and is largely on track to be delivered. Management action has been put in place to address any budget

pressures that have emerged as result of delays and/or non-delivery of approved savings

Measures of success

- 4.1 The measure of success will be the achievement of a balanced budget position for the Children and Families revenue budget for 2014-15.

Financial impact

- 5.1 There are no direct financial implications arising from this report.

Risk, policy, compliance and governance impact

- 6.1 The delivery of a balanced budget for the year is the key target. The risk associated with cost pressures and increased demand are regularly monitored and reviewed and management action is taken as appropriate.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

Sustainability impact

- 8.1 There are no sustainability impacts arising from this report.

Consultation and engagement

- 9.1 As is the norm, there has been no external consultation or engagement in producing this report.

Background reading/external references

None

Gillian Tee

Director of Children and Families

Contact: Jane Brown, Principal Accountant

Links

Coalition pledges	P30. Continue to maintain a sound financial position including long-term financial planning
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people at risk, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality CO25. The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families

10am, Tuesday, 11 September 2014

Professional Review and Development Policy Statement and Guidance for staff registered with The General Teaching Council for Scotland

Item number	8.1
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The General Teaching Council for Scotland (GTC Scotland) was asked to lead on the development of a scheme of Professional Update for teachers by Scottish Government.

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update. The policy and guidance for Professional Review and Development is attached at Appendix 1. It was validated by The General Teaching Council for Scotland in March 2014.

To enable implementation of the national scheme of Professional Update for all staff registered with the General Teaching for Scotland, we undertook this revision of the Professional Review and Development policy and supporting paperwork in consultation with practitioners and the Local Negotiating Committee for Teachers (LNCT).

Links

Coalition pledges	P1, P5
Council outcomes	CO1 – CO6, CO27
Single Outcome Agreement	SO3

Professional Review and Development Policy for staff registered with The General Teaching Council for Scotland

Recommendations

- 1.1 To ask members to note the revised policy statement and guidance in respect of Professional Review and Development. The policy statement and guidance is attached (Appendix 1).

Background

- 2.1 Professional Update is a national scheme for all staff registered with The General Teaching Council for Scotland. The scheme will be implemented in August 2014. To ensure that our policy and practice meet the requirements for Professional Update, a review was undertaken by a group of colleagues from the education sectors.

Main report

- 3.1 The previous PRD policy for teachers was implemented in 2004. Supporting materials were revised in 2007.
- 3.2 The revised policy and guidance aims to support the key elements of the Professional Update process for staff. These are:
 - a) An annual update of contact details to GTC Scotland
 - b) Engagement in professional learning
 - c) Self-evaluation against the appropriate GTC Scotland Standard
 - d) Maintenance of a professional learning portfolio of evidence
 - e) Discussion of the impact of professional learning with line manager as part of the annual PRD process
 - f) A 5 year Professional Update sign off process to maintain registration

Measures of success

- 4.1 The policy seeks to ensure that all staff registered with GTC Scotland have an annual PRD meeting with their line manager and are able to complete Professional Update sign off with The General Teaching Council for Scotland every five years to maintain registration.

Financial impact

- 5.1 Any financial implications arising from this report will be required to be met from within existing resources.

Risk, policy, compliance and governance impact

- 6.1 The policy statement and guidance on *Professional Review and Development* meets the Council's requirement for having up to date policies describing agreed courses of action or sets of standards for this service area.

Equalities impact

- 7.1 The assessment has been carried out and it is considered that there are only positive impacts.

Sustainability impact

- 8.1 There is no environmental impact.

Consultation and engagement

- 9.1 The policy statement and guidance was completed by a working group with representatives from across the education sector.
- 9.2 Further consultation and engagement took place with:
- a) Local Negotiating Committee for Teachers (LNCT)
 - b) a group of practitioners from the education sectors
 - c) head teachers and managers.
- 9.3 The LNCT endorsed the new arrangements in April 2014.

Background reading/external references

Gillian Tee

Director of Children and Families

Contact: Caroline Bayne Principal Officer of Teacher Professional Development and Leadership

E-mail: caroline.bayne@edinburgh.gov.uk | Tel: 0131 469 3980

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care P5 – Seek to ensure the smooth introduction of the Curriculum
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Council outcomes	<p>for Excellence and that management structures within our schools support the new curriculum</p> <p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p> <p>CO27 - The Council supports, invests in and develops our people</p>
Single Outcome Agreement Appendices	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p> <p>The Professional Review and Development Policy Statement and Guidance for Teachers</p>



POLICY STATEMENT AND GUIDANCE

Professional Update

The General Teaching Council for Scotland (GTC Scotland) was asked to lead on the development of a scheme of Professional Update for teachers by Scottish Government.

The Professional Update Working Group, set up by GTC Scotland, identified the key purposes of Professional Update and these are:

- to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning
- to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update.

City of Edinburgh PRD policy and paperwork have been revised in consultation with practitioners and the LNCT.

Introduction to Professional Review and Development

Participation in individual review is an entitlement and the responsibility of all teachers. The process of Professional Review and Development (PRD) provides an opportunity for rigorous self-evaluation against the appropriate Standard and reflective dialogue with a line manager about professional learning and practice and mutual identification of next steps.

