

# Notice of meeting and agenda

## Education, Children and Families Committee

**10am, Tuesday, 8 December 2015**

Council Chamber, City Chambers, High Street, Edinburgh

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

### Contact

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### Note

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There will be a performance by St Ninian's RC Primary School Choir prior to the start of the meeting.

## **1. Order of business**

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- 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**

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- 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**

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- 3.1 If any

## **4. Minutes**

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- 4.1 Education, Children and Families Committee 6 October 2015 (circulated)  
Submitted for approval as a correct record

## **5. Forward planning**

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- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – March to May 2016 (circulated)
- 5.2 Education, Children and Families Committee Rolling Actions Log (circulated)

## **6. Business bulletin**

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

## **7. Executive decisions**

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- 7.1 Short-Life Working Group: School Admissions/Appeals – report by the Executive Director of Communities and Families (circulated)
- 7.2 Admissions to Mainstream Schools – report by the Executive Director of Communities and Families (circulated)
- 7.3 Reverse the “Reserve Places” for Incoming Catchment Children in Primary 1 Policy – referral report from the Petitions Committee (circulated)
- 7.4 Rising School Rolls – report by the Executive Director of Communities and Families (circulated)
- 7.5 Children and Families Asset Management Plan 2014 – Update – report by the Executive Director of Communities and Families (circulated)

- 7.6 Additional Support Needs Planning and Performance Update 2015 – report by the Executive Director of Communities and Families (circulated)
- 7.7 Annual Review of Services for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council - report by the Executive Director of Communities and Families (circulated)
- 7.8 Children and Families Revenue Grants to Third Parties 2016-19 - report by the Executive Director of Communities and Families (circulated)

## **8. Routine decisions**

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- 8.1 Children and Families Revenue Budget Monitoring 2015/16 – Half Year Position - report by the Executive Director of Communities and Families (circulated)
- 8.2 Corporate Performance Framework: Performance too September 2015 – report by the Executive Director of Communities and Families (circulated)
- 8.3 Cameron House Community Centre – Update on Resolving Ongoing Issues with the Building – report by the Acting Director of Services for Communities (circulated)
- 8.4 Governance Arrangements and Council Support to Community Centre Management Committees – referral report from the Governance, Risk and Best Value Committee (circulated)
- 8.5 Social Work Complaints Review Committee – 25 November 2015
  - 8.5.1 Recommendations of the Social Work Complaints Review Committee - report by the Chair of the Social Work Complaints Review Committee (circulated)
  - 8.5.2 Response to Social Work Complaints Review Committee Outcome – report by the Executive Director of Communities and Families (circulated)

## **9. Motions**

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- 9.1 If, any

### **Carol Campbell**

Head of Legal and Risk

## Committee Members

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Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Bridgman, Child, Nick Cook, Corbett, Day, Jackson, Key, Lewis, Lunn, Main, Milligan, Redpath, Robson, Rust, Tymkewycz, Burns (ex-officio) and Howat (ex-officio),  
For Education items – Marie Allan, Rev Thomas Coupar, Allan Crosbie, Craig Duncan, Alexander Ramage and John Swinburne.

## Information about the Education, Children and Families Committee

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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 Council Chamber 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

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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](mailto:morris.smith@edinburgh.gov.uk) / [ross.murray@edinburgh.gov.uk](mailto: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](http://www.edinburgh.gov.uk/cpol).

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# Item 4.1 - Minutes

## Education, Children and Families Committee

10.00 am, Tuesday, 6 October 2015

### Present

Councillors Godzik (Convener), Fullerton (Vice-Convener), Austin Hart, Barrie (substituting for Councillor Key), Bridgman, Cardownie (substituting for Councillor Ritchie), Child, Nick Cook, Corbett, Day, Jackson, Lewis, Main, McVey (substituting for Councillor Lunn), Milligan, Mowat (substituting for Councillor Aitken), Redpath and Robson.

### Also present:

Councillors Booth and Munro (for item 4.3 below)

### Added members for Education matters

Marie Allan, Craig Duncan, Alexander Ramage and John Swinburne.

### 1. Welcome – Alexander Ramage

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The Convener welcomed Alexander Ramage (Parent Representative) to his first meeting of the Education, Children and Families Committee.

### 2. Order of business

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The Convener agreed that the items of business be dealt with in the following order.

### 3. Partnership Work Between the City of Edinburgh Council and Edinburgh College

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An overview of partnership working between the Council and Edinburgh College through the Schools College Partnership Programme was provided. The South East Scotland Academies Partnership Programme developed by Edinburgh College, Queen Margaret College University, the City of Edinburgh Council, East Lothian Council, Midlothian Council and Borders Council was also detailed.

Jane Handley (Edinburgh College) addressed the Committee on how the partnership was working and on planned future improvements.

## Decision

- 1) To note the Service Level Agreement between the City of Edinburgh Council and Edinburgh College as outlined at Appendix 1 in the report by the Executive Director of Communities and Families.
- 2) That future Service Level Agreements between the City of Edinburgh Council and Edinburgh College and the South East Scotland Academies Partnership programme continue to ensure that they broaden and enrich the senior phase of education for pupils in Edinburgh schools.
- 3) To thank the officers for their work in this area.
- 4) To thank Jane Handley for her contribution to the Committee's discussion on this item.

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

## 4. Duncan Place and Leith Primary School

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### 4.1 Deputation – Leith Primary School Parent Council

The Committee agreed to hear a deputation from Jen Shepherd (Parent Council Chair), Kirsty Chatwood and Judith Weir on behalf of Leith Primary School Parent Council, in relation to a report by the Executive Director of Communities and Families on Duncan Place and Leith Primary School.

The deputation thanked Andy Gray and Lindsay Glasgow for their work in facilitating temporary nursery arrangements and the road closure required to enable the expansion of Leith Primary School playground. Billy MacIntyre was also thanked for his attendance at a meeting, chaired by Councillor Godzik, in order to take the Parent Council through the Executive Director's report in advance of this Committee meeting.

The deputation expressed concern at 2 aspects of the process to date:

- Due to the decision of the Education, Children and Families Committee last year to authorise immediate demolition of the Duncan Place building; children had not been able to access proper gym facilities. Progress would likely have been quicker if this decision had not been taken.
- The lack of consultation on anything other than a full demolition option.

The deputation strongly supported a new build nursery and gym option as recommended in the Executive Director's report; these would have a positive impact on the community, however, concerns were expressed that the 96 week timeframe might be delayed for the following reasons:

1. Partial demolition might not be allowed.
2. The building was complex and there was not a clear partition between the community and school sections. Reassurance would be required that the logistics surrounding this had been fully considered.
3. The demolition would take place in close proximity to a working primary school and concern was expressed about whether the timeframe took into account the fact that the school building would be occupied during this process.
4. The report stated that an equalities impact statement would not be required. If this was later deemed necessary, assurance would be required that it would not delay the timetable.

The deputation supported Council led community provision in part of the building as parents and children would benefit from this. It was recognised that after-school provision was not a statutory duty of the Council but it was requested that this was taken into account when considering options.

Concern was expressed about the proposal for community asset transfer (CAT) of part of the building. This was due to the listed status of the building and the deteriorated state it has been allowed to lapse into. Assurance was requested that if CAT proved untenable or unsuccessful then the site would not be turned into housing.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related report by the Executive Director of Communities and Families at item 4.3 below.

#### **4.2 Deputation – Duncan Place Management Committee**

The Committee agreed to hear a deputation from Elaine Samson on behalf of the Duncan Place Management Committee (DPMC), in relation to a report by the Executive Director of Communities and Families on Duncan Place and Leith Primary School.

The deputation endorsed the views expressed by Leith Primary School Parent Council and stated their relief that the decision to completely demolish the building had now been ruled out.

The following points were highlighted by the deputation:

- The Duncan Place building brought together a diverse group of over 450 regular attendees in a way that would not be possible in a modern community centre.
- The DPMC had found it difficult to engage with Council Officers over the previous year. The lack of communication and due process had cost time, money and ultimately had damaged the Council's reputation.



- The withdrawal of the application to fully demolish the building had never been officially communicated to stakeholders.
- The commissioning of a feasibility study in June 2015, without any consultation with stakeholders, was another missed opportunity to take account of the views of the community.
- The proposed Community Asset Transfer (CAT) had not been raised with the DPMC in advance of this Committee meeting. While this approach should not be ruled out, time for consideration would be required to make an informed decision.
- Provision of community space in the Leith area was the priority of the DPMC. If CAT was a genuine commitment of the Council, then timescales, resources and a plan to move this forward would be required as a priority.
- The options presented in the Executive Director's report did not provide the clarity or quality of information that was required to make an informed decision.
- Option 7 (the Council's preferred option) would deliver a real net loss in community provision and community space in the Leith area.
- The first preference of the DPMC would be to retain the whole building. It was disappointing that the £600k now available was not available last time the matter was considered by the Education, Children and Families Committee.
- The DPMC supported the provision of a gym and nursery within the 96 week timeline.

The deputation stated their support for option 2 in the Executive Director's report, with the following amendments:

- That the space offered in any CAT should include the three stories in section A of the building.
- That the Council gave a commitment that the DPMC would be the lead organisation in any discussions regarding CAT.
- That the Council identified the support and the resources that they would put into the process.
- That the building was made safe and watertight as a priority and any further asset stripping was reversed. The building needed to be habitable and in a decent state of repair.
- That the council clarify whether it intended to provide any future community services from the Duncan Place Resource Centre.

The stated aim of the DPMC was a sustainable and positive solution to retaining as much of the building and community provision as possible. A commitment was given to joint-working, including researching funding streams that would be available to meet the shortfall in funding.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related report by the Executive Director of Communities and Families at item 4.3 below.

### **4.3 Report by the Executive Director of Communities and Families**

On 9 December 2014, the Committee approved the immediate demolition of the existing Duncan Place building and requested that further work be undertaken on the scoping of options to provide long term accommodation, the outcome of which was to be reported back to Committee.

An application to demolish the building was submitted, however, the Planning Service advised they did not consider that the proposed demolition would meet the relevant tests, therefore it would not be possible to demolish the entire building as proposed.

An update regarding work undertaken to consider a range of alternative options to provide long term accommodation and to recommend a way forward was submitted. An update regarding the interim re-provision measures and stopping up of St Andrew Place, as previously requested by the Committee, was also provided.

Councillors Booth and Munro were heard as Local Ward Members.

#### **Decision**

- 1) To note that it was not possible to progress with the demolition of the existing entire Duncan Place building as had been previously approved.
- 2) To approve the recommended way forward to provide replacement accommodation as set out in paragraph 3.17 of the report by the Executive Director of Communities and Families.
- 3) To request that a further report was provided to a future Committee meeting on the outcome of the discussions with the local community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.
- 4) To agree that a working group be established involving locally elected members, relevant officers and the Duncan Place Management Committee to take forward the discussions outlined in paragraph 3.17 (ii) of the report by the Executive Director.

(References – minutes of the Education, Children and Families Committee 9 December 2015 (item 4) and 19 May 2015 (item 3); report by the Director of Communities and Families, submitted.)

## **5. Petition – Save the Adult Learning Project**

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### **5.1 Deputation – Adult Learning Project Association**

The Committee agreed to hear a deputation from Bill Day (Convener), Rona Brown and Brian McGill on behalf of the Adult Learning Project Association (ALPA), in relation to a report referred from the Petitions Committee on the Save the Adult Learning Project Petition, and a response to the referral report from the Executive Director of Communities and Families.

The deputation felt that the recommendation in the Executive Director's report that the council agree to maintain support to the Adult Learning Project (ALP) at the current level was misleading, as following the voluntary early release agreement for the one member of staff employed by the organisation, 90% of staffing support had been lost.

The recommendation of the Petitions Committee that the Council fund 50% of the cost of employing a Development Officer was welcomed by the deputation, however, it was noted that this would still represent a 40% reduction in staffing.

The deputation felt it was important to point out the difference between the ALP and ALPA. ALPA was a student body established in 1990, to support and work in partnership with the ALP – a council run organisation. The deputation clarified that they were not seeking support for the ALPA but for the ALP, as this was the responsibility of the Council.

The ALP had a track record of providing a wide range of courses to thousands of adults across the city over its 36 years of existence. It was a flagship programme which was recognised across the world and many international delegations had visited to observe the project. The ALP was exactly the sort of project that was important during hard times as it provided value to the citizens of Edinburgh. It was a fantastic project with a great history. If all funding was removed, as proposed in the Executive Director's report, then it was unlikely that the project would be able to continue to function.

The deputation asked the Committee to support the recommendation of the Petitions Committee and to release funding for 50% of the cost of employing a Development Officer to support the ALP.

The Convener thanked the deputation for their presentation and invited them to remain for the committee's consideration of the related reports at item 5.2 below.

### **5.2 Reports by the Head of Legal, Risk and Compliance; and Executive Director of Communities and Families**

The Petitions Committee on 3 September 2015 considered a report by the Deputy Chief Executive outlining the petition 'Save the Adult Learning Project'. The Committee agreed to refer the petition to the Education, Children and

Families Committee for consideration with a recommendation that it consider funding 50% of the cost of employing a Development Officer to support the Adult Learning Project.

A response by the Executive Director of Communities and Families outlining the support already in place from Community Learning and Development for the Adult Learning Project Association and why this was the maximum level of support currently possible was also submitted.

### **Motion**

- 1) To take no action on the recommendation from the Petitions Committee.
- 2) To agree to continue support for the Adult Learning Project at the current level within available resources.

- Moved by Councillor Godzik, seconded by Councillor Fullerton.

### **Amendment**

To agree to fund 50% of the cost of employing a Development Officer to support the Adult Learning Project.

- Moved by Councillor Corbett, seconded by Councillor Main.

### **Voting**

For the motion 18 votes

For the amendment 4 votes

### **Decision**

To approve the motion by Councillor Godzik.

(References – minute of the Petitions Committee 3 September 2015 (item 5a); report by the Head of Legal, Risk and Compliance; report by the Executive Director of Communities and Families, both submitted.)

## **6. Physical Contact and Physical Intervention**

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### **6.1 Deputation – EIS and Unison**

The Committee agreed to hear a deputation from Alison Thornton (Secretary, EIS) on behalf of the EIS and Unison, in relation to a report by the Executive Director of Communities and Families on physical contact and physical intervention.

The deputation welcomed the Executive Director's report, however, noted that it only applied to CEC's special schools, special classes and the Additional

Support for Learning (ASL) Service. It was acknowledged that in certain instances physical intervention was required and it was therefore important that proper guidance was made available to keep staff and pupils safe. The deputation requested the Committee to instruct officers to produce a similar report giving information and guidance to all staff in mainstream schools.

The Convener thanked the deputation for her presentation and invited her to remain for the committee's consideration of the related report at item 6.2 below.

## **6.2 Report by the Executive Director of Communities and Families**

A new procedure for physical contact and physical intervention by Head Teachers and staff within Edinburgh's special schools, special classes and the ASL service; including the purpose and context for its use; was outlined.

### **Decision**

- 1) That the Physical Contact and Physical Intervention procedure be implemented within special schools, special classes and the ASL Service.
- 2) To note that revised guidance and information would be disseminated to the wider school community at an appropriate time.

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

## **7. Minutes**

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### **Decision**

To approve the minute of the Education, Children and Families Committee of 19 May 2015 as a correct record.

## **8. Education, Children and Families Committee Key Decisions Forward Plan – December 2015 to March 2016**

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The Education, Children and Families Committee Key Decisions Forward Plan for the period December 2015 to March 2016 was presented.

### **Decision**

To note the Key Decisions Forward Plan for December 2015 to March 2016.

(Reference – Key Decisions Forward Plan – December 2015 to March 2016, submitted.)

## **9. Education, Children and Families Committee Rolling Actions Log**

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The Education, Children and Families Committee Rolling Actions Log for 6 October 2015 was presented.

### **Decision**

To note the Rolling Actions Log and to approve the closure of actions 1, 2, 5, 7, 8 (last bullet point of decision 3 only), 9, 11, 15, 20, 22, 24 (part 2 only), 25 and 29.

(Reference – Rolling Actions Log – 6 October 2015, submitted.)

## **10. Education, Children and Families Committee Decisions – November 2014 to June 2015**

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On 19 June 2014, the Governance, Risk and Best Value Committee had agreed increased monitoring for the dissemination and implementation of committee decisions. It had been agreed that a report outlining all decisions taken in the previous year with an update on the implementation of decisions and recommendations to discharge actions would be presented to Executive Committees annually.

An update was provided on decisions taken by the Education, Children and Families Committee, not included on the Rolling Actions Log, for an initial period covering November 2014 to June 2015.

### **Decision**

- 1) To note the position on the implementation of Education, Children and Families Committee decisions as detailed in the appendix to the report by the Deputy Chief Executive.
- 2) To note that an annual summary report would be presented to Committee in 12 months time.

(References – minute of the Governance, Risk and Best Value Committee 19 June 2014 (item 9); report by the Deputy Chief Executive, submitted.)

## **11. Education, Children and Families Committee Business Bulletin**

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The Education, Children and Families Committee Business Bulletin for 6 October 2015 was presented.

### **Decision**

To note the Business Bulletin.

(Reference – Business Bulletin – 6 October 2015, submitted.)

## 12. Improving Positive Destinations

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An update was provided on strategies and progress towards improving school leaver destinations based on the follow up census data undertaken by Skills Development Scotland in March 2015. The follow up data showed 93.1% of young people were in a positive destination compared with 91% the previous year; an increase of 2.1%. Edinburgh's figures were 1.6% above the national average and the highest of Scottish cities.

### Decision

- 1) To note the contents of the report by the Executive Director of Communities and Families.
- 2) To note the significant improvement in school leavers positive and sustained destinations.
- 3) To thank officers for their work on improving performance on positive destinations.

(References – minute of the Education, Children and Families Committee 11 September 2014 (item 5); report by the Executive Director of Communities and Families, submitted.)

## 13. Child Poverty

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Just over 21% of children in Edinburgh lived in poverty and this was forecast to increase significantly by 2020. A series of actions implemented by Children and Families, in partnership with a range of service areas and providers, to mitigate the impact of poverty on outcomes for children was detailed.

### Decision

- 1) To note the progress made with work to mitigate the impact of child poverty and to request a further update in October 2016.
- 2) To request a further report in six months with a performance dashboard indicating measures/ indicators used to record progress.

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

## 14. 1 + 2 Modern Foreign Languages

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An overview was provided of the first two years of the implementation of the 1 + 2 Languages Programme in Council primary and secondary schools. The approaches taken in developing the Council's 1 + 2 Languages Strategy, the progress made in

implementing the recommendations and areas of key strengths and challenges were highlighted.

### **Decision**

- 1) To note the continuing positive progress in the implementation of 1 + 2 languages across the City of Edinburgh schools.
- 2) To note the strength of national and local partnerships and networks established and maintained by the City of Edinburgh to deliver 1 + 2 languages.
- 3) To note that Scottish Government 1 + 2 funding, allocated from 2013 – 2015, had enabled the implementation of the policy.
- 4) To note the valuable role placed by native speakers in language learning in City of Edinburgh schools.

(Reference –report by the Executive Director of Communities and Families, submitted

## **15. Numeracy Strategy Report**

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Progress with priorities in numeracy and mathematics in 2014/15, with the aim of raising attainment in both areas, was outlined.

### **Decision**

- 1) To note the good progress made in improving teachers' numeracy understanding and raising attainment in early primary through the implementation of the Stages of Early Arithmetical Learning (SEAL) methodology.
- 2) To note Edinburgh's participation in the inter authority Numeracy Hub and the Hub's value as a vehicle for developing and sharing numeracy practice.
- 3) To note the overwhelming success of 'Upper Primary Mathematics' CPD and the need to extend this programme to meet the needs of a wider range of primary teachers to further develop their understanding of numeracy and mathematics.
- 4) To note the need for ongoing support for implementation of SEAL throughout primary.
- 5) To note the need for the further development of numeracy through an Edinburgh Integrated Numeracy Strategy on the model of the Edinburgh Integrated Literacy Strategy (EILS).

(Reference –report by the Executive Director of Communities and Families, submitted)



## 16. Arts and Creative Learning Update

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An update was provided on the work of the Arts and Creative Learning Team, including the Instrumental Music Service, the Youth Music Initiative, Creative Learning and Screen Education Edinburgh.

### Decision

- 1) To note the contents of the report by the Executive Director of Communities and Families.
- 2) To note the progress of the Instrumental Music Service.
- 3) To note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.
- 4) To note the progress of developments of the Scottish Government's Youth Music Initiative funded via Creative Scotland.
- 5) To note the progress of work carried out by Screen Education Edinburgh.
- 6) To note the high level of external funding and partnership working.
- 7) To agree to receive a further report in October 2016.

(References – minute of the Education, Children and Families Committee 9 December 2014 (item 21); report by the Executive Director of Communities and Families, submitted)

## 17. Early Years Change Fund – Progress Update on Year Three

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An update was provided on progress and performance during year three 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 2015.
- 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 2015.
- 4) To note progress made on the work of the Early Years Collaborative.

- 5) To note progress on shifting the balance of care would continue to be reported through the Looked After Children Transformation Programme progress reports.

(References – minute of the Education, Children and Families Committee 20 May 2015 (item 5); report by the Executive Director of Communities and Families, submitted.)

## **18. Looked After Children Transformation Programme – Progress Report**

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The Governance, Risk and Best Value Committee on 23 September 2015 considered a report which provided an update on the Looked After Children Transformation Programme, which was shifting the balance of care towards more preventative services that reduce the need for children to come into care. The programme aimed to secure better outcomes for children, avoid a continued increase in costs and deliver cashable savings by 2015/16. The report was referred to the Education, Children and Families Committee for further consideration.

### **Decision**

To note the report.

(References – minute of the Governance, Risk and Best Value Committee 23 September 2015 (item 10); report by the Head of Legal, Risk and Compliance, submitted.)

## **19. Breakfast Club Review**

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Breakfast Clubs were originally developed in schools to support a healthy start to the day for vulnerable children, whilst promoting attendance, punctuality and a 'readiness to learn'. More recently Breakfast Club places had been in increasing demand by parents who were working or in training.

An update was provided on the current provision of Breakfast Clubs delivered in schools across the city. Children from 55 of the Council's 88 primary schools currently had access to a Breakfast Club and the aim was to have a breakfast club in every school.

### **Decision**

- 1) To note the report by the Executive Director of Communities and Families.
- 2) To note the continued success in providing breakfast clubs and the Council's aspiration to have a breakfast club in every primary school.

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

## **Declaration of Interests**

Councillor Day declared a non-financial interest in the foregoing item as a Director of Drylaw Neighbourhood Centre.

## **20. Playgroups and Nurseries in the Voluntary Sector**

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The Committee had previously requested a further report on voluntary sector nurseries, including action that could be taken to support their continued operation and valued contribution to the early years sector.

Details were presented of the particular challenges facing voluntary playgroups and nurseries and the Council's key strategies to provide support. Approval was sought to increase the per capita funding allocation to partner provider voluntary playgroups.

### **Decision**

- 1) To note the wide range of support available from the Council for the playgroup sector.
- 2) To approve an increase from £50 per head per capita to £65 per head per capita for partner provider voluntary playgroups.
- 3) That a report be submitted to a future meeting of the Committee on how the work was being taken forward.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 2.2); report by the Executive Director of Communities and Families, submitted.)

## **Declaration of Interests**

Councillor Godzik declared a non-financial interest in the foregoing item as a parent of a child in attendance at a nursery mentioned in Executive Director's report.

## **21. Children and Families Capital Asset Management Programme 2014-2019 – Progress Update**

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An update was provided on the delivery of the Children and Families five year capital asset management programme covering the period to September 2015. Further projects planned for the remainder of the financial year were also outlined.

### **Decision**

- 1) To note the significant progress made with the asset management programme at the end of quarter two, year two, of the programme.
- 2) To note the issues of the sixth year of the programme and priorities.

- 3) To note the additional works proposed for this financial year, as detailed in appendices 2 and 3 of the report by the Acting Director of Services for Communities.
- 4) To note the budget, programme and staffing resource pressures being experienced.
- 5) To note that should unforeseen issues or emergencies emerge over the course of the five year programme, it may require the reprioritisation of the later years of spend.
- 6) To request a further report, within two cycles, on measures of success, including progress on the categorisation of all Children and Families establishments as condition A or B.

(References – minute of the Education, Children and Families Committee 9 December 2014 (item 12); report by the Acting Director of Services for Communities, submitted.)

## **22. Food for Life Accreditation in Edinburgh's Schools - Update**

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An update was provided on progress in achieving Food for Life Accreditation in all Council schools.

### **Decision**

- 1) To note that the Food for Life programme had been successfully rolled out across all Council Schools, including PPP1 and PPP2 schools, with Bronze Catering Mark accreditation awarded in December 2014.
- 2) To note that the Food for Life Catering Mark achievement had been attained in conjunction with the introduction of Free School Meals for pupils in Primary 1-3 classes, which commenced in January 2015.
- 3) To note that the Food for Life roll-out is in alignment with the Scottish Government's *Better Eating, Better Learning* report and contributes to fulfilling the Council's commitment to the *Edible Edinburgh* Sustainable Food City Plan.
- 4) To confirm the commitment proposed in the "Trust in the Food We Eat" report to Council on 30 May 2013, to roll-out the Soil Association Scotland's Food for Life, to attain the Bronze Catering Mark accreditation across all the other production kitchen operations, by summer 2016.

(References – Act of Council No. 12 of 30 May 2013; minute of the Education, Children and Families Committee 20 May 2014 (item 14); report by the Acting Director of Services for Communities, submitted.)

## **23. Short-Life Member Officer Group: School Admissions/Appeals**

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Approval was sought to establish a short-life Member Officer Working Group to review the school admissions and appeals process.

### **Decision**

- 1) To establish a short-life Member Officer Group to review the admissions and appeals process for session 2015/16.
- 2) To appoint Councillor Paul Godzik as Convener and to approve the composition of the Group as detailed at paragraph 3.1 of the report by the Executive Director of Communities and Families.
- 3) To approve the remit of the Group as detailed at paragraph 3.3 of the report by the Executive Director.
- 4) To request a report on the 2015/16 Admission and Appeals process in December 2015.

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

## **24. Professional Review and Development Policy Statement and Guidance for Staff Registered with the General Teaching Council for Scotland**

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Details were provided of changes to the Professional Review and Development Policy and Guidance for all staff registered with the General Teaching Council for Scotland.

### **Decision**

- 1) To note the report by the Executive Director of Communities and Families.
- 2) To approve the new policy.

(References – minute of the Education, Children and Families Committee 11 September 2014 (item 17); report by the Executive Director of Communities and Families, submitted.)

## **25. Review of Positive Action Funding in Primary Schools**

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An update was provided on progress to review positive action funding across Council primary schools in order to ensure the effective targeting of funding to those children most in need.

## **Decision**

- 1) To note the work that was underway to review positive action funding to ensure effective targeting of resources to those children most in need.
- 2) To request a report on the conclusion of this work in December 2015.
- 3) That a briefing session be arranged for elected members in advance of the further consideration by the Committee in December 2015.

(References – minute of the Education, Children and Families Committee 11 December 2012 (item 7); report by the Executive Director of Communities and Families, submitted.)

## **26. Better Relationships, Better Learning, Better Behaviour Policy and Procedures**

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Approval was sought for the Better Relationships, Better Learning, Better Behaviour Policy. The purpose of the Policy was to ensure clarity and consistency for all staff, parents and pupils in implementing the behaviour policy and procedures in all education and early years' establishments.

## **Decision**

- 1) To note the contents of the report by the Executive Director of Communities and Families.
- 2) To approve the Better Relationships, Better Learning, Better Behaviour Policy.

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

## **27. Children and Families Grants to Third Parties 2016/19**

---

As previously requested by the Committee, an update was provided on the process for establishing a redesigned Children and Families grants programme from April 2016 onwards.

## **Decision**

- 1) To note the progress to date on the development of the new grants approach for 2016 onwards.
- 2) To agree to receive a report containing award recommendations in December 2015.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 20); report by the Executive Director of Communities and Families, submitted.)

## 28. Implementation of the Children and Young People (Scotland) Act 2014 - Update

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The Children and Young People (Scotland) Act 2014 placed children and young people at the heart of planning and services and aimed to ensure that their rights were respected across the public sector.

An update was provided on the main provisions of the Act, which come into effect between 2014 and 2017, together with a detailed timetable for implementation.

### Decision

- 1) To note the progress on implementation of the legislation in Edinburgh.
- 2) To request a further report on progress in October 2016.

(References – minutes of the Education, Children and Families Committee 20 May 2014 (item 10) and 19 May 2015 (item 11); report by the Executive Director of Communities and Families, submitted.)

## 29. Energy in Schools Annual Report

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An overview of the 2014/15 energy use across the Council's school estate was provided, including an update on energy/carbon reduction projects.

Consumption levels across the school estate was largely stable, however, ongoing projects had the potential to deliver significant energy and carbon reductions.

### Decision

- 1) To note the content of the report by the Acting Director of Services for Communities and, in particular, progress made against key energy efficiency projects.
- 2) To note that an annual progress report would be submitted to the Committee in 2016 on Energy in Schools.

(References – minute of the Education, Children and Families Committee 11 September 2014 (item 9); report by Acting Director of Services for Communities, submitted.)

## 30. Youth Work Services – Proposed New Contract Arrangements

---

The Children and Families directorate (Schools and Community Services) has contracts with ten organisations that deliver a range of youth work services, and these contracts come to an end on 31 March 2016.

Details were provided of the intention to undertake a consultation exercise to design a new service specification that would prioritise the commissioning of open access youth work services. It was proposed that the new commissioned services would be in place from October 2016.

As the new specification would not be up and running by April 2016, a waiver report would be required to be considered by the Finance and Resources Committee to enable the offer of contract extensions to some or all of the ten organisations.

### **Decision**

- 1) To note that work was underway to consult with young people and other stakeholders to design a new set of open access youth work services across the city that the Children and Families directorate would support through contractual arrangements.
- 2) To note that a report would be submitted to the Finance and Resources Committee on 29 October 2015 requesting a waiver from Contract Standing Orders to enable the award of extensions of contracts to up to ten providers based on the negotiated specifications that reflect a renewed focus on open youth work provision.
- 3) That a briefing session be arranged for committee members following the conclusion of the information gathering process outlined in paragraph 3.8 of the report by the Executive Director of Communities and Families.