Teachers will have the opportunity to consider individual, school and national priorities and the potential outcomes for learners when identifying next steps in professional learning.

Professional Review and Development should:

- value and appreciate the achievements and successes of teachers
- provide an opportunity for supportive and challenging dialogue using a coaching approach
- identify and provide for the professional learning requirements of teachers in relation to individual, school and national priorities
- provide an opportunity for teachers to consider the impact of their professional learning on their practice and the improved outcomes for learners
- integrate with the school's quality assurance and improvement planning calendar

Teacher PRD should be seen as an on-going, year round process. Some of the activity will take place at set times in the year and should fit appropriately into the school's improvement cycle. Other elements of the cycle will be happening continually throughout the year, whenever the teacher takes part in a professional learning activity. Spreading PRD activity across the whole year and integrating it into normal everyday practice should help to reduce the amount of time required for a teacher to prepare for their annual PRD review meeting.

Professional Review and Development

Key Elements

The key elements of the Professional Update process are:

- Annual update of contact details to GTC Scotland
- Engagement in professional learning
- Self-evaluation against the appropriate GTC Scotland Standard
- Maintenance of a professional learning portfolio of evidence
- Discussion of impact of professional learning with line manager as part of the annual PRD process
- 5 year Professional Update sign off process

These will be referred to throughout the document

The documents to support you to engage in the process are:

- PRD Policy
- Self-evaluation Toolkits against the appropriate revised GTC Scotland standards
- The Professional Learning Profile
- GTC Scotland online Professional Learning Portfolio

Although we aspire to support the use of electronic formats, please note that paper copies of the Toolkits and Professional Learning Profile may be accessed from the Orb or by request to your line manager/head teacher.

Before the PRD meeting

Prior to the annual PRD meeting staff will:

- Carry out a self-evaluation using the appropriate Professional Standard(s). The self evaluation toolkits will help you to do this.
- Reflect on the impact of last year's professional learning activities and complete the Evidence and Next Steps columns in the Professional Learning Profile.
- Present Professional Learning Profile to their line manager.
- Share the GTCS online Professional Learning Portfolio with their line manager.

At the review meeting

- Using a coaching dialogue, the reviewee and reviewer will reflect on the updated profile, highlighting achievements and successes.
- Identify development priorities and next steps in professional learning activities and the intended impact these will have on individual learning, practice, learners and school improvement.
- Both the reviewee and the reviewer sign the completed Professional Learning Profile from the current year.
- The relevant sections of the new Professional Learning Profile are then completed.

After the meeting

- The reviewee will add agreed learning priorities/activities to the Professional Learning Record in the online Professional Learning Portfolio.

Throughout the year

- Continue to reflect and self-evaluate on the impact of professional learning on outcomes for self, learners and school improvement.
- Keep an ongoing record of impact, updating the Professional Learning Profile and online Professional Learning Portfolio
- Record unplanned professional learning and impact.
- Discuss any emerging priorities with the reviewer.

Professional Review and Development

Professional Learning

Career-long professional learning is an on-going process from the early phase of teacher education through to the end of a teacher's career. Career-long professional learning is based on the concept of teachers as enquiring professionals who critically examine attitudes and beliefs, explore and challenge assumptions and engage with new and emerging ideas about learning and teaching. Developing this enquiring disposition underpins professional learning and self-evaluation that is part of the PRD process.

In Scotland, every teacher is expected to have a career-long commitment to professional learning which brings maximum benefit to, themselves as practitioners; to children and young people as learners, as well as to their colleagues; the impact on their individual school and across the wider learning community. In addition, high quality professional learning enables teachers, head teachers and system leaders to see how together they can effect positive change across an education system that improves outcomes for children and young people.

Further information is available for download at:

<http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/index.asp>

Responsibilities for Professional Update

As part of Professional Update, teachers are required to sign on to MyGTCS with the General Teaching Council Scotland. This is a personalised and secure web portal that is only available to provisionally and fully registered teachers <https://www.gtcs.org.uk/GTCS-login.aspx>

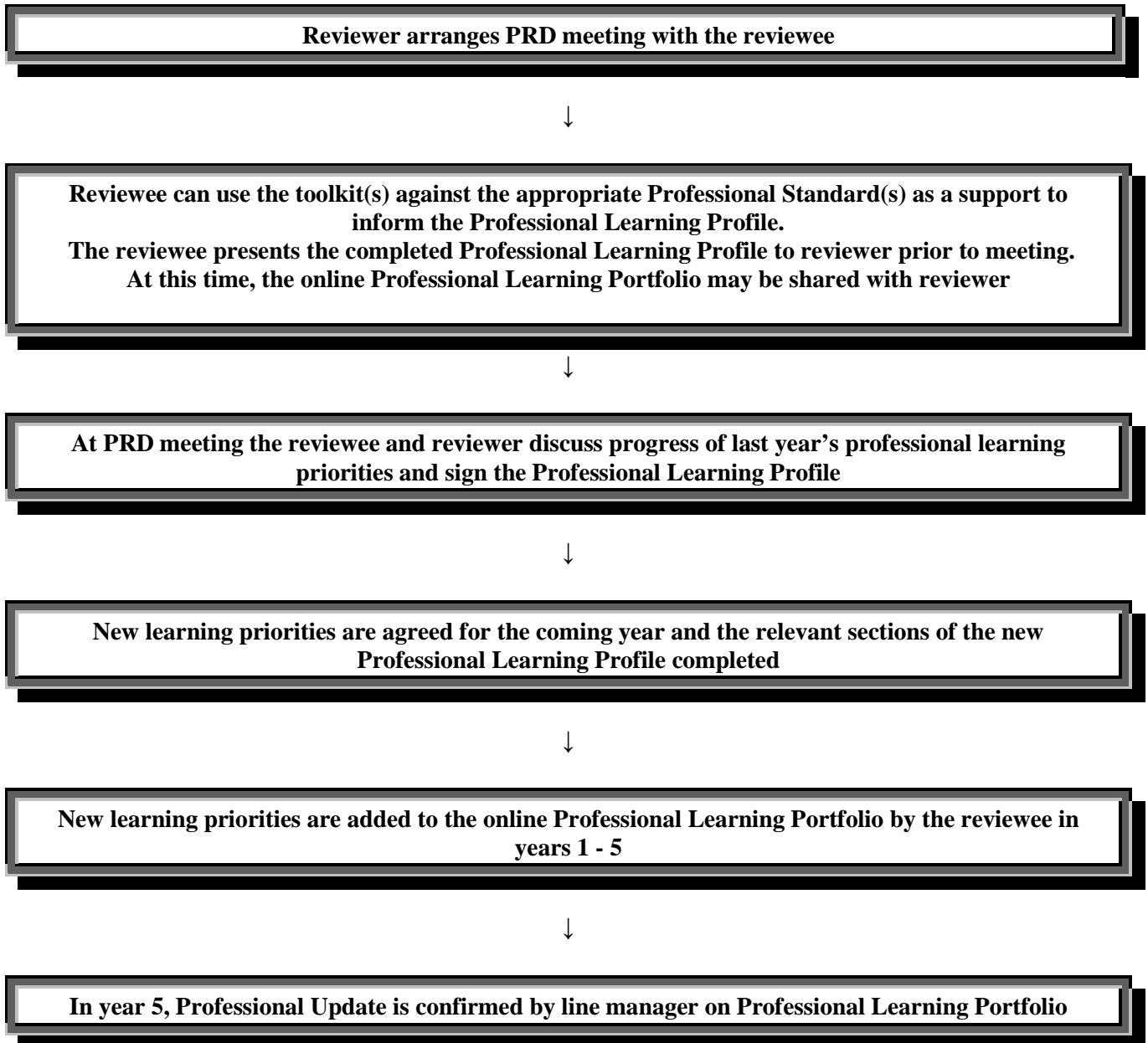
Teachers will annually review and update personal details and information on MyGTCS.

MyGTCS will also give access to the online Professional Learning Portfolio which is maintained throughout the year.

Teachers will demonstrate a career-long commitment to professional learning, including continued engagement in PRD and a five yearly Professional Update. This will be confirmed through an online sign off process by the teacher and their line manager in year 5 of the Professional Update cycle and this will be submitted to GTC Scotland.

Professional Review and Development

The Professional Review and Development Flow Chart



Professional Review and Development

Reflective Questions

The following reflective questions are designed to support you as you consider your professional learning and development practices related to the Professional Standards.

These form part of the self-evaluation process and enable you to reflect in a meaningful way.

Theme	Reflective Question
Self-Evaluation	How broad a range of strategies/resources do I currently use to support my self-evaluation activities, for example, do I use feedback from children, young people, their families and colleagues?
	How well do I use self-evaluation to help plan my professional learning?
Professional Learning	How well do I plan my professional learning around what the expected impact and outcomes will be, particularly for children and young people?
	How well do I use approaches such as reflection, enquiry and collegiality/collaboration to enhance professional learning?
	How well do I use existing research and my own professional reading to inform my planning?
	How well do I achieve a blend and balance of my professional learning activities?
	How successfully do I engage in collegiate or collaborative processes with other staff?
Evaluation and Evidence of Impact	In planning the evaluation of impact of my professional learning, how well do I ensure that I focus on the short, medium and longer term benefits for myself, my colleagues, my school and the children and young people?

The full List of Reflective Questions is available for download at:

<http://www.gtcs.org.uk/standards/reflective-questions.aspx>

Frequently Asked Questions

What are the (revised) Professional Standards?

The suite of Professional Standards provides a framework for teachers to examine, inform, and continually develop their thinking and practice. The suite includes:

- The Standards for Registration (incorporating Provisional and Full Registration)
- The Standard for Career-Long Professional Learning
- The Standards for Leadership and Management (incorporating Middle Leadership and Headship)

Within this suite of Professional Standards there are a number of key themes:

- Professional Values and Personal Commitment
- Learning for Sustainability
- Leadership

It is possible to look at further themes across the Standards and the GTCS have helpfully provided guidance on this process of self-evaluation.