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

## **31. Review and Redesign of Affordable Childcare Support to Children and Young People with Disabilities in Mainstream Childcare Settings**

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The Council had a Service Level Agreement (SLA) with Capability Scotland which supported the inclusion of children and young people with disabilities in mainstream childcare settings. The SLA was set to end on 31 March 2016.

Details were provided of the intention to undertake a consultation exercise to review and redesign the service currently commissioned through the SLA with Capability Scotland. It was proposed that a new commissioned service would be in place by 1 April 2017.

### **Decision**

- 1) To note that a consultation/commissioning process would be carried out with stakeholders to design a new specification for the delivery of this service.



- 2) To note that a report would be submitted to the Finance and Resources Committee requesting a waiver from Contract Standing Orders to maintain current funding arrangements until 31 March 2017. This would ensure continuity of service and give sufficient time to complete the commissioning process.

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

### **32. Children and Families Revenue Monitoring 2015/16 – Month Three Position**

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The projected month three revenue budget monitoring position for the Children and Families directorate was outlined. The directorate was continuing to manage significant levels of budget pressure in many areas of the service, including a number of challenges relating to the delivery of approved savings.

#### **Decision**

- 1) To note the net residual budget pressure of £2.4m which remained at month three which includes the necessity to contribute £2.025m towards addressing financial pressures within Health and Social Care.
- 2) To note that approved savings in 2015/16 totalled £14.075m; the savings programme being closely monitored with action having been taken to address any highlighted risks of non-delivery.
- 3) To note that achieving a balanced position for the year was subject to the development of further mitigating actions of £2.4m.
- 4) To note that whilst all opportunities for further mitigating action would be explored, at this stage in the financial year there was a significant risk of over-spend.

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

### **33. Governance Arrangements and Council Support to Community Centre Management Committees**

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As previously requested by The Governance, Risk and Best Value Committee, details were provided of the governance arrangements (including the escalation of issues, service management and the interaction with Neighbourhood Partnerships) and Council support to community centre management committees.

#### **Decision**

- 1) To note the content of the report by the Executive Director of Communities and Families.

- 2) To refer the report by the Executive Director to the Governance, Risk and Best Value Committee for consideration.

(References – minute of the Governance, Risk and Best Value Committee 5 March 2015 (item 1 (b)); report by the Executive Director of Communities and Families, submitted.)

## **34. Appointments to Sub-Committees and Working Groups 2015/16**

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The Committee was invited to appoint the membership of its Sub-Committees and Working Groups for 2015/16

### **Decision**

- 1) To re-appoint the existing Conveners of the Sub-Committees and Working Groups and to request the Head of Legal, Risk and Compliance 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.
- 2) To note that, as part of a review of the Council's political management arrangements, the Council on 23 October 2014 had agreed to discontinue Policy Development and Review Sub-Committees and return policy review and development to executive committees.
- 3) To note that the Third Party Payments Working Group was no longer required to be appointed as the work of the group had come to an end.

(References – Act of Council No. 9 of 23 October 2014; report by the Deputy Chief Executive, submitted.)

## **35. Recommendations of the Social Work Complaints Review Committee – 27 August 2015**

---

The recommendations of the Social Work Complaints Review Committee held on 27 August 2015 to consider a complaint against the Social Work Service within the Children and Families directorate were detailed.

### **Decision**

To approve the recommendations of the Social Work Complaints Review Committee of 27 August 2015

(Reference – report by the Chair of the Social Work Complaints Review Committee, submitted.)

## **36. Advice and Complaints (Education) Annual Report 2015**

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The Advice and Complaints (Education) Annual Report 2015 was presented. The report highlighted the performance of the complaints management process within the Education service and made recommendations for improvement.

### **Decision**

To note the Advice and Complaints (Education) Annual Report 2015, including the recommendations for improvement.

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

**Appendix** (as referred to in item 34 of the foregoing minute)

**Appointments to Sub-Committees and Working Groups 2015/16**

<b>Sub-Committee on Standards for Children and Families - 9 Members – 3 Labour, 2 SNP, 2 Conservative, 1 Green and 1 Religious Representative</b>	
Councillor Godzik (Convener) Councillor Aitken Councillor Child Councillor Fullerton Councillor Lunn	Councillor Main Councillor Paterson Councillor Redpath Craig Duncan (Religious Rep)

<b>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</b>	
Councillor Godzik (Convener) Councillor Aldridge Councillor Corbett Councillor Fullerton	Councillor Lunn Councillor Redpath Councillor Rust John Swinburne (Teacher Rep)

<b>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</b>	
Councillor Fullerton (Convener) Councillor Aldridge Councillor Child Councillor Nick Cook Councillor Corbett Councillor Day Councillor Godzik	Councillor Key Councillor Main Councillor Rust Councillor Shields Councillor Tymkewycz Marie Allan (Religious Rep) Allan Crosbie (Teacher Rep)

<b>Edinburgh Youth Issues Forum – 7 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group.</b>	
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  
Alex Ramage (Parent Rep)

# Item 5.1 - Key Decisions Forward Plan

## Education, Children and Families

[March 2016 - May 2016]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Total Craigroyston	01/03/16	Forth	Executive Director: Gillian Tee Lead Officer: D Bruce 0131 469 3795 <a href="mailto:David.Bruce2@edinburgh.gov.uk">David.Bruce2@edinburgh.gov.uk</a>	P5 CO1 – CO6 SO3
2	Education Children and Families Risk Register	01/03/16	All	Executive Director: Gillian Tee Lead Officer: M McMillan 0131 469 3832 <a href="mailto:Michelle.Mcmillan@edinburgh.gov.uk">Michelle.Mcmillan@edinburgh.gov.uk</a>	P1 – P6 CO1 – CO6 SO3
3	Edinburgh Integrated Literacy Strategy	01/03/16	All	Executive Director: Gillian Tee Lead Officer: S Paton 0131 469 3832 <a href="mailto:sheila.paton@edinburgh.gov.uk">sheila.paton@edinburgh.gov.uk</a>	P1, P5 CO1, CO2 SO3
4	Integrated Children's Services	01/03/16	All	Executive Director: Gillian Tee Lead Officer: N Henderson 0131 529 2135 <a href="mailto:Nancy.Henderson@edinburgh.gov.uk">Nancy.Henderson@edinburgh.gov.uk</a>	P1 – P5 CO1 – CO6 SO3

5	Partnership with Parent Councils	01/03/16	All	Executive Director: Gillian Tee Lead Officer: M Wilson 0131 469 3066 <a href="mailto:Moyra.Wilson@edinburgh.gov.uk">Moyra.Wilson@edinburgh.gov.uk</a>	P5 CO1, CO2 SO3
6	Educational Attainment 2015	01/03/16	All	Executive Director: Gillian Tee Lead Officer: S Paton / R Hendry 0131 469 3832 <a href="mailto:Sheila.Paton@edinburgh.gov.uk">Sheila.Paton@edinburgh.gov.uk</a> / <a href="mailto:Ruth.Hendry@edinburgh.gov.uk">Ruth.Hendry@edinburgh.gov.uk</a>	P5 CO2 SO3
7	Rising Rolls	01/03/2016	All	Executive Director: Gillian Tee Lead Officer: B McIntyre 0131 469 3366 <a href="mailto:Billy.McIntyre@edinburgh.gov.uk">Billy.McIntyre@edinburgh.gov.uk</a>	P4 CO1, CO2 SO3
8	Children and Families Service Plan	01/03/2016	All	Executive Director: Gillian Tee Lead Officer: K Brannen 0131 469 3494 <a href="mailto:Karen.brannen@edinburgh.gov.uk">Karen.brannen@edinburgh.gov.uk</a>	P1 – P7 CO1 – CO6 SO3
9	Review of Positive Action Funding in Primary Schools	01/03/2016	All	Executive Director: Gillian Tee Lead Officer: M Wilson 0131 469 3066 <a href="mailto:Moyra.Wilson@edinburgh.gov.uk">Moyra.Wilson@edinburgh.gov.uk</a>	P5 CO1, CO3, CO6 SO3
10	Free School Meals Annual Progress Report	01/03/2016	All	Executive Director: Gillian Tee Lead Officer: B MacIntyre 0131 469 3366 <a href="mailto:Billy.MacIntyre@edinburgh.gov.uk">Billy.MacIntyre@edinburgh.gov.uk</a>	CO1, CO4, CO6 SO3
11	Review of Community Access to Schools	01/03/2016	All	Executive Director: Gillian Tee Lead Officer: D Bruce 0131 469 3795 <a href="mailto:David.Bruce2@edinburgh.gov.uk">David.Bruce2@edinburgh.gov.uk</a>	P4 CO1, CO2, CO4, CO23, CO24 SO3, SO4

12	Castlebrae progress report	01/03/2016	All	Executive Director: Gillian Tee Lead Officer: S Paton 0131 469 3137 <a href="mailto:Sheila.Paton@edinburgh.gov.uk">Sheila.Paton@edinburgh.gov.uk</a>	P5 CO2, CO3, CO4, CO6 SO3, SO4
13	Child Poverty	24/05/2016	All	Executive Director: Gillian Tee Lead Officer: J Heywood 0131 529 6507 <a href="mailto:John.Heywood@edinburgh.gov.uk">John.Heywood@edinburgh.gov.uk</a>	P1, P5-P7 CO1 - CO6 SO2 - SO4
14	Playgroups and Nurseries in the Voluntary Sector	24/05/2016	All	Executive Director: Gillian Tee Lead Officer: A McLean 0131 469 3300 <a href="mailto:Aileen.McLean@edinburgh.gov.uk">Aileen.McLean@edinburgh.gov.uk</a>	P1, P6 CO1-CO4, CO6 SO3
15	Report on Self Directed Support	24/05/2016	All	Executive Director: Gillian Tee Lead Officer: C Rice 0131 469 3389 <a href="mailto:Carol.Rice@edinburgh.gov.uk">Carol.Rice@edinburgh.gov.uk</a>	P1 CO3, CO6 SO3
16	Rising School Rolls	24/05/2016	All	Executive Director: Gillian Tee Lead Officer: B McIntyre 0131 469 3366 <a href="mailto:Billy.McIntyre@edinburgh.gov.uk">Billy.McIntyre@edinburgh.gov.uk</a>	P4 CO1, CO2 SO3
17	Placing in schools	24/05/2016	All	Executive Director: Gillian Tee Lead Officer: B McIntyre 0131 469 3366 <a href="mailto:Billy.McIntyre@edinburgh.gov.uk">Billy.McIntyre@edinburgh.gov.uk</a>	P2, P4 CO1, CO2 SO3



# Item 5.2 - Rolling Actions Log

## Education, Children and Families Committee

8 December 2015

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	20.05.14	<a href="#">Review of Community Access to Schools</a>	To request that an update be provided in one year, including details of the new arrangements at Queensferry and Gracemount High Schools.	Executive Director of Communities and Families	May 2016		Deferred until May 2016 as there are currently 2 key inter-dependant reviews which will potentially influence the next phase of the CATS review. They are the city wide review of Council owned sports facilities and the corporate project to develop an online booking and payment facility for users of

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							a number of council facilities including school lets.
2	20.05.14	<a href="#">Food For Life Accreditation in Edinburgh Schools</a>	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	October 2016		Progress presented at EC&F Committee in October 2015. Deferred until October 2016. Currie Community High School and Buckstone Primary School are both actively working towards the Silver Catering Mark Award. The progress on attaining the Silver Standard within the these Pilot Schools will continue to be monitored and,

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							once achieved, the information gathered will be used to benchmark the potential costs, and any other implications of delivering the Silver Catering Mark Award, across the Council school estate.
3	11.09.14	<a href="#">Support to Children and Young People with Disabilities</a>	To request a further progress report in September 2015.	Executive Director of Communities and Families	March 2016		Deferred until March 2016 due to ongoing organisation reviews within this service; a delayed report will provide a clearer vision for the future of the service.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	11.09.14	<a href="#">Free School Meals</a>	1) To 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) would be clarified and taken to the Education, Children and Families Committee for consideration on 9 December 2014.	Executive Director of Communities and Families	December 2014	9 December 2014	<b>Closed.</b> A report was submitted to the Committee on 9 December 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2) To note that the further report to the committee on 9 December 2014 would fully outline the interim measures for the four schools requiring substantive works.</p>		December 2014	9 December 2014	<b>Closed.</b> A report was submitted to the Committee on 9 December 2014.
			<p>3) To request an annual progress report on the School Meals service including:</p> <ul style="list-style-type: none"> <li>• details of accommodation for pupils;</li> <li>• A quality assessment of the provision of school meals, including those from remote kitchens;</li> </ul>		March 2016		This has been deferred to March 2016 to allow more time to get customer feedback.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> <li>• Uptake levels by year group;</li> <li>• Customer feedback (school, parent and pupil) on the school meals service and lunchtime environment; and</li> <li>• An update on the food for life project.</li> </ul>			6 October 2015	<b>Closed.</b> This formed part of the Food For Life Accreditation report considered by Committee on 6 October 2015
5	11.09.14	<a href="#">Parental Engagement</a>	To request a progress report on implementation in December 2015.	Executive Director of Communities and Families	May 2016		This has been deferred to May 2016. This action will be combined with action 16 below.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
6	09.12.14	<a href="#">Rising School Rolls</a>	<p>1) To note the intention to bring a further report to Committee on 3 March 2015 to identify the primary schools which have been identified as potentially facing future accommodation pressures.</p> <p>2) To note that detailed analysis of the potential impact of rising rolls on the secondary sector would be undertaken with the results being reported to the Committee towards the end of 2015.</p>	Executive Director of Communities and Families	March 2015	3 March 2015	<p><b>Closed.</b> A report was submitted to the Committee on 3 March 2015.</p> <p><b>Recommend closure of this action.</b> See item 7.4 on this agenda.</p>
7	09.12.14	<a href="#">Castlebrae Community High</a>	To agree to receive a further progress report in October 2015.	Executive Director of Communities	March 2016		Deferred until March 2016 as Education

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<a href="#">School Progress Report</a>		and Families			Scotland will be inspecting the school in November 2015. The HMle follow through will not be finalised for the December committee. In addition, the new National Benchmarking tool (Insight) will be available from February and will provide the latest attainment and positive destination figures.
8	09.12.14	<a href="#">Review of 2014 Admissions and Appeal Process</a>	To request a report on the 2015 Admission and Appeal process in December 2015.	Executive Director of Communities and Families	December 2015		<b>Recommend closure of this action.</b> See items 7.1 & 7.2 on this agenda.