This guidance is available for download at:

<http://www.gtcs.org.uk/standards/explore-the-standards.aspx>

Which Professional Standard should I use for self-evaluation?

The standards have been designed to support self-evaluation and professional learning. Therefore they will provide you with a resource to help you evaluate your learning and your practice and plan your professional learning as part of the ongoing process of Professional Review and Development.

It is not possible to fully address all aspects of one standard in any given year therefore it is important to select key elements of that standard which are appropriate to your professional learning and development.

The Standards for Registration provide a gate-keeping function for entry into teaching in Scotland and it should be noted that Full Registration continues to be the baseline professional standard for competence. However, the other Standards go beyond the traditional view of a Standard as a benchmark of teacher competence, a concept which only applies to the Standards for Registration.

For teachers who have achieved the Standard for Full Registration, the **Standard for Career-Long Professional Learning and the Standards for Leadership and Management** have been developed to further support teacher self-evaluation and professional learning.

Where am I on the Professional Update cycle?

Everyone will enter the Professional Update cycle in August 2014.

Your start date is determined by the **second digit** of your GTC Scotland registration number (*the first two digits relate to the year in which you were first registered with the GTC Scotland*).

Example: Registration number 76/2224 means registered in 1976 / 2nd digit = 6 therefore enter in year 3
Registration number 04/0556 means registered in 2004 / 2nd digit = 4 therefore enter in year 5

The table below outlines in which year of the cycle you will enter the process.

Registration year ending in	Professional Update 2014/15	Professional Update 2015/16	Professional Update 2016/17	Professional Update 2017/18	Professional Update 2018/19
9 or 4	Year 5	Year 1	Year 2	Year 3	Year 4
0 or 5	Year 4	Year 5	Year 1	Year 2	Year 3
1 or 6	Year 3	Year 4	Year 5	Year 1	Year 2
2 or 7	Year 2	Year 3	Year 4	Year 5	Year 1
3 or 8	Year 1	Year 2	Year 3	Year 4	Year 5

Professional Review and Development

In Year 5 what happens with Professional Update?

In year 5 your line manager will confirm through the on line Professional Learning Portfolio that you have continued to engage in professional review and development.

Add link to Professional Update System guidance for Line Managers and Teachers (once finalised by GTCS)

The GTCS will inform you that your registration has been confirmed for another five years.

How is Professional Update different from competence procedures?

Professional Update is separate from competence procedures. It focuses on continuous improvement rather than determining whether or not a teacher is, or has remained, competent.

Any potential issues with the Professional Update process will be discussed with teachers early in the cycle. This might include discussion around changes to the agreed professional learning opportunities.

What quality assurance processes are in place to monitor the engagement of teachers in the PRD?

The biennial employment survey provides information about the level of engagement in the PRD process. Data generated from this and other engagement processes is used to inform the development of the annual People Plan.

Who carries out my Professional Review and Development (PRD)?

The PRD meeting will normally be carried out by your line manager however if appropriate, another manager may carry out the review.

What will the format of the PRD meeting be?

The meeting will normally last for one hour and using a coaching approach, the reviewee will be given the opportunity to reflect on successes and the progress of professional learning objectives set last year.

For example –

- Tell me about an area of work you are developing at the moment.
- What has happened so far?
- What is going well? How do you know?
(This would give an opportunity to talk about evidence / impact)
- What has been most challenging?
- What would you like to do next?
- What would help to make your next steps happen?

Looking ahead, discussion will support the identification of new learning and development objectives for the coming year.

New learning and development priorities will then be agreed and recorded.

What happens if I move to work in another local authority?

If you move to take up a post in another local authority you will take your record of professional development with you.

You will then join the PRD system which is in operation within your new local authority.

You will remain at the same place in the Professional Update five year cycle.

What arrangements are there for Professional Review and Development for head teachers?

Special Schools:

The Service Manager Special Schools will carry out annual PRD and complete the Professional Update process for head teachers in special schools.

Professional Review and Development

Nursery Schools:

The Early Years Managers will carry out annual PRD and complete the Professional Update process for head teachers in nursery schools.

Primary and Secondary Schools:

Head teachers in primary and secondary schools will have an annual PRD, alternating between a line manager and a peer head teacher reviewer. The line manager will carry out the annual PRD in the Professional Update year.

What arrangements are there for visiting specialists?

Visiting specialists will engage in annual PRD and completion of the Professional Update process with a senior manager in their base school.

What arrangements are there for temporary and supply teachers?

Normal arrangements for PRD will apply for teachers on long term temporary contracts.

Local arrangements to support supply teachers with engagement in PRD and Professional Update will be the focus of a central working group.

What arrangements are in place for registered teachers working in central service roles, who undertake the corporate Performance Review and Development?

Registered teachers who currently work within other roles within the Children and Families service are required to complete Professional Update if they wish to remain registered. Staff must set up a MyGTCS login.

They will continue to have an annual PRD and using the Council's Performance Review and Development system they will link their professional learning priorities to aspects of the appropriate Professional Standard(s) i.e. Standards for Full Registration, the Standard for Career-Long Professional Learning and the Standards for Leadership and Management.