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments	
9	03.03.15	<a href="#">Educational Attainment 2014</a>	<p>1) To agree to receive further annual reports on attainment/improvements in performance.</p> <p>2) To request a further report in October 2015 on:</p> <ul style="list-style-type: none"> <li>• The performance of looked after children;</li> <li>• The performance in relation to wider achievements and how they could be measured;</li> <li>• Attainment of children in areas of deprivation.</li> </ul>	Executive Director of Communities and Families	March/May 2016		The new National Bench-marking tool (Insight) will be available from February and will provide the latest attainment and positive destination figures.	
			3) To request that an update be provided	Director of	May 2015	19 May 2015		<b>Closed.</b> A report

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			to the next meeting of the Committee on the use of one-to-one devices in schools.	Children and Families			was submitted to the Committee on 19 May 2015.
10	03.03.15	<a href="#">Vision for Schools</a>	To request a further report on progress in March 2016 focussing on the areas listed in paragraph 3.43 of the Director's report.	Executive Director of Communities and Families	March 2016		
11	03.03.15	<a href="#">Edinburgh Integrated Literacy Strategy</a>	To note that a report would be submitted to a future meeting of the Committee on the provision of English as an Additional Language (EAL).	Executive Director of Communities and Families	March 2016		
12	03.03.15	<a href="#">Integrated Children's Services</a>	To note the proposed remit for the Integrated Children's Services Board and to request a review of its effectiveness in March 2016.	Executive Director of Communities and Families	March 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13	03.03.15	<a href="#">Total Craigroyston</a>	To request a progress report within 12 months.	Executive Director of Communities and Families	March 2016		
14	03.03.15	<a href="#">Children &amp; Families Risk Register</a>	To request that the Risk Register be presented to Committee on an annual basis.	Executive Director of Communities and Families	March 2016		
15	GRBV Committee 05.03.15	<a href="#">Cameron House Community Centre: Review of Project Delivery</a>	<ol style="list-style-type: none"> <li>To request a report to the Education, Children and Families Committee in 3 cycles providing an update on how ongoing issues with the building were being resolved.</li> <li>To request a report within two cycles on governance arrangements (including the escalation of issues, service management and</li> </ol>	Acting Director of Services for Communities.  Director of Children and Families	December 2015  October 2015	  6 October 2-15	<b>Recommend closure of this action.</b> See item 8.3 on this agenda.  <b>Closed.</b> A report was submitted to the Committee on 6 October 2015.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the interaction with Neighbourhood Partnerships) and Council support to community centre management committees to the Education, Children and Families Committee prior to coming to the Governance, Risk and Best Value Committee.				
16	19.05.15	Parent Councils – Motion by Councillor Main	Agrees to receive an annual report to the Education, Children and Families Committee on partnership work with Parent Councils, highlighting the priorities and projects undertaken, celebrating the successes, and quantifying the funding and opportunities brought to the city by parents and Parent Councils.	Executive Director of Communities and Families	May 2016		This action will be combined with action 5 above.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
17	19.05.15	<a href="#">Children and Families Asset Management Plan</a>	To note the proposals for engagement with secondary school management teams related to the issue of rising rolls in the secondary sector, the outcomes of which would be reported to Committee at a future date.	Executive Director of Communities and Families	Ongoing		An update is included on this agenda. See item 7.5.
18	19.05.15	<a href="#">Free School Meals P1-P3 – Progress Report</a>	That the feasibility and associated timescales of implementing an on-line payments system for school meals be included in the annual progress report on the school meals service scheduled for October 2015.	Executive Director of Communities and Families	March 2016		Deferred to March 2016 in line with revised timeline provided by new ICT provider.
19	Corporate Policy and Strategy Committee 01.09.15	Safecall CEC 114 - Complaints Handling Review – Education Service	To note the content of the report and that all the recommendations in Appendix 2 are accepted and that progress on their implementation be reported to the Education,	Executive Director of Communities and Families	March 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Children & Families Committee.				
20	06.10.15	<a href="#">Duncan Place &amp; Leith Primary School</a>	To request that a further report was provided to a future Committee meeting on the outcome of the discussions with the local community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.	Executive Director of Communities and Families	Not specified		
21	06.10.15	<a href="#">Committee Decisions - November 2014 - June 2015</a>	To note that an annual summary report would be presented to Committee in 12 months time.	Deputy Chief Executive	October 2016		
22	06.10.15	<a href="#">Child Poverty</a>	1) To note the progress made with work to mitigate the impact of child poverty and to request a further	Executive Director of Communities and Families	October 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>update in October 2016.</p> <p>2) To request a further report in six months with a performance dashboard indicating measures/ indicators used to record progress.</p>		March 2016		
23	06.10.15	<a href="#">Arts and Creative Learning Update</a>	To agree to receive a further report in October 2016.	Executive Director of Communities and Families	October 2016		
24	06.10.15	<a href="#">Playgroups and Nurseries in the Voluntary Sector</a>	That a report be submitted to a future meeting of the Committee on how the work was being taken forward.	Executive Director of Communities and Families	Not specified		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
25	06.10.15	<a href="#">Children and Families Capital Asset Management Programme 2014-19 – Progress Update</a>	To request a further report, within two cycles, on measures of success, including progress on the categorisation of all Children and Families establishments as condition A or B.	Acting Director of Services for Communities	March 2016		
26	06.10.15	<a href="#">Short-Life Member Officer Group: School Admissions/Appeals</a>	To request a report on the 2015/16 Admission and Appeals process in December 2015.	Executive Director of Communities and Families	December 2015		<b>Recommend closure of this action.</b> See item 7.1 on this agenda.
27	06.10.15	<a href="#">Review of Positive Action Funding in Primary Schools</a>	To request a report on the conclusion of this work in December 2015.	Executive Director of Communities and Families	March 2016		Deferred until March 2016 to consult further.
28	06.10.15	<a href="#">Children and Families Grants to Third Parties 2016/19</a>	To agree to receive a report containing award recommendation in December 2015.	Executive Director of Communities and Families	December 2015		<b>Recommend closure of this action.</b> See item 7.8 on this agenda.





No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	06.10.15	<a href="#">Implementation of the Children and Young People (Scotland) Act 2014 - Update</a>	To request a further report on progress in October 2016.	Executive Director of Communities and Families	October 2016		
30	06.10.15	<a href="#">Energy in Schools Annual Report</a>	To note that an annual progress report would be submitted to the Committee in 2016 on Energy in Schools	Acting Director of Services for Communities	October 2016		

## Education, Children and Families Committee

**10am, Tuesday, 8 December 2015**

Main Council Chamber, City Chambers, High Street, Edinburgh

## Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Paul Godzik</p> 	<p>Cllr Paul Godzik (Convener) Cllr Cathy Fullerton (Vice-Convener) Cllr Elaine Aitken Cllr Robert Aldridge Cllr Norma Austin Hart Cllr Stefan Tymkewycz Cllr Maureen Child Cllr Nick Cook Cllr Gavin Corbett Cllr Cammy Day Cllr Alex Lunn Cllr Michael Bridgman 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 Sandy Howatt (ex officio)</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>
<p>Vice-Convener Councillor Cathy Fullerton</p> 	<p>For education items: Marie Allan (religious representative) Rev Thomas Coupar (religious representative) Allan Crosbie (teacher representative) Craig Duncan (religious representative) Alexander Ramage (parent representative) John Swinburne (teacher representative)</p>	

## Business Bulletin 2015

### James Gillespie's High School: Sunday Times Scottish State Secondary School of the Year

A huge congratulations to the staff, pupils and parents at James Gillespie's High School on being recognised as the Sunday Times Scottish State Secondary School of the Year 2015. This is an impressive and well deserved achievement. Boroughmuir was the Sunday Times Scottish State Secondary School of the Year in 2012.

### Corporate Parenting Member Officer Group

At a recent [meeting of this group](#) a short 8 minute clip was shown outlining how to improve outcomes for Looked After Children and Young people. The Group also received an update on Employment, Training and Positive Destinations. There are significant increases in the areas of training and employment which both rose from just under 12% to nearly 20%. There are a number of projects being run to encourage all young people into the workplace or on to further education. In addition more young people are staying on at school.

Michelle Gordon (Pupil Support Leader in WHEC) presented to the group about the excellent practice at WHEC supporting Looked After young people. The school have worked very hard at improving communication with social work, including sharing attendance and attainment results with them. This has been a key focus of the Wester Hailes Total Place approach.

### Scottish Attainment challenge

The eight Edinburgh schools involved in Scottish Attainment Challenge met at the end of October 2015 to discuss their proposals for funding which were submitted to the Government in November 2015. Jacqueline Scott, (Headteacher Trinity Primary School) has been seconded to the Scottish Government, as Attainment Adviser for the City of Edinburgh. She will work with us supporting the eight schools.

### Mandarin

As part of the 1+2 modern languages programme, Edinburgh has again been commended for its work in supporting young people to learn Mandarin. We now have over 2000 pupils studying Mandarin across Edinburgh.

### Physical activity

Craigour Park Primary is one of the first schools in Scotland to offer pupils a high intensity workout during class time, with almost all pupils engaging in 30 second bursts of

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For more information please contact Sheila Paton on 469 3137 or [sheila.paton@edinburgh.gov.uk](mailto:sheila.paton@edinburgh.gov.uk)

For more information please contact Ann Robertson on 469 3039 or [ann.robertson2@edinburgh.gov.uk](mailto:ann.robertson2@edinburgh.gov.uk)

For more information please contact Mel Coutts on 469 3065 or [mel.coutts@edinburgh.gov.uk](mailto:mel.coutts@edinburgh.gov.uk)

intense physical exercise on a daily basis. This is having a positive impact on pupils' health and wellbeing with a notable increase in fitness levels. Prestonfield Primary is on board with the project starting with P1 and P2 classes in November 2015.

### **Defibrillator Project**

Councillor Cathy Fullerton recently launched our defibrillators in schools project at Forrester High School and St Augustine's High School. It is expected that defibrillators will be in all secondary schools and special schools over the next few months.

### **Health and wellbeing team**

Congratulations to our Health and Wellbeing team who have just won the Education Initiative of the Year at the [Herald Society Awards](#) for the 'Growing Confidence Secondary School Programme'. These awards attracted over 450 submissions with over 125 organisations taking part from across England, Northern Ireland, Scotland and Wales.

### **Gathered Together**

The programme is hosting free workshops for parents who are new to Scotland and people working with these parents. The workshops will help parents to understand what happens in schools and how they can get more involved with their child's learning.

### **Children and Families Achievement Awards**

I was delighted at the number of applications for Children and Families awards. The ceremony was an excellent occasion and took place on Monday 28 September 2015 at the Assembly Rooms in George Street. It was attended by over 400 people, including children, young people, staff and partners. We have posted the winners and those highly commended in each of the seven categories on the [Brightfutures blog](#). Please sign up for brightfutures as a follower to keep updated on all of these and other good news stories from across Children and Families.

### **CATS working group**

A meeting of the Community Access to Schools (CATS) Member/Officer Group was held in November 2015. At that meeting Mike Fraser, Children and Families, Principal Officer presented a paper which detailed the significant progress that has been made including:

- A new management arrangement across the city.
- A revised scheme of charges is in place for lets for secondary schools and a consistency of charging is

For more information please contact Michelle McMillan on 469 3832 or email [michelle.mcmillan@edinburgh.gov.uk](mailto:michelle.mcmillan@edinburgh.gov.uk)

For more information please contact David Bruce on 469 3795 or [email david.bruce2@edinburgh.gov.uk](mailto:david.bruce2@edinburgh.gov.uk)

Each workshop will be held from 10.30am-12.30pm at the Quaker Meeting House, 7 Victoria Terrace, EH1 2JL. To book places contact [gtevents@bemis.org.uk](mailto:gtevents@bemis.org.uk) or call 0131 548 8041.



For more information please contact David Bruce on 469 3795 or email [david.bruce2@edinburgh.gov.uk](mailto:david.bruce2@edinburgh.gov.uk)

now being applied.

- Online booking for adult education classes

A further meeting to look at progress of CATS and the work of Edinburgh Leisure will take place before the next Education, Children and Families Committee.

### **Young Edinburgh Action (YEA)**

As part of the overall review of committee structures, it was agreed that a new approach was required to ensure young people's active citizenship and engagement in the development of services for young people in Edinburgh. The new structure would be less formal and bureaucratic than the former Edinburgh Youth Issues Forum.

In December 2013, the [Education, Children and Families Committee agreed the Young People's Strategy](#).

Committee received a further report in March 2015 that recommended rebranding a range of initiatives under the banner "Young Edinburgh Action". Councillor Day convenes the Young Edinburgh Action Forum.

The aim of the Young Edinburgh Action in Edinburgh is to facilitate young people's meaningful participation in partnership working and decision making , leading to:

- Improvements for services for young people
- Learning and development for young people involved

Young people's participation takes place in many council and partner agencies services and across the city. There are a range of options for young people, from dedicated youth forums to joining an open campaign groups or political organisation alongside adults.

Young people's participation supports young people to influence changes in relation to local, citywide, national and global issues. This includes, but is not limited to, engaging with Councillors, officers and other decision makers at a range of levels. The work supports colleagues across Children and Families, and other council departments and partner agencies to hear young people's thoughts and concerns on a wide range of issues.

An update report on this work will be presented to Committee in May 2016.

### **1+2 Nationally recognised**

Edinburgh is leading the way in implementing the Government's Strategy for modern languages. By the start of 2017 pupils will receive lessons in at least two languages by the time they leave primary school. Please see below for links:

For further information please contact [mary.mitchell@edinburgh.gov.uk](mailto:mary.mitchell@edinburgh.gov.uk) or [gavin.crosby@edinburgh.gov.uk](mailto:gavin.crosby@edinburgh.gov.uk)



For more information please contact Ann Robertson, 469 3039 [ann.robertson2@edinburgh.gov.uk](mailto:ann.robertson2@edinburgh.gov.uk)



- [BBC](#)
- [Edinburgh Evening News](#)
- [Edinburgh Evening News - Early learning delivers great many benefits](#)

## Early Years

Tynecastle nursery which is one of the City of Edinburgh Council's oldest nurseries received six 'Excellent' and three 'Very Good' from Education Scotland and the Care Inspectorate. Inspectors described the nursery as 'an exceptional environment for children to play, grow and learn' where the 'child is clearly at the heart of the setting' in a 'relaxed, calm and purposeful oasis within the city'.

The report came just weeks after the Council was singled out for praise in an independent workforce review of early learning commissioned by the Scottish Government. Professor Iram Siraj identified the approaches used by the Council as an example of best practice, saying: 'The City of Edinburgh Council is one example of the best early learning focuses within Scotland. This is based on the professional development provided for early years' staff, much of which follows the Froebel model. 'This model is child-centred with a play-based pedagogy, and is underpinned by a knowledge and understanding of child development which supports assessment, evaluation and planning'.

## Gracemount Primary School Headteacher recognition

My warmest congratulations to Greg Dimeck, Headteacher at Gracemount received an award from Princess Anne on behalf of Save the Children as an Individual Champion supporting their involvement in schools. Gracemount is currently piloting and evaluating a Save the Children programme called Families Connect.

## Castleview Primary School follow through report

Following the school very successful HMIE inspection in 2013 were they were awarded a Very Good rating for:

- Improvements in Performance
- Learners Experiences
- Improvements through Self Evaluation

It was also awarded two Excellent ratings for:

- Meeting Learners Needs
- Curriculum

Children and Families quality improvement team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education. Their findings were that the school had made excellent progress since the 2013 report and had improved on performance in all areas. [Read more of this post.](#)

For more information please contact  
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# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

## Short-Life Working Group - School Admissions/ Appeals

Item number	7.1
Report number	
Executive/routine	
Wards	All

### Executive Summary

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This is a progress report on the work carried out following the decision at Education, [Children and Families Committee on 6 October 2015](#) to form a short-life working group to review the admissions and appeals procedure for school places.

This report outlines findings of the working group, which met over a four week period and included presentations by key stakeholders, and a wider survey to gauge the views of parents and others involved in the process. This report includes a number of recommendations to address issues that have arisen in recent years and improve the process for all participants.

### Links

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Coalition pledges	<a href="#">P5</a>
Council priorities	<a href="#">CO1, CO3 and CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>



# Short-Life Working Group - School Admissions/Appeals

## Short-Life Working Group - School Admissions/Appeals

### 1. Recommendations

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The Committee is asked to:

- 1.1 Note the formation of an appropriately qualified, dedicated small team to present the case on behalf of the Council for all appeals to the Independent Appeal Committee.
- 1.2 Note the progress made to date in improving the quality of information on the admissions and appeals process available on the Council website and that further work will be undertaken to improve the quality of public information to ensure that all relevant policies and procedures can be easily accessed.
- 1.3 Note that an Admissions and Appeals report will be submitted to Committee on an annual basis
- 1.4 Note that a separate report on the agenda for this Committee on a revised Admissions policy will support the ongoing work of improving the placing in schools and appeals process.
- 1.5 Note the principle behind 'Reserved Places' as outlined in the Admissions policy to ensure that this is promoted to parents and all involved in the placing process through appropriate communications on a regular basis.
- 1.6 Note that a formalised open recruitment and selection process will be carried out and reviewed annually (if required) to increase the number of both panel members and chairs on the independent panel.
- 1.7 Note the development and delivery of an annual mandatory training programme for panel chairs/members and all officers, including head teachers, who are involved in the Appeals process. Consideration will be given to the use of an external training provider where appropriate e.g. for panel members and chairs.
- 1.8 Request a further progress report in March 2016 on progress in relation to the above recommendations.

To recommend that the Independent Appeals Panel:

- 1.9 Consider whether it is practical for the panel to provide more detailed written reasons for their decisions in order that these reasons can be communicated via Committee Services to the parent/carer and Committee.
- 1.10 Consider developing a formal and enhanced feedback and evaluation process to ensure that Independent Appeal Panel members receive feedback from all stakeholders.

## 2. Background

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- 2.1 [Section 28A \(3\) \(a\) of the Education \(Scotland\) Act 1980](#) (as amended) gives parents the right to express a preference for a particular school that they want their child to attend. If a placing request is made, local authorities have to grant these requests if places are available in the school and there are no additional costs incurred by the authority in granting the place (for example, if they had to employ an additional teacher). If a placing request is refused, parents have the right to appeal this decision to an Independent Appeals Panel.
- 2.2 The City of Edinburgh Council operates a catchment policy where every address in the city is associated with a denominational and non-denominational primary and secondary school. When a denominational school is oversubscribed, priority will be given to baptised Roman Catholic children.
- 2.3 The City of Edinburgh Council receives a high number of placing requests following the closing date for applications in December. In January, the number of non-catchment placing requests is high, however these numbers decrease as requests are granted, withdrawn, deferred, or when families move out of Edinburgh or accept their second choice school recommended to them (see table 1 below).
- 2.4 Some of the main reasons given for non-catchment places are siblings already attending their preferred school, the location e.g. near the parent's place of work, the reputation of the school, childcare or exceptional circumstances. This is supported by the results of the survey carried out by the working group.
- 2.5 The majority of appeals are heard at P1 or S1 stages and table 1 below shows that more secondary school appeals were heard in 2015 than in 2014. This could be linked to the increase in school rolls as a number of schools no longer have any places available for families moving into catchment areas throughout the year. The forecasts for rising rolls were reported to Committee in December 2014 and latest update included in this agenda.
- 2.6 The table below indicates the number of P1 and S1 appeals heard and granted by the Appeals Panel for the last three years.

Table 1

Total number of placing requests received:	Total number of appeals heard and granted
2013 – 1864 non-catchment placing requests	In Primary - Heard: 185; Granted: 46 In Secondary- Heard: 43 Granted: 6 3 common cases lost
2014 – 1918 non-catchment placing requests	In Primary - Heard: 186; Granted: 43 Secondary - Heard: 16; Granted: 6 1 common case lost
2015 – 1782 non-catchment placing requests	In Primary - Heard: 180; Granted: 81 In Secondary - Heard: 51; Granted: 10 5 common cases lost

- 2.7 The table above demonstrates that there are a larger number of placing requests and an increase in the number of appeals being granted at P1 and S1 appeals in 2015 than in last few years even though the number of appeals being heard is staying approximately the same.
- 2.8 Appeals are time-consuming and stressful for parents and for head teachers and Council Officers defending these appeals and, where an appeal is lost, it may mean the authority incurring the additional cost of a teacher at a future stage or stages.
- 2.9 The Council priority is and remains to provide sufficient places for catchment children. Over successive years, the Council has sought to promote the benefits to parents of choosing their local school and remains committed to that principle. The Council has been clear that in a time of rapidly rising school rolls and increasing catchment demand, siblings are increasingly unlikely to gain non-catchment place, and parents need to be aware of this when they make the original application.

### 3. Main report

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- 3.1 The Short Life Member Officer Working Group on School Admissions/Appeals was set up to review the existing Admissions and Appeals processes and identify potential improvements.
- 3.2 The group met four times and at two of the meetings interested parties were invited to attend and outline their experience of being involved in the placing process and what they felt were the issues and challenges that needed to be addressed. Head teachers, a Trade Union representative, Appeal Panel Chairs and Members all attended.
- 3.3 In addition, a survey was distributed to a wide range of interested parties, including parents and Council officers directly involved in managing the process. Key issues raised by panel participants that attended the Short-Life Working Group included:
- 3.3.1 Head teachers highlighted the following:
- Concerns that Appeal Panel members may not recognise the full implications of their decisions to grant appeals, for example pressure on general purpose space in some schools and the difficulties faced by schools when decisions perhaps result in the whole school class organisation having to be reorganised.
  - The need for clearer communications to ensure parents understand the challenges currently being faced as a result of school rolls, to address negative perceptions in some schools and to ensure those parents who are no longer needing their places due to choosing the independent sector didn't wait until the last minute to let their school know.
  - The need for Improved training for head teachers, particularly those who may need to lead appeals at other stages as these are becoming increasingly focussed on legal issues.
  - The need to ensure the policy for reserved places is clearly communicated and that schools should have the ability to reserve places throughout the year for families moving into the area.
- 3.3.2 The trade union representative raised, on behalf of their members, that training for panel members had to ensure they understood the impact their decisions can have on a school in terms of class organisation, particularly at secondary schools, when practical classes are set at 20 and the timetable has already been organised.

### 3.3.3 Appeal Panel Chairs and Members highlighted the following:

- The need for all involved in the Appeals process to be well trained.
- A clearer understanding of the Council's process on how decisions are made about which children are deemed 'exceptional'.
- To explore if it is possible for the process to be less stressful for parents of those children who are not granted a place and have to go through the Appeals process.
- That parents of nursery children, particularly those with additional support needs, need help to understand that if they choose to send a child to a nursery class in a primary school they are not guaranteed a place in the primary if they live outside the catchment.
- Consideration should be given to making the process less formal for parents, for example moving appeals from committee rooms in the City Chambers to schools and community venues.

3.4 A survey was issued to 606 interested parties including head teachers; parents/carers; panel chairs/members; Council officers; parents who applied for appeals; and elected members. 65% of these responded to the survey. The survey results were positive with the majority of respondents (232) identifying themselves as parents/carers. The results of the survey reinforced the feedback given by invitees during the Short-Life Working Group (see appendix 1).

3.5 The analysis of the responses demonstrated that similar themes came through as were identified at the working group and these are reflected in the recommendations with other aspects reflected in the action plan.

3.6 An action plan has been developed and used throughout the process (see appendix 2). A number of activities have already been put in place for the start of the 2016 placing process earlier this month. These activities will be progressed, including the recommendations in this report, over the coming months with a progress report being taken to Committee in March 2016.

## 4. Measures of success

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4.1 More panel members and chairs are available to sit on panels.

4.2 Future evaluations of the process are positive.

4.3 Training is delivered to all and positively evaluated.

4.4 An improved website means a reduction in enquiries to the school placement team and complaints phonenumber.

## **5. Financial impact**

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- 5.1 The cost for admissions and placing in schools is already included into the current Children and Families budget.
- 5.2 The costs implications need to be assessed in relation of the establishment of a dedicated team to present the case on behalf of the Council for all appeals to the Independent Appeal Committee.
- 5.3 Improvements in the website should reduce queries and free up officer time.

## **6. Risk, policy, compliance and governance impact**

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- 6.1 There are risks associated with statutory deadlines not being met.

## **7. Equalities impact**

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- 7.1 There are no negative impacts arising from this work.  
An accessibility assessment has been carried out on the main council website, including the placing in schools section.

## **8. Sustainability impact**

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- 8.1 There are no adverse economic, social or environmental impacts.

## **9. Consultation and engagement**

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- 9.1 The survey extended the consultation to 606 people. In addition, views were sought from interested parties at the Short-Life Working Group. There are already a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups and Consultative Committee with Parents. Head teachers also meet with their Parent Council to discuss placements in their own school. The recommendations and work in the action plan look to further enhance these consultations.

## 10. Background reading/external references

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[Class Size Legislation](#)

[Choosing a School](#)

[Education Scotland Act 1980](#)

[School Placements Edinburgh](#)

[Team Teaching CEC](#)

[Composite Classes CEC](#)

### Gillian Tee

Executive Director of Communities and Families

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### Links

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<b>Coalition pledges</b>	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council priorities</b>	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 CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 - Summary of Survey for School Admissions and Appeals 2015 2 - Schools Admissions/Appeals proposed action plan

## Appendix 1

### Summary of Survey for School Admissions and Appeals 2015

As part of a review of the School Admissions and Appeal Process, a questionnaire was issued to stakeholders in November 2015. There were 394 responses in total. Of those who indicated the capacity in which they have been involved in the process:

- 232 were parents/carers
- 2 were head teachers
- 8 were panel members
- 7 were panel chairs
- 17 were Council officers (other than head teachers)

The questionnaire included a number of generic questions for all respondents and then divided into specific questions for each stakeholder group. Some respondents appear to have answered the generic questions and not gone on to the specific ones – the highest response was to the first question while the total number responding to the specific questions was 266.

A summary of the feedback is set out below. Responses to quantitative questions are given as numbers and percentages (rounded to the nearest whole number). Responses to qualitative questions are summarised with the issues cited most often highlighted.

*Have you used the City of Edinburgh Council website to find out about the placing process?*

Answer choice	Response
Yes	253 (65%)
No	137 (35%)

*If yes, how helpful did you find it?*

Answer choice	Response
Very helpful	35 (15%)
Helpful	174 (73%)
Not very helpful	23 (10%)
Not at all helpful	6 (3%)

*Do you have any suggestions on how we can improve the website?*

Some respondents had suggestions in relation to:

- Improving the wording of the information and making it easier to understand
- Clearer information on the process and how decisions are made
- Better guidance on appeals



*Have you read the Council's admissions policy?*

Answer choice	Response
Yes	232 (70%)
No	101 (30%)

*If yes, how helpful did you find it?*

Answer choice	Response
Very helpful	30 (14%)
Helpful	160 (73%)
Not very helpful	24 (11%)
Not at all helpful	5 (2%)

*Are there any elements of the admissions process you would like improved?*

Some respondents commented on:

- The need to prioritise places for siblings
- The policy needs to be clearer with less jargon
- The need for clearer information about reserved places

*The school population in Edinburgh is rising. Do you recognise that this will have an effect on the ability to accommodate out of catchment placing requests?*

Answer choice	Response
Yes	249 (81%)
No	5 (2%)
Don't know	6 (2%)

*Any comments?*

Some respondents commented that:

- Children should attend their catchment schools
- Rising demand means that capacity should be increased, including by building new schools
- Siblings should be prioritised

### **Questions for parents/carers**

*In your experience, why do parents/carers choose schools other than their catchment school?*

Answer choice	Response
Location	114 (47%)

Recommendation	67 (28%)
Reputation	198 (82%)
Education Scotland/HMIE inspection reports	101 (42%)

*Other, please say*

Some respondents commented on:

- Siblings already at the school
- Proximity to place of work
- Quality of education and facilities or perceptions about these
- Friends at the chosen school e.g. from nursery
- Additional support needs/disability
- Child care arrangements

*Have you submitted a placing request recently?*

Answer choice	Response
Yes	121 (46%)
No	144 (54%)

*If yes, how easy was it for you to submit the request?*

Answer choice	Response
Very easy	36 (30%)
Easy	66 (55%)
Not very easy	12 (10%)
Not at all easy	5 (4%)

*How do you think we could improve the process?*

Some respondents commented that:

- The process is slow and can be difficult for parents
- Communication needs to be improved
- It should be possible to do more online

*If your request was unsuccessful, did you appeal the decision?*

Answer choice	Response
Yes	84 (87%)
No	13 (13%)

*If yes, how did you find the process?*

Answer choice	Response
Very easy	11 (13%)
Easy	27 (31%)
Not very easy	28 (32%)
Not at all easy	21 (24%)

*How do you think we could improve the process?*

Some respondents commented on:

- How stressful the process can be
- The need to make appeals meetings less formal
- The length of time the process takes
- Their view that the panel had already made up its mind

### **Questions for head teachers**

As only two head teachers responded, their answers are not given in tables or in percentages.

The head teachers felt that parents/carers chose schools other than their catchment due to reputation, inspection reports, recommendation and location. They also mentioned concerns about the behaviour of pupils currently in the school and avoiding schools not seen as an appropriate social setting for their child.

Out of school catchments put extra stress on accommodation and cause a 'bottle neck' in early years.

Both head teachers had been involved in a placing appeal and both felt supported in the process (one completely and one somewhat). One head teacher wanted more support in advance and one commented that the Grants, Awards and Placement team support is excellent.

## Questions for Appeals Panel Members

*Did you feel well prepared for being on the panel?*

Answer choice	Response
Yes	9 (75%)
Somewhat	3 (25%)
Not really	0
No	0

*What training was provided and how has this assisted you in your role?*

Respondents identified initial and annual training as being helpful and important. Some said that the opportunity to share experience with fellow panel chairs/members is as important as formal training.

*In your experience, what is the best thing about being on the panel?*

Respondents commented on the opportunity they have to assist families in need and help find solutions.

*What could we do to improve the process?*

Respondents commented on:

The need for Council officers to be well prepared

The need for more user-friendly wording of paperwork

The need for an officer to be present

*How do we encourage more chairs or panel members to join?*

Respondents suggested:

Involving current panel chairs and members in sharing their experiences

Having a recruitment campaign targeting former heads or with other bodies such as the Scottish Parent Teacher Council.

### Questions for Council officers

*What stage of the process are you involved in?*

(Please tick all that apply)

Answer choice	Response
Placing process	2 (15%)
Appeals process	7 (54%)
Presenting officer	4 (31%)

*Do you feel well prepared to carry out your role?*

Answer choice	Response
Yes	6 (46%)
Somewhat	3 (23%)
Not really	4 (31%)
No	0

## Appendix 2

Short Life Working Group: School Admissions/Appeals

Schools Admissions/Appeals proposed action plan- working document.

For all areas below a Lead Officer(s) is mentioned at the top of the table. This lead officer is the person who will co-ordinate all the actions in their table.