Line managers will confirm Professional Update using the online GTC Scotland system.

What happens if the Professional Update process cannot be completed in year 5?

There will be a number of circumstances which may make completion of Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/paternity/adoption leave, and occasional supply work, for which extensions to the five year sign-off period may be required. If a teacher meets the specific criteria but is unable to complete the process in the designated year, then there will be an opportunity to make a deferral request. Deferrals will normally be granted for a period of one year.

Line managers will complete the request for deferral and submit to the GTC Scotland.

How would I appeal the outcome of my PRD and Professional Update recommendation?

Where there is any dispute or disagreement concerning any aspect of the teacher PRD scheme which cannot be resolved between the teacher and their reviewer, then the matter could be referred to the reviewer's line manager. If the problem cannot be resolved at this level then the Council's normal procedures should be followed.

Please note that further information will be added to this document as additional questions are put forward. The General Teaching Council for Scotland (GTCS) also has a list of Frequently Asked Questions which is available for download at:

<http://www.gtcs.org.uk/professional-update/professional-update-faq.aspx>

Professional Review and Development

PROFESSIONAL LEARNING PROFILE

*Please note the online version of this form is available for download at:
(Add link once finalised)*

Reviewee		Reviewer	
Post		School	
Academic Year		Date of PRD	
Year in Professional Update		Please circle 1 2 3 4 5	

PLANNING					EVALUATION	
Please complete at the beginning of the PRD year					Please complete by the end of the PRD year	
Agreed learning priorities	Link To Standard	Agreed professional learning activities	Timescale	Intended Outcome	Evidence of Progress and Impact	Next Steps
Signed: Reviewee					Signed: Reviewee	
Signed: Reviewer					Signed: Reviewer	

This form will enable you to meet your requirements to maintain a Professional Learning Profile which is supported by evidence of progress and impact.

The online Professional Learning Portfolio will further support the requirements of Professional Update.

Education, Children and Families Committee

10.00 am, Thursday, 11 September 2014

Carers' Champion – Update – referral from the Health, Social Care and Housing Committee

Item number	8.2
Report number	
Wards	All

Executive summary

The Health, Social Care and Housing Committee on 17 June 2014 considered an update on the progress made by the Carers' Champion, Councillor Work, since coming into this role in November 2012. The Committee referred the report to the Education, Children and Families Committee for information.

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	See attached report

Terms of Referral

Carer's Champion - Update

Terms of referral

- 1.1 On 17 June 2014 the Health, Social Care and Housing Committee considered an update report on the progress made by the Carers' Champion, Councillor Work, since coming into this role in November 2012. The development of a Carers' Champion was a pledge made by the Council in August 2012 as part of the 53 Capital Coalition pledges. Since coming into the role of Carers' Champion, Councillor Work has carried out a wide range of activities.
- 1.2 The Health, Social Care and Housing Committee agreed:
 - 1) To note the various approaches taken by the Carers' Champion and the progress made to date in this role.
 - 2) To refer a copy of this report to the Education, Children and Families Committee for information.
 - 3) To thank the staff for the support given to the Carers' Champion.

For Decision/Action

- 2.1 The Education, Children and Families Committee is asked to note the report.

Background reading / external references

Health, Social Care and Housing Committee 17 June 2014.

Carol Campbell

Head of Legal, Risk and Compliance

Contact: Blair Ritchie, Assistant Committee Clerk

E-mail: blair.ritchie@edinburgh.gov.uk | Tel: 0131 529 4283

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	See attached report

Health, Social Care and Housing Committee

10am, Tuesday, 17 June 2014

Carers' Champion - Update

Item number
Report number
Executive/routine
Wards

Executive summary

The purpose of this report is to update on the progress made by the new Carers' Champion, Councillor Work, since coming into this role in November 2012. The development of a Carers' Champion was a pledge made by the Council in August 2012 as part of the 53 Capital Coalition pledges. Since coming into the role of Carers' Champion, Councillor Work has :

- established strong links with a range of carer organisations, regularly attending Annual General Meetings, open days and carer events and forums
- participated in the Joint Carers Strategy 2014-2017 consultation and subsequent development meetings
- become a member of the Joint Strategic Planning Group for Carers
- been involved actively in overseeing the development and promotion of the new VolunteerNet service as a member of the VolunteerNet Advisory Group
- attended a recent 'Lessons Learnt' event, contributing to the evaluation of the Council's Carer Support Payment Scheme
- presented the Diana Award to a young carer at a recent celebratory event
- hosted a carer recognition event in June 2013 and is currently involved in organising an event for Carers' Week in June 2014
- signed up to the Care Fair Share campaign through involvement with members of the Scottish Youth Parliament.

Coalition pledges	P39 - Establish a Care Champion to represent Carers
Council outcomes	CO12 – Edinburgh's Carers are supported
Single Outcome Agreement	SO2 – Edinburgh's Citizens experience improved health and wellbeing, with reduced inequalities in health
Appendices	Final remit of the Carers' Champion (Version 3.0)

Carers' Champion Update

Recommendations

- 1.1 It is recommended that the Health, Social Care and Housing Committee:
 1. notes the various approaches taken by the Carers' Champion and the progress made to date in this role; and
 2. refers a copy of this report to the Education, Children and Families Committee for information.