Consultation Lead Officer: Departmental Adviser (DA) to the Convener of Education, Children & Families

Action	By whom	By when	Progress/Comments
Invite various interested parties to SLWG to give their views on the process- include Parents/Panel Chairs/Panel Members / HT Representatives and Union Rep	DA to the Convener of Education, Children & Families Committee /Convener of Education, Children & Families / Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)/Parent Rep	17/10/15	Completed
Draft survey to SLWG for approval	Principal Officer, Engagement & Involvement/DA to the Convener of Education, Children & Families /Comms Client Manager	23/10/15	Completed

Issue survey to distribution lists	Senior Education Manager (Inclusion & Pupil / Parent Support)/Committee Services	02/11/15	Completed
Analyse and then report back findings of the survey monkey to the SLWG.	Principal Officer, Engagement & Involvement/DA to the Convener of Education, Children & Families Committee /Comms Client Manager	17/11/15	Completed
Collate a range of data including numbers for stage appeals and what schools parents are appealing out of and into	DA to the Convener of Education, Children & Families Committee /Senior Education Manager (Inclusion & Pupil / Parent Support)/Placing in schools team/Committee Services	17/11/15	Completed
A survey to be developed for young people to gain their views. Use Edinburgh Youth Forum	Principal Officer, Engagement & Involvement/ DA to the Convener of Education, Children & Families Committee / Youth Work Strategy Implementation	25/11/15	Completed

Review and update action plan based on the feedback from discussions/ consultations and survey monkey results	DA to the Convener of Education, Children & Families Committee	Ongoing	
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Placing in schools Paperwork Lead Officer: Senior Education Manager (Inclusion & Pupil / Parent Support)

Action	By whom	By when	Progress/Comments
Review non-catchment placing request form	Placing in schools Team/Senior Education Manager (Inclusion & Pupil / Parent Support)	30/10/15	Completed
Consider how the 'exceptional' pupils are deemed exceptional.	Senior Education Manager (Inclusion & Pupil / Parent Support)/	26/01/16	A group has been set up to do this in January prior to the Pupil Student Support Committee



Website: Lead Officers Senior Education Manager (Inclusion & Pupil / Parent Support) (content) and Management Information Systems Officer (analysis/testing) Graeme Smith (web content)

Action	By whom	By when	Progress/Comments
Develop case studies to trial the website	Communications Client Manager	12/10/15	Completed.
Deliver a report on the case studies and accessibility to the SLWG in October	Management Information Systems Officer	20/10/15 to issue on 23 October for discussion at SLWG on the 27 October	Completed
<p>Update website to include feedback:</p> <p>1.1 Make clearer on website that non-catchment schools may not be possible e.g. a note about siblings not automatically entitled to be schooled together.</p> <p>1.2 To help mobile users ensure that links to each part of the guide are included in the body of the content rather than just in the guide title section.</p>	Management Information Systems Officer/Senior Education Manager (Inclusion & Pupil / Parent Support) and Placing in schools team	30/10/15	Completed

1.3	To help mobile users whenever the guide is mentioned include a link in the body of the content rather than just in the guide title section.			
Get ASL information to include on website	Service Manager Professional Services/DA to the Convener of Education, Children & Families Committee	10/12/15		Under Review
Add ASL information to website	MIS Officer	10/12/15		Under review prior to uploading
Add more specific information on Broughton re Football/ Music and Dance and specific number of places allocated	Placing in Schools team/ Senior Education Manager (Inclusion & Pupil / Parent Support)/Broughton HT	30/10/15		Completed.
Include the nursery classes' information on websites i.e. Reinforce nursery classes in Primary schools are not catchment to the Primary school for non catchment children make it clear that if you attend an out of catchment nursery class in a	Senior Education Manager (Early Stages)/Early Years & Childcare Manager/Quality Improvement Officer and Placing in school team	30/10/15		Currently work being done on standardising enrolment forms for all nursery children across the City. This includes information that nursery classes in primary schools are non-catchment. This is clear in the Early

school the chances are that the child will not be able to progress into that out of catchment primary school			Year policy
Review placing booklet and update	Communications Client Manager /Senior Education Manager (Inclusion & Pupil / Parent Support)/ Placing in schools team /Management Information Systems Officer/Senior Solicitor	30/10/15	Completed
Review reserved places policy	Senior Solicitor/ Senior Education Manager (Inclusion & Pupil / Parent Support)	01/12/15	Completed
Update school placement webpage	Communications Client Manager/ Senior Education Manager (Inclusion & Pupil / Parent Support)/ Placing in Schools Team and Management Information Systems Officer	04/03/16	To be considered for next session.
Review other stage placements management	Senior Education Manager (inclusion & Pupil/Parent Support)	04/04/16	Cost implications to be considered.

Admissions Policy/ Paperwork: Lead Officer Senior Education Manager (Inclusion & Pupil / Parent Support)

Action	By whom	By when	Progress/Comments
Review policy	Senior Education Manager (Inclusion & Pupil / Parent Support)/ Senior Solicitor/ Comms Client Manager/ Executive Director of Communities & Families and SLWG	08/12/15	This information is included in the Placing in Schools booklet. Seek Committee approval.

Recruitment: Lead Officer Committee Services

Action	By whom	By when	Progress/Comments
Review recruitment protocol for all panel members	Committee Services/Senior Solicitor/Comms Client Manager	08/12/15	Currently being developed for Open Night
Draw up protocol for chairs and panel members and officers including remit and responsibilities on the appeal's process.	Senior Solicitor/Committee Services	15/01/16	This is for both officers and panel chairs/members

<p>Organise an Open night for recruitment-</p> <p>Draw up an application form for recruitment</p> <p>Promote this event via the various contact channels including Parent Chairs/CCwP/HT/CLD links/QIO network/Brightfutures information on this also.</p>	<p>Committee Services/Senior Solicitor</p>	<p>8/12/15</p>	<p>This has been arranged for Tuesday 8 December at 6pm in the European Room – Programme and online application form and publicity underway.</p> <p>This is currently being organised. Similar format being considered as used for Children Panel Member volunteers</p>
<p>Review design of flyer</p>	<p>Communications Client Manager/Committee Services</p>	<p>17/11/15</p>	<p>In progress.</p>
<p>Promote recruitment of panel members at Neighbourhood groups/ CCwP</p>	<p>Senior Education Manager (Inclusion &amp; Pupil / Parent Support)</p>	<p>01/10/15</p>	<p>Completed.</p>
<p>Develop approach to target previous employees</p>	<p>Committee Services/ Senior Education Manager (Inclusion &amp; Pupil / Parent Support)/ DA to the Convener of Education, Children &amp; Families Committee</p>	<p>24/11/15</p>	<p>Completed.</p>
<p>Invite Parent Chairs to Open night including former</p>	<p>Senior Education Manager (Inclusion &amp; Pupil / Parent</p>	<p>24/11/15</p>	<p>Completed.</p>

CCwP parent representatives	Support)/ Committee Services		
Review /consider capacity to support other stage appeals led by Head Teachers	SLWG Executive Director of Communities and Families	24/11/15	
Review parent letters following appeals to include more details on the outcome of appeal	Committee Services	14/01/16	
Review location of appeals (independent and in less formal settings)	Committee Services	11/04/16	

Training Officers; Lead Officer – Senior Education Manager (Inclusion and Parent/Pupil Support)

Action	By whom	By when	Progress/Comments
Discuss how best to use officers in the appeals process and who is required and when.	Executive Director of Communities & Families/Head of Schools & Lifelong Learning/Head of Resources	08/12/15	Committee report
Consider alternative options to officers presenting the appeals and the cost related	SLWG/ Executive Director of Communities & Families	08/12/15	Investigate costs

to this			
Consider officer support for HT at stage appeals/ exclusion appeals and/ or provide a crib sheet for this	SLWG/Executive Director of Communities & Families	04/02/16	Consider cost implications.
Consider training for school administration staff and /or Business Managers on the appeals process as they often assist HTs	SLWG/Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	14/01/16	Decision to be made on this and training offered
Develop more case studies for all to include in training. These should include examples of the various issues raised during the SLWG and in the Survey Monkey.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	14/01/16	Issues/ideas from the interested parties and survey monkey results were noted to consider for future training.
Explore how technology might be used more during the appeals process including for Chairs	Placing in schools team/ Committee Services/ Senior Education Manager (Inclusion & Pupil / Parent Support)/Management Information Systems Officer/Comms Client Manager	04/03/16	Review the cost implications for IT use in this area

Develop evaluations to be completed after training.	Senior Solicitor	04/03/16	
Consider using a Survey Monkey to review the process each year.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	04/04/16	Decide on when to use them.
Discuss and develop a yearly mandatory update for all panel members/chairs and officers.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	08/12/15	Committee report

Training for the Independent Appeals Committee: Lead Officer - Senior Solicitor

Action	By whom	By when	Progress/Comments
Agree mandatory training for all new panel members/chairs and officers	SLWG / Committee Services/Senior Solicitor	24/11/15	Recommendation in the report.
Agree the possibility of mandatory yearly updated training for all involved in the process and closer updates/training to when appeal will actually take place	SLWG / Committee Services/Senior Solicitor	24/11/15	Recommendation in the report.



Explore the costs for External training provider for the Chairs and Panel Members	Committee Services	24/11/15	Recommendation in the report.
Discuss and develop a yearly mandatory update for all panel members/ chairs and officers.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	06/12/15	Recommendation in the report
Develop more case studies for all to include in training. These should include examples of the various issues raised during the SLWG and in the Survey Monkey.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	14/01/16	Issues/ideas from the interested parties and survey monkey results were noted to consider for future training.
Explore how technology might be used more during the appeals process including for Chairs	Placing in schools team/ Committee Services/ Senior Education Manager (Inclusion & Pupil / Parent Support)/Management Information Systems Officer/Comms Client Manager	04/03/16	Review cost implications
Consider how the quality assurance of the process including the Independent Panel	Senior Solicitor	Ongoing	

Communications and improving perceptions of schools in relation to Placing in schools and Appeals: Lead Officer Communications  
Client Manager

Action	By whom	By when	Progress/Comments
All data held should be in a similar format so that it is easier to share.	Committee Services /Senior Education Manager (Inclusion & Pupil / Parent Support)/Placing in schools team	08/12/15	
Many appeals are due to other siblings in schools. This needs to continue to be addressed more in communications	Comms Client Manager/Placing in schools team/ Senior Education Manager (Inclusion & Pupil / Parent Support)	Ongoing	
Share the Communications plan that already exists and add to this taking into account the views and issues raised via the SLWG.	Communications Client Manager / Parent Rep/Placing in schools team/Senior Education Manager (Inclusion & Pupil / Parent Support)	05/02/16	
Share good practice from the Open Days with schools and give further guidance on this to HT's	Communications Client Manager/Parent Representative/ Placing in schools team/Senior Education Manager (Inclusion & Pupil / Parent Support)/Quality	10/02/16	Guidance already exists but will be improved. Share good practice at a HT meeting.

	Improvement Manager - Primary		
Identify where the most out of catchment requests are being made and help publicise the school with the aim of addressing negative perceptions of the school.	Placing in schools team/ Communications Client Manager	01/04/16	Use the data collated to look at this.
Following appeals – why are not upheld need to encourage parents to visit their catchment school	Communications Client Manager/ Placing in schools team	01/04/16	Draft letter to be used by HT's

# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

## Admissions to Mainstream Schools

Item number	7.2
Report number	
Executive	
Wards	All

### Executive summary

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To seek members approval for the Admissions Policy for all mainstream schools.

The purpose of the proposed policy is to ensure clarity and consistency in the management of admissions to mainstream schools at all stages. All admissions must comply with class size legislation and national agreements.

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">C01,C03,C06</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Admissions to Mainstream Schools

### Recommendations

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- 1.1 To confirm approval of the Admissions to Mainstream Schools Policy.

### Background

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- 2.1 The Council manages the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#). Admissions for P1 and S1 each August are managed by the Grants, Awards and Placements team. The headteacher is responsible for all admissions at all other stages and for P1 and S1 after August.
- 2.2 Legislation on class sizes underpins the Admissions Policy.
- 2.3 A Member Officer Working Group was established in November 2015 to review the admissions and appeals process for session 2015/16.

### Main report

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- 3.1 The policies and procedures which underpin the admissions process for mainstream primary and secondary schools have been in place since the inception of Edinburgh City Council.
- 3.2 The main key messages in place in the policy are as follows:
  - 3.2.1 The pupil must be resident in the address before a place will be allocated. Proofs of address must be provided.
  - 3.2.2 Allocation of places in P1 and S1 for August of any year are based on residence before 28 February.
  - 3.2.3 Late catchment pupils P1 and S1 after 28 February are not guaranteed places in the catchment school.
  - 3.2.4 Siblings are not guaranteed out of catchment placements if their brother or sister is already in a school.

- 3.2.5 Priority will be given to catchment Baptised Roman Catholics (BRC) in certain RC schools in allocating places.
- 3.2.6 Reserved places will normally be retained throughout the year, where possible, for incoming catchment children, but where non catchment places are granted by an Appeal Committee or a Sheriff this may result in fewer reserved places being available.
- 3.3 Placement requests at other stages follow the same procedures as for P1 and S1.
- 3.4 At all stages in primary and secondary schools if a placement is refused a parent has the right to appeal in the first instance to an independent appeal panel and if that is unsuccessful to the Sheriff Court.

### **Measures of success**

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- 4.1 Overall progress will be measured using the following measures:
  - 4.1.1 compliance with all statutory deadlines;
  - 4.1.2 numbers of appeals not upheld in line with department policies and;
  - 4.1.3 class size regulations.

### **Financial impact**

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- 5.1 This policy will be delivered within existing budgets.

### **Risk, policy, compliance and governance impact**

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- 6.1 The risk in this area is that statutory deadlines are not met and that there is non compliance with legislation.

### **Equalities impact**

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- 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.

## Sustainability impact

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8.1 There are no adverse economic, social or environmental impacts resulting from this policy.

## Consultation and engagement

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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 and Consultative Committee with Parents. Parents are also part of the Rising Rolls working group and officers meet with individual parent councils where schools are affected by rising rolls. Headteachers meet with their own Parent Council to discuss placements in their own school. The recently formed Member Officer Group have also consulted with a variety of stakeholders.

## Background reading/external references

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[Education \[Scotland\] Act 1980](#)

[The Education \[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)

[The Education \(Lower Primary Class Sizes\) \(Scotland\) Regulations 1999](#)

[The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)

[Team Teaching CEC](#)

[Composite Classes CEC](#)

### **Gillian Tee**

Executive Director Communities and Families

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

E-mail: [Moyra.wilson@edinburgh.gov.uk](mailto:Moyra.wilson@edinburgh.gov.uk) Tel: 0131 469 3066

## Links

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<b>Coalition pledges</b>	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	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 CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 – Admissions mainstream schools



# Policy : Admissions to Mainstream Schools

**Implementation date: December 2015**

## Control schedule

**Approved by:** Education Children and Families Committee

**Approval date :**

**Senior Responsible Officer:** Moyra Wilson Senior Education Manager

**Author:** Moyra Wilson

**Scheduled for review:** December 2017

## Version control

Version	Date	Author	Comment
0.1	December 2015	Moyra Wilson	

## Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
08.12.15	Education Children and Families		

# Admissions to Mainstream Schools

## Policy statement

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- 1.1 This policy is required to ensure clarity and consistency in the management of admissions to mainstream schools at all stages. All admissions must comply with class size legislation and national agreements [see 4.1].

## Scope

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- 2.1 This policy covers the admission of pupils to P1 and S1 in mainstream schools in August of any school year and also admissions to all other stages of primary and secondary schools.

## Definitions

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- 3.1 Reserved places: Places retained for incoming catchment children and young people.
- 3.2 Proofs of residence: A copy of council tax and a utility bill.
- 3.3 R.C. school: Roman Catholic school.
- 3.4 School Catchment: An area from which children and young people are eligible to attend a local school.
- 3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school
- 3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage

## Policy content

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- 4.1 The Council manages the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#). Further detail of how these principles are applied by the Council to the provision of school places are set out below:

- 4.1.1 Pupils living in the City of Edinburgh Council area have priority over incoming requests from outside the Council area;
- 4.1.2 The Council will endeavour to accommodate catchment pupils in P1 and S1 at their catchment school if resident by 28 February of any year;
- 4.1.3 At other stages in primary and secondary schools places will be allocated to catchment pupils if there are available spaces;
- 4.1.4 Placing requests for non-catchment pupils at P1, S1 and all other stages will be met, subject to available capacity;
- 4.1.5 Additional classes are not normally created specifically to cater for non-catchment placing requests in the primary sector. This includes the potential need to create additional classes in subsequent years beyond the P1 stage;
- 4.1.6 The legislation on class sizes; the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended) that introduced a class size maximum of 25 for P1 and 30 for P2 to P3 is implemented;
- 4.1.7 The most efficient arrangement of class size and provision of teaching staff in P1 and S1 for each new session is sought for each school after taking account of demand for catchment non denominational places.;
- 4.1.8 When considering an “additional teacher” for the present year, the Council takes into account the global number of teachers required across the estate and not the historic number of teachers required at individual schools;
- 4.1.9 First year intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision;
- 4.1.10 Separate catchment boundaries are drawn for denominational and non-denominational schools at both primary and secondary school level (pupils have the option of attending either catchment school, subject to availability of places);
- 4.1.11 In areas of the City falling outwith established catchment areas (for example, the new Waterfront development), the Council defines which establishment is an ‘appropriate school’ for pupils – normally judged on distance and geography;
- 4.1.12 Attendance at a school nursery does not guarantee a place in the school.

### **Reserved Places**

- 4.2 One place per class will be reserved for incoming catchment pupils in each class in primary school and two reserved places for each team teaching class where possible. In secondary schools one reserved place for incoming catchment

pupils will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.

- 4.3 Reserved places will normally be retained throughout the year, where possible, for incoming catchment children. Where non catchment places are granted by an Appeal Committee or a Sheriff this may result in fewer reserved places being available.

### **Team Teaching**

- 4.4 Team teaching arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 as the maximum number of pupils per teacher rises to 30 in P2 so the additional teacher for the class will only be required for P1. Team teaching classes may be organised at other stages in primary schools.

### **Composite Classes**

- 4.5 Composite classes, including at P1/2, are part of the normal organisation in many primary schools, and are generally formed according to the following principles:
- 4.5.1 Age is the main criterion for selecting pupils for composite classes;
  - 4.5.2 A composite class would not normally be formed if there were fewer than five pupils coming from a particular year stage;
  - 4.5.3 It is not policy to composite over three year stages except where there are very low numbers of pupils at particular stages;
  - 4.5.4 Reorganising and recompositing a class structure is sometimes allowed to make additional places available for pupils in an individual school; but significant reorganising or recompositing will not be used where to do so would give rise to a potential detriment to the existing pupils at the school;
  - 4.5.5 Exceptional circumstances will be looked at on a case by case basis.
- 4.6 Positive Action schools receive additional funding which can at times be used to create additional classes by individual headteachers. Non catchment pupils would not be restricted in these cases as they would not generate the need for the Department to employ an additional teacher
- 4.7 There are six key points for parents to consider when applying for school places:

- 4.7.1 Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;
- 4.7.2 All schools have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;
- 4.7.3 A child is only entitled to a place in the primary school where they attend nursery if they live in the catchment area of the primary school;
- 4.7.4 Catchment places for P1 and S1 will only be guaranteed in a non denominational school to children living in the school catchment by 28 February of the year they begin primary or secondary school;
- 4.7.5 Where a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics;
- 4.7.6 If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools.

#### **Oversubscribed Roman Catholic Schools**

- 4.8 Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised Roman Catholic pupils. Furthermore, an additional member of staff would not, as standard practice, be applied to a Roman Catholic school to provide places beyond that necessary to support a P1 intake from its baptised RC catchment population. The exception to this may be where the creation of a higher intake at a Roman Catholic school with sufficient capacity may resolve potential accommodation issues at another school.
- 4.9 Accordingly, where a Roman Catholic school is oversubscribed the following actions will be taken:
  - 4.9.1 Priority will be given to catchment Baptised Roman Catholics (BRC) in allocating places;
  - 4.9.2 In the event that there are insufficient places for all catchment BRC then BRC may be prioritised into other RC schools;
  - 4.9.3 Non BRC, or BRC who choose not to be prioritised into another RC school, who do not obtain a place at their catchment RC school will not be prioritised out to other schools. Such children would be expected to first revert to their non-denominational catchment school.
- 4.10 None of the above affects a parent's statutory right to make a placing request to any school.

## **Oversubscribed Schools**

- 4.11 At times when there are oversubscribed non denominational schools the decision may be made to prioritise placing requests out of the school.

## **Catchment Registration and Placing Requests for P1 and S1**

- 4.12 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are involved throughout the process and are asked to consult with parents in early February where necessary to share with them plans for P1 intakes and class organisations for August. Schools have been made aware that class organisations can change between now and the start of the session.
- 4.13 It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.
- 4.14 The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.
- 4.15 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August it also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross catchment movement of pupils.

4.16 Those children who are refused a placement will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student support in February each year. The usual priority order is:

- a) Siblings;
- b) Edinburgh children;
- c) Out of Edinburgh Children.

4.17 In each category distance is then used to determine the place on the waiting list.

### **Catchment Registration and Placing Requests for Other Stages**

4.18 Placement requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers. If there are no available places the headteacher will refuse the place and add the names to the waiting list.

4.19 At all stages in primary and secondary schools if a placement is refused a parent has the right to appeal in the first instance to an independent appeal panel and if that is unsuccessful to the Sheriff Court.

### **Parental Preference**

4.20 Many schools across the city are experiencing increased demand from their own catchment population for P1 places. This has had the effect of reducing the number of places available for non-catchment pupils. Accordingly, the percentage of non-catchment placing requests being refused has risen. It is anticipated that the percentage of requests being refused will be maintained at a high level as demand from catchment populations continues to grow.

4.21 Parents are encouraged to learn more about their catchment school by arranging a visit and talking to staff and other parents. Open days during the registration period given parents the opportunity to visit their local school without prior arrangement.

## **Implementation**

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5.1 The implementation of this policy will be 2015 – 2017.

## **Roles and responsibilities**

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6.1 The Senior Education Manager Inclusion, Parent and Pupil Support has overall responsibility for this policy.

6.2 The Grants Awards and Placements Team are responsible for the day to day administration of the procedure and advising parents of policy.

6.3 Headteachers are responsible for collecting information on catchment children and advising parents of the policy.



## Related documents

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- 7.1 [Education \[Scotland\] Act 1980](#)  
[The Education\[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)  
[The Education\[ Lower Primary Class Sizes\] \[ Scotland\] Regulations 1999](#)  
[The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)  
[Team Teaching CEC](#)  
[Composite Classes CEC](#)

## Equalities impact

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- 8.1 There are no adverse equalities issues arising from this policy.

## Sustainability impact

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- 9.1 There are no adverse economic, social or environmental impacts resulting from this area of activity.

## Risk assessment

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- 10.1 The risk of not having a consistent, clear and published policy means that parents /carers are not kept informed about the placements process.

## Review

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- 11.1 This policy will be reviewed on a 2 year cycle with the next review being December 2017.

# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

## Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy - referral from the Petitions Committee

Item number	7.3
Report number	
Wards	City Wide

### Executive summary

The Petitions Committee on 5 November 2015 considered a report by the Deputy Chief Executive outlining the petition 'Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy'. The Committee agreed to refer the petition to the Education, Children and Families Committee for consideration.

### Links

<b>Coalition pledges</b>	See attached report
<b>Council outcomes</b>	See attached report
<b>Single Outcome Agreement</b>	See attached report
<b>Appendices</b>	Appendix 1 – Petitions for Consideration Overview Report

## Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy

### Terms of referral

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- 1.1 On 5 November 2015 the Petitions Committee considered a report outlining the petition 'Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy'.
- 1.2 The Petitions Committee agreed:
  - 1.2.1 To refer the petition 'Reverse the 'Reserve places' to the Education, Children and Families Committee on 8 December 2015 for consideration.
  - 1.2.2 To note that the Convener of the Petitions Committee would contact the Convener of the Member Officer Working Group 'Schools Admission /Appeals' to highlight the petition received and suggest that the principal petitioner be invited to a future meeting of the group.

### For Decision/Action

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- 2.1 The Education, Children and Families Committee is asked to:
  - 2.1.1 Consider the content of the petition included within the attached report by the Deputy Chief Executive.

### Background reading / external references

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The Petitions Committee 5 November 2015

### Carol Campbell

Head of Legal and Risk

Contact: Stuart McLean, Committee Services

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# Petitions Committee

2.00pm, Thursday 5 November 2015

## Petitions for Consideration: Overview Report

Item number

Report number

Wards

All/Leith Walk

### Links

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Coalition pledges

Council outcomes

[CO23 & CO26](#)

Single Outcome Agreement

**Alastair D Maclean**

Deputy Chief Executive

Contact: Stuart McLean, Committee Clerk

E-mail: [petitions@edinburgh.gov.uk](mailto:petitions@edinburgh.gov.uk) | Tel: 0131 529 4106



# Executive Summary

## Petitions for Consideration: Overview Report

### Summary

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The Committee is asked to consider two petitions at this meeting.

Valid petitions -

#### **Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy**

**A valid petition entitled 'Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy' has been received. The petition received 276 signatures.**

**Details of the petition are set out in appendix one.**

#### **Save the Lorne Street Community**

A valid petition entitled 'Save the Lorne Street Community' has been received. The petition received 1098 signatures.

Details of the petition are set out in appendix one.

### Recommendations

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The Committee is asked to consider the petitions:

- 1.1 **'Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy' as set out in 6.1(a) of Appendix one.**
- 1.2 Save the Lorne Street Community as set out in 6.1(b) of Appendix one.

### Measures of success

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There are no immediate measures of success applicable to this report.

### Financial impact

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There is no financial impact arising from the consideration of this petition.

### Equalities impact

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There is no equalities impact arising from the consideration of this petition.

### Sustainability impact

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There is no sustainability impact arising from the consideration of this petition.

### Consultation and engagement

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There are no consultation or engagement requirements at this part of the process.

## Background reading / external references

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[Petitions webpages](#)

[Council Webcasting](#)

## Links

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### Coalition pledges

**Council outcomes** CO23 Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community  
CO26 The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives

### Single Outcome Agreement

**Appendices** Appendix one: Petitions for Consideration

# Appendix 1 - Petitions for Consideration

Item Number	Date made available for signatures	Petitions Title and Petitions Statement	Wards affected	Total Number of Signatories
6.1(a)	19 August 2015	<p><b><u>Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy</u></b></p> <p>The Children and Families department have introduced a policy effective from the August 2015 term where in some Edinburgh Primary Schools any places not filled up by the current P1 catchment intake will NOT be offered to the children on the waiting list as per previous years. These 'reserve' places, 1 per teacher, will instead be reserved for the entire school year for possible incoming catchment children. This policy also prevents children with older siblings already at the school from securing a place at the school if there are only 'reserve places' available. This policy did not go through a consultation briefing session allowing parents, political groups or the general public a chance to object or raise concerns. We are looking for this policy to be reversed for the current 2015/2016 School year and due consideration to be applied and a consultation period before a decision is made on the policy.</p>	Citywide	276 signatures

Item Number	Date made available for signatures	Petitions Title and Petitions Statement	Wards affected	Total Number of Signatories
6.1(b)	19 October 2015	<p><b><u>Save the Lorne Street Community</u></b></p> <p>Over 200 tenants in Lorne Street, Leith are facing eviction by the Agnes Hunter Trust, a charitable trust that owns over 100 flats in Lorne Street. The trust was established in 1954 by Miss Agnes Hunter. The properties were built by her father in the 1870ties and since then have been let by the Hunter family to the people of Leith. Miss Hunter herself lived for many years in Leith until she died in 1954. The properties and the income received from its tenants have always built the core of the charity. The trust informed all tenants on 11 June 2015 that it decided to dispose all of its properties within 3-4 years to re-invest the income from the sale of the properties and with a view to increasing the amount available for distribution to charities. The tenants with the support from MP Deidre Brock, MSP Malcolm Chisholm, Councillors Nick Gardner, Angela Blacklock and Cammy Day asked the trustees to put the evictions on hold for 12 months in order to set up a housing co-op with the support of the council but that request was denied and only a 4 months period was granted which will only be extended if we can agree with the landlord on a valuation basis for the property portfolio by then.</p> <p>We kindly ask that the City of Edinburgh Council does everything possible within its powers, including financial support, to support the tenants to save the community and to set up a housing co-op.</p>	Leith Walk	1098 signatures



# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

## Rising School Rolls

Item number	7.4
Report number	
Executive/routine	Executive
Wards	All

### Executive summary

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The issue of rising rolls in the primary school sector across Edinburgh has been the subject of several previous reports to Committee, most recently on [9 December 2014](#), [3 March 2015](#) and [19 May 2015](#). Over the last three years 74 additional classrooms have been created throughout the primary estate as a result of the delivery of three major school extension projects, 14 new stand-alone buildings and internal reconfiguration at other schools. Plans are being progressed to provide additional accommodation at a further seven schools for August 2016 should that be required.

This report provides an update on the primary school rising rolls programme including the latest forecast for future city wide primary school rolls. It also details the initial work carried out to assess the impact of rising rolls in the secondary sector where, from 2017 onwards, rolls are projected to start rising again following a period of decline and identifies the further actions which will be progressed during 2016.

### Links

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Coalition pledges	<a href="#">P4</a>
Council outcomes	<a href="#">CO1</a> and <a href="#">CO2</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Rising School Rolls

### Recommendations

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- 1.1 Note the content of this report and the intention to bring a further report to Committee on 1 March 2016 to confirm the primary schools which have been identified as potentially facing accommodation pressures from August 2017.
- 1.2 Note the solutions which have been developed for seven primary schools to address potential accommodation pressures at these schools which, if required, can be delivered by August 2016.