Background

- 2.1 The provision of support to unpaid carers is a key local and national priority. There are estimated to be over 492,000 unpaid carers in Scotland¹. This is 1 in 10 of the Scottish population who are involved in providing care and support to a family member, friend or neighbour to enable that person to continue to live in their own community. In Edinburgh, based on the 2011 Census, it is estimated there are 37,859 carers. Since 2001, there has been an increase in the number of hours of unpaid care many carers provide, with around 21% of Edinburgh's carers providing 50 or more hours of unpaid care each week.
- 2.2 As demographic and social trends in Scotland project rising demand for caring for another person, more recognition and value are placed on the growing contribution and number of unpaid carers. They provide essential quality and skilled care and should be seen as equal partners in the provision of care.
- 2.3 Within the Capital Coalition pledges was the appointment of a Carers' Champion for Edinburgh.

1. 2011 Census Results – Release 2A September 2013 Health Data

Main report

- 3.1 The role of the Carers' Champion is relatively new to the City of Edinburgh Council and offers the opportunity to act as an ambassador for both adult and young carers in the city, raise awareness of carers' issues and listen to the voices of carers through direct engagement.
- 3.2 Having involvement at both a strategic and operational level, the Carers' Champion has represented carers and offered leadership, guidance and influence in the development of carer policy.
- 3.3 The agreed Carers' Champion remit (see Appendix 1) includes the following:
- to promote carers' rights
 - to engage with carers organisations and groups representing both adult and young carers to gain an understanding of the key issues facing carers
 - to report to Council and senior officers on these views, making recommendations as appropriate
 - to work in partnership with the Convenor of Health, Wellbeing and Housing Committee, the Convener of Education, Children and Families Committee, and the Convener of the Communities and Neighbourhoods Committee on media issues relating to carers and to raise the profile of the role of all carers, including young carers
 - to ensure national and local policy objectives and strategic priorities for carer support are embedded across all departments in the Council and NHS Lothian
 - to support the development and implementation of Edinburgh's new joint Carers' Strategy through liaison with relevant strategic planning groups
 - to contribute actively within the integration of Health and Social Care so that strategic planning and commissioning for carer support services are strengthened
 - to establish carer surgeries across the city to hear the views of carers.
- 3.4 In addition, the Carers' Champion will provide leadership, representation and influence on future carer policy in the city.

Measures of success

- 4.1 An agreed remit of the Carers' Champion role is in place and shared with stakeholders on the Council's website.
- 4.2 Carers value the role of the Carers' Champion and this will be evidenced from positive feedback.
- 4.3 The number and range of organisations and individual carers who have engagement with the Carers' Champion.
- 4.4 A carers' event held during Carers' week in June 2014.

Financial impact

- 5.1 There are no direct financial impacts arising from this report.

Risk, policy, compliance and governance impact

- 6.1 There are no direct risk, policy, compliance or governance impacts arising from this report.

Equalities impact

- 7.1 There are no negative equality and rights impacts arising from this report. In the role of the new Carers' Champion, Councillor Work will assist the Council in its general duty under the Equality Act 2010.

Sustainability impact

- 8.1 There are no sustainability implications arising from this report.

Consultation and engagement

- 9.1 There is no requirement for consultation and engagement from this report.

Background reading / external references

(1) Towards 2012, Joint Carers' Strategic Action Plan for Edinburgh (2007-2012)
https://orb.edinburgh.gov.uk/downloads/file/4020/towards_2012_an_action_plan_for_carers_2007-2012

(2) Caring Together, National Carers' Strategy for Scotland (2010-2015)
<http://www.scotland.gov.uk/Publications/2010/07/23153304/0>

(3) "Getting it Right for Young Carers", The Young Carers Strategy for Scotland (2010 – 2015) <http://www.scotland.gov.uk/Resource/Doc/319441/0102105.pdf>

Peter Gabbitas

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Links

Coalition pledges	P39 - Establish a Care Champion to represent Carers
Council outcomes	CO12 – Edinburgh's Carers are supported
Single Outcome Agreement	SO2 – Edinburgh's Citizens experience improved health and wellbeing, with reduced inequalities in health
Appendices	Final remit of the Carers' Champion (Version 3.0)

Appendix 1: Final Remit of the Carers' Champion (v3.0)

The Carers' Champion will be in ideal position to raise awareness of carers' issues across the city and listen to the voice of carers about what they feel would provide better outcomes to their lives and the person that they care for.

It is therefore proposed that the Carers' Champion remit will include the following:

- To promote carers' rights;

- To engage with carers organisations and groups representing both adult and young carers to gain an understanding of the key issues facing carers;

- To report back to Council and senior officers on these views, making recommendations as appropriate;

- To work in partnership with the Convenor of Health, Wellbeing and Housing Committee, the Convenor of Education, Children and Families Committee, and the Convenor of Communities and Neighbourhoods Committee on media issues relating to carers and to raise the profile of the role of all carers (including young carers);

- To contribute to any special projects in support of the joint Carers' Strategy;

- To sit on the Strategic Planning Group for Carers meetings;

- Attend Edinburgh Carer Network meetings;

- To ensure national and local policy objectives and strategic priorities for carer support are embedded across all departments in the Council and NHS Lothian;

- To support the development and implementation of Edinburgh's new joint Carers' Strategy through liaison with relevant strategic planning groups;

- To actively contribute within the integration of Health and Social Care so that strategic planning and commissioning for carer support services is strengthened;

- To ensure a process of 'carer-proofing' and 'carer impact assessment' in policy development across all Council departments, in partnership with the Convenor of Health, Wellbeing and Housing Committee, the Convenor of Education, Children and Families Committee and the Convenor of Communities and Neighbourhoods Committee;

- Through working in partnership with the Council's and NHS Lothian communication services, ensure that the profile of adult and young carers in the city is raised and carer services and support feature regularly in the Council, NHS Lothian and independent media;

- To establish carer surgeries across the city to hear the views of carers.

Education, Children and Families Committee

10am, Thursday 11 September 2014

Recommendations of the Social Work Complaints Review Committee – 27 August 2014

Item number	8.3(a)
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO, CO3
Single Outcome Agreement	SO2

Linda Veitch

Chair, Social Work Complaints Review Committee

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Recommendations of the Social Work Complaints Review Committee – 27 August 2014

Summary

To refer to the Education, Children and Families Committee the recommendations of the Social Work Complaints Review Committee on consideration of a complaint against the Children and Families Department.

For decision/action

- 1 The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the Children and Families Department to the Committee for consideration.

Main report

- 2 Complaints Review Committees (CRCs) are established under the Social Work (Representations) Procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints.
- 3 The CRC met in private on 27 August 2014 to consider a complaint against Children and Families. The complainant and the Department representatives attended throughout.
- 4 The complainant had concerns about contact visits with her grandson who was in foster care and raised issues about the conduct of the Team Leader who managed her grandson's allocated social worker.

The complaint comprised 4 main points, specifically:-

- 1) The complainant was dissatisfied with how her complaint was investigated as she believed that witnesses who may have corroborated her allegations were not interviewed.
 - 2) The complainant was dissatisfied with the contact arrangements in which the Team Leader participated.
 - 3) The complainant believed that The Team leader was trying to sabotage her contact visits with her grandson.
 - 4) The complainant disputed the veracity of the Chief Social Work Officer's claim that the Team Leader would be replaced.
- 5 The Complaints Review Committee was limited in its scope as regards contact arrangements as this fell within the jurisdiction of the Children's Hearing. However, matters relating to the complaint investigation were within the Committee's remit.

- 6 The complainant stated that she only had opportunity for limited supervised contact with her grandson and that the contact arrangements put in place by the Children's Hearing were not adhered to by the department. Contact time, she felt, was dictated rather than negotiated and had been arranged to take place during the school day at times, which the complainant felt to be detrimental to her grandson's education. Efforts to rearrange the time had not been successful so she had missed out on contact. She reported that the relationship with the supervising Team Leader who managed her grandson's social worker was extremely poor and that she had been inappropriately spoken to and harassed in phone calls. She also alleged that the Team Leader had physically assaulted her and her grandson. She had made a complaint about the conduct of the Team Leader in April 2014.
- 7 The complaint primarily concerned a contact visit which began 2 hours late. She stated that her grandson arrived with the Team Leader with only 20 minutes of the contact left. When the soft drinks arrived, the complainant noticed that one of the glasses was cracked and she rose to change it. According to the complainant, the Team Leader shouted at her, which was deeply embarrassing. She did not accept that the intervention was because the Team Leader believed she was about to leave, as their food, drinks and possessions were at the table and the complainant had mobility difficulties. Other people had witnessed the way she was spoken to, including her son, a friend who happened to be in the cafe at the same time, and a group of diners at a nearby table. The Team Leader apparently continued to be confrontational whilst waiting for their taxi. The complainant stated that her grandson was visibly distressed throughout.
- 8 The complainant did not believe that the complaint had been adequately investigated and the witnesses she identified had been spoken to. Despite the complaint and her feedback to the department about ongoing tension, the Team Leader had been involved within the past fortnight. She claimed to have received 3 separate letters giving different dates that the new social worker would be in place, but so far this had not happened.
- 9 The investigating officer stated that on the day of the incident at the cafe, contact had started late as the Team Leader had been held up at a previous meeting. Apologies had been offered for this and the missed contact time had been made up the following week. When the complainant got up to replace the cracked glass, the Team leader was concerned that she was about to leave with her grandson and had approached her to discuss this. She denied shouting at the complainant or speaking to her in a manner likely to draw attention. The Team Leader had stated that when the taxi subsequently arrived the complainant had been vocal to her, angry that her contact had been cut short. During investigation of the complaint, the friend who had witnessed the incident had been spoken to and she had confirmed the complainant's version of events. However, as a friend of the complainant she was not considered an independent witness. No other witnesses had approached the department.

- 10 The investigating officer indicated that relations had been difficult between the complainant and professionals other than the Team Leader, which seemed to stem from her disagreement with the assessment of her grandson's circumstances and the Young Person's Plan drawn up to address identified difficulties. She stated that the complainant had been reluctant to supply her mobile number to staff.
- 11 In terms of the alleged assault, no evidence was found to support the complainant's claims, but the departmental representatives stated that they would urge anyone who suffered an assault to go to the Police.
- 12 She acknowledged the change of social worker request had taken longer than expected, but explained that such requests were not unusual in cases where children were being accommodated and consideration of what was in the interests of the child in the individual case had to be taken. In this instance, it had been decided that the relationship was no longer workable and it was hoped that a new social worker and Team Leader would be in place within 10 days. Any recent involvement of the Team Leader who was the subject of the complaint had been due to staff shortages.
- 13 The officer confirmed that some contact time had been arranged for during the school day to allow it to take place during the working hours of supervising staff. Social work staff agreed with the complainant that it was not ideal and this would be reviewed at the next Hearing.
- 14 The members of the Committee, the complainant and the Investigating Officer were given the opportunity to ask questions.
- 15 The complainant stated that she wanted to ensure that her grandson was not witness to further incidents.
- 16 The investigating officer acknowledged that contact had been difficult to arrange at times. She reiterated that the Team Leader had stated that she did not wish to antagonise the complainant. The department acknowledged that the breakdown of the relationship was not in the best interests of her grandson and fully intended to replace the Team Leader. It was hoped that the complainant would be able to forge a more positive relationship with the new staff member.
- 17 Following this, the complainant and the Investigating Officer withdrew from the meeting.

Recommendations

- 18 After full consideration of the complaint the Committee reached the following recommendations:-

That the complaint be upheld in part:-

- 1) The complainant's dissatisfaction with how her complaint was investigated as she believed witnesses who may have corroborated her allegations were not interviewed.**

This aspect was **not upheld** as the Committee felt that the complaint investigation process was followed appropriately.

2) The complainant's dissatisfaction with the contact arrangements in which the Team Leader participated.

This aspect was **upheld** by the Committee, who agreed that the implementation of contact arrangements had not been satisfactory.

3) The complainant believed that the Team Leader was trying to sabotage her contact with her grandson

This point was **not upheld**, but it was clear to the Committee that the relationship had become extremely difficult.

4) The complainant disputed the veracity of the Chief Social Work Officer's claim that the Team Leader would be replaced.

The Council had already stated that a new social worker and team leader would be allocated, so this is **not upheld**. However, Committee requested that the Council ensure the complainant's grandson's new social worker and team leader were in place by 8 September 2014.

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 27 August 2014.

Links

Coalition pledges	P1	Ensuring every child has the best start in life.
Council outcomes	CO1	Ensuring every child has the best start in life, are able to make and sustain relationships and are ready to succeed.
	CO3	Our children and young people at risk, or with a disability, have improved life chances.
Single Outcome Agreement	SO2	Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
Appendices	None	

Education, Children and Families Committee

10 am, Thursday 11 September 2014

Children and Families Response to Complaints Review Committee Outcome

Item number	8.3 (b)
Report number	
Wards	All

Links

Coalition pledges	P1: Ensuring every child has the best start in life
Council outcomes	CO1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3: Our children and young people at risk, or with a disability, have improved life chances.
Single Outcome Agreement	SO2: Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health.

Michelle Miller – Chief Social Work Officer

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Complaints Review Committee

1. Recommendations from Complaints Review Committee

This report should be read in conjunction with the report from Committee Services relating to a Social Work Complaints Review Committee held on 28 August 2014. The decisions are set out below; and Section 2 informs councillors of the improvement action taken by Children and Families as a result.

1) Contact arrangements between the complainant and her grandson:

The Committee believed that the implementation of contact arrangements between the complainant and her grandson had been unsatisfactory and upheld this part of her complaint.

2) Changing the allocated social worker and team leader:

The Committee accepted that the Council had agreed to change the allocated social worker and team leader, and did not uphold this part of the complaint. The Committee was concerned about the time taken to achieve this outcome. The recommendation was that this happen by 8 September 2014.

2. Improvement Actions Taken

- 2.1 The Practice Team Manager for the East Neighbourhood Centre will ensure that communication between staff arranging and supervising contact visits will improve, (taking into consideration the complainant's prior unwillingness to share her mobile telephone number with staff).
- 2.2 The Practice Team Manager for the East Neighbourhood Centre will ensure that the newly allocated staff will be introduced to the complainant and her grandson by 8 September 2014.

3. Recommendations

- 3.1 The Education, Children and Families Committee is recommended to note the actions taken in relation to the decisions of the Complaints Review Committee on 28 August 2014.

Links

Coalition pledges	P1: Ensuring every child has the best start in life.
Council outcomes	CO1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3: Our children and young people at risk, or with a disability, have improved life chances.
Single Outcome Agreement	SO2: Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health.
Appendices	None

Michelle Miller

Chief Social Work Officer