### Background

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#### Primary Schools

- 2.1 The methodology used to identify primary schools across the city which may come under future accommodation pressure as a result of rising rolls was explained in the report to Committee on [10 December 2013](#).
- 2.2 Each year a detailed analysis is undertaken to identify any school where it is considered that a pressure to meet catchment demand may be experienced in future years. The outcome is reported to Committee each March which allows a 17 month period in advance of August of the following year for engagement with the relevant school communities, development of a preferred solution for every school and ultimately, if required, implementation of that solution.
- 2.3 In recent years a significant level of high quality, additional capacity has already been provided in the primary school estate all of which has been very positively received by pupils, parents and staff:
  - Large extensions to existing school buildings have been delivered at Kirkliston (Phase 1), Towerbank and Corstorphine Primary Schools and internal reconfigurations progressed at several other schools to provide additional capacity.
  - In August 2013 three new stand-alone extensions were opened at Granton, Trinity and Wardie Primary Schools.
  - In August 2014 four new stand-alone extensions were opened at Broughton, Craigour Park, St David's RC and Victoria Primary Schools.
  - In August 2015 seven new stand-alone extensions were opened at Clermiston, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho and Wardie Primary Schools. In addition the new temporary annexe for

South Morningside Primary School was opened at the refurbished former Deanbank Resource Centre.

- 2.4 Due to the budget pressures faced by the Council new build is considered as a last resort solution to accommodation pressures and other options such as catchment review are, and have been, considered where possible. However, there have been very limited opportunities to consider catchment review as the pressure is being experienced in clusters, with neighbouring schools all experiencing pressure as a result of rising rolls.
- 2.5 One area where a catchment review has recently been approved is between Towerbank Primary School and three of its neighbouring primary schools with sections of the Towerbank catchment area being transferred to The Royal High, Duddingston and Brunstane Primary Schools, the changes becoming affective for the 2016/17 school session. Details of the catchment changes can be found in the [Consultation Outcomes Report](#) approved by Council on 22 October 2015.
- 2.6 On [19 May 2015](#) Committee approved that designs be developed for extensions to the four primary schools where new accommodation may be required in future years, starting in 2016/17, to address capacity pressures. The Committee also approved that internal reconfiguration works could be progressed at a further three schools if required. This report provides an update on solutions which have been developed for potential delivery at these seven schools.
- 2.7 The report also includes the latest forecast of future citywide primary school rolls. As the National Records of Scotland (NRS) only provides updated information on births and population projections every two years this forecast has again used the last published 2012 based data. However the forecast has been updated to include the most recent school roll information for 2015/16.

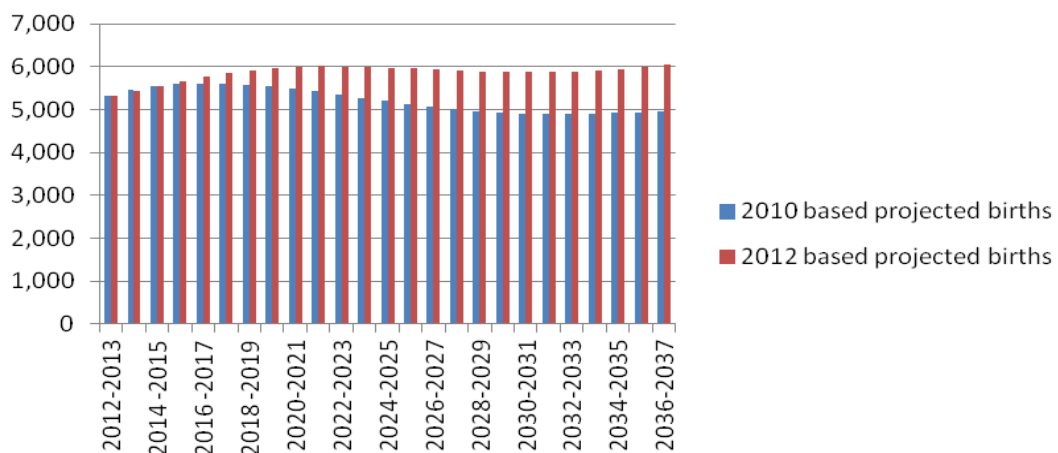
### **Secondary Schools**

- 2.8 While the immediate pressure of rising rolls is being experienced in the primary sector, these increased rolls will start to have an impact on the secondary sector. This report provides an update on the projected future position in the secondary sector where, from 2017 onwards, rolls are projected to start rising again following a period of decline.
- 2.9 As previously reported to Committee in the Children and Families Asset Management Plan update report on [19 May 2015](#), in order to address the implications of rising rolls in the secondary sector the Asset Planning team has commenced the process of engagement with management teams in several schools to consider a range of potential solutions to any future rising rolls which may arise. An update on this process and the further actions which will be progressed during 2016 is also provided.

### Demographic Context

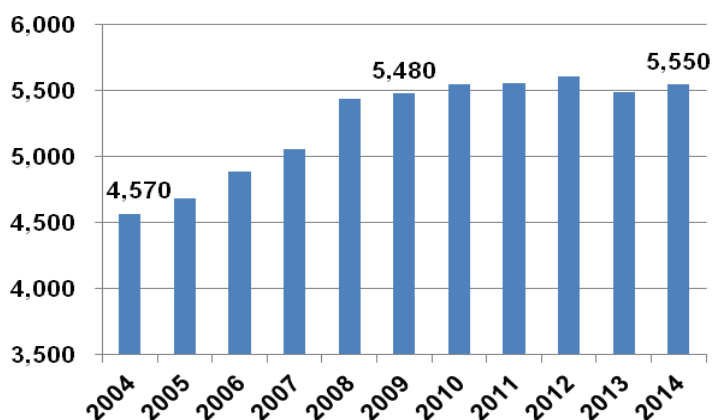
- 3.1 Since 2010 the City has experienced a period of rapid increase in primary school pupil numbers. The citywide primary school roll has risen by 4,200 pupils since 2010 and over the next two years is projected to increase by a further 1,800 pupils. From a low in 2010 of 24,600 pupils it is predicted that, by 2020, the primary school roll will have increased to an estimated 31,300 pupils.
- 3.2 In 2013 it was projected that primary school rolls would peak around 2019/20 before gradually starting to fall back. This was based on the [2010 based population projection](#) which was the most current data available from the NRS at that time. However, during 2014 the NRS published an updated [2012 based population projection](#) which showed a very different position emerging.
- 3.3 The NRS 2012 based projection estimates that the population of the City of Edinburgh will increase from 483,000 in 2012 to 609,000 by 2035 which represented a slight decrease on the 611,000 which had been estimated in the 2010 based projection. However the number of births in future years is projected to be far higher than estimated in the 2010 based projection.
- 3.4 The 2010 based projection showed births peaking at 5,586 in 2015 and gradually reducing thereafter to a low of 4,882 in 2032. The 2012 based projections show births increasing each year to a peak of 6,000 in 2022 and being sustained at around that level thereafter. The difference is illustrated in the graph below.

#### Projected Births in the City of Edinburgh Council area (2012-2037)



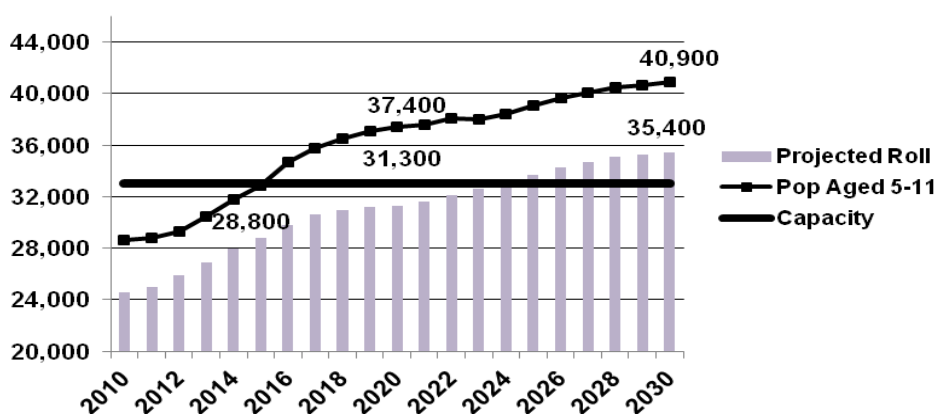
- 3.5 The actual births in 2011 and 2012 were, at over 5,500 in each year, the highest for 20 years and will feed through to the P1 intake at primary schools in 2016 and 2017. The table below shows the change in the number of births from 2003 to 2014. There was a sharp increase in births between 2004 and 2008 and thereafter births have remained consistently high at around 5,500 per annum.

### Actual Births in the City of Edinburgh Council area (2003-2013)<sup>4</sup>



3.6 Actual and projected citywide primary school rolls are illustrated in the graph below. The graph also shows the estimated population aged 5-11. The gap between the population aged 5-11 years and the citywide roll is largely attributable to the independent sector in the city which provides education for around 4,000 primary school pupils of which 3,600 are estimated to come from the City of Edinburgh Council area.

### Actual and Predicted Citywide Primary School Roll (2010-2030)



### Primary School Rolls

- 3.7 Taking account of the latest NRS 2012 based population projections the citywide primary school roll is projected to continue rising and reach an estimated 31,300 by 2020 and then increase further to an estimated 35,400 by 2030.
- 3.8 Sustained population growth of this magnitude year on year would require the record levels of population growth experienced in recent years to continue for another 20 years. Whilst this is possible it would also be unprecedented therefore it will be necessary to continue to monitor the position very closely and consider any new data which becomes available regarding actual births and any revised population projections which are produced.
- 3.9 The graph also shows the current capacity of the primary school estate for 2015/16. Should the overall primary school roll rise to the projected levels further additional accommodation is likely to be required beyond that already

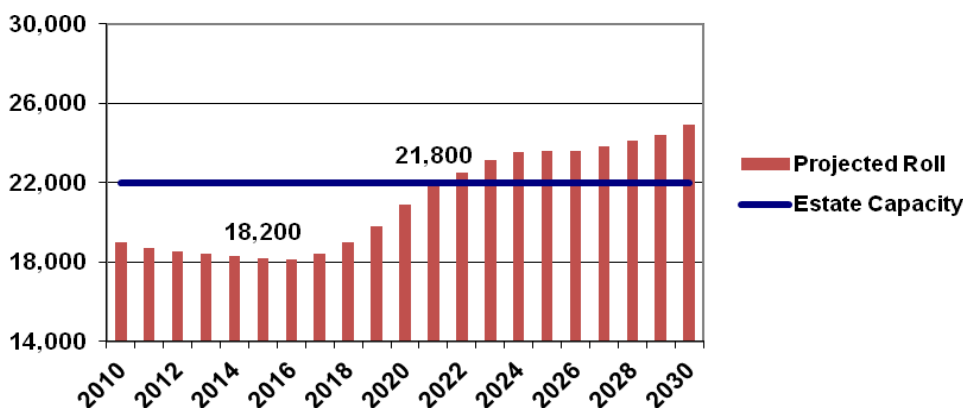
delivered or proposed. A significant part of this requirement is expected to be met by the necessity to provide new or expanded schools to accommodate the significant number of additional pupils expected to be generated from the new housing development in the city as outlined in the second proposed Local Development Plan.

- 3.10 These additional pupils will represent an element of the projected growth in the primary school age population. However, this infrastructure will not be delivered immediately and will only cater for pupils generated by new developments therefore the ongoing rising primary school rolls programme is anticipated to continue to be required to ensure the Council can continue to provide sufficient places in every school for catchment pupils.

**Secondary School Rolls**

- 3.11 Secondary school rolls are still experiencing the decline in numbers that affected the primary school sector between 1997 and 2005 and the city wide secondary school roll is still predicted to drop very slightly from 18,200 pupils in 2015 to an estimated 18,100 pupils in 2016. As the rising school rolls in the primary sector work through to the secondary sector, the city wide secondary school roll is projected to then rise steadily thereafter to over 24,900 pupils by 2030 and continue to rise beyond this date. Part of this increase is due to the much higher stay on rates that are now being recorded from S4 to S5 and S5 to S6.
- 3.12 With a secondary school estate capacity of 22,015 places, including the increased capacities for the new James Gillespie’s and Boroughmuir High Schools, it is projected that the overall capacity will be exceeded by 2022. The graph below shows the predicted school roll and the current capacity of the secondary school estate.
- 3.13 Capacity pressure on the secondary school estate will emerge before 2022 as the number of pupils entering S1 increases. Based on an estimated S1 citywide intake limit of 4,140 places, it is predicted that this capacity will be exceeded by 2020. Ways in which the capacity of the estate can be increased therefore need to be identified.

**Actual and Predicted Secondary School Rolls (2010-2030)**



## Primary School Accommodation to be Delivered for August 2016

- 3.14 At its meeting on [19 May 2015](#) Committee approved that new accommodation be provided at a number of schools which had been identified as facing potential accommodation pressures in August 2016 subject to the final decision regarding the necessity for such provision being delegated to the Director of Children and Families (now Executive Director of Communities and Families) to be taken in January 2016 (or earlier if appropriate) upon assessment of pupil registration figures. The schools in question are listed in the table below together with the final solutions which have been developed for each school and the proposed delivery mechanism.

Primary School	Proposed Solution	Delivery Mechanism
Balgreen	Delivery of a new four classroom stand-alone building in the school and nursery grounds.	Hub South East Scotland Ltd
East Craigs	Delivery of a new three classroom stand-alone building in the school grounds.	Hub South East Scotland Ltd
Fox Covert	Delivery of a new stand-alone building constructed over two phases with four classrooms built in Phase 1 and an option to deliver a further two classrooms built in a later Phase 2. Phase 2 will only be required to address accommodation requirements at Fox Covert RC Primary School arising as a result of pupils generated by development sites proposed in the Local Development Plan	Hub South East Scotland Ltd
St Mary's (Leith) RC	Delivery of a new two classroom stand-alone building in the school grounds.	Hub South East Scotland Ltd
Ferryhill	Internal reconfiguration of the existing nursery space into two classrooms when a new stand-alone nursery is delivered within the school grounds. As the new classrooms cannot be delivered until August 2017 due to the timing for the completion of the new nursery, appropriate interim measures to accommodate the expected roll for the 2016/17 have been agreed with the school.	CEC
Granton	Internal reconfiguration of existing office and storage space to form an additional classroom.	CEC
Roseburn	Internal reconfiguration of an existing resources space to form an additional classroom.	CEC

- 3.15 For those schools where new buildings are potentially required, working groups at each school involving Council officers, school staff, Parent Council representatives and members of the design team have been meeting over the last seven months to establish the location and progress the detailed design of the proposed accommodation. As and when required, working groups and discussions with school management have also been ongoing with the schools where internal reconfiguration is the proposed solution.
- 3.16 For the schools where new buildings will potentially be required, in advance of the submission of planning applications information evening “drop-in” sessions were held at each school during October to which all parents, local Elected Members, Community Councils and immediate neighbours were invited. At these sessions the final layouts and designs of the proposed buildings were presented and members of the working group were on hand to answer any questions arising from those in attendance. The exception was East Craigs Primary School regarding which planning permission was secured for the preferred solution last year.
- 3.17 Planning applications for the proposed new permanent stand-alone buildings at Balgreen, Fox Covert and St Mary’s (Leith) RC primary schools were submitted in early November. This timescale ensures that, when a decision is made in January 2016 (based on the registration figures for August 2016 P1 intakes) regarding whether or not the accommodation will require to be delivered, the construction of any new buildings can be progressed immediately thereafter to ensure they are completed and ready for occupation by August 2016.

#### **Primary Schools - Future Accommodation Pressures**

- 3.18 The next annual process to identify any further primary schools potentially facing future accommodation pressure to meet catchment demand will now be progressed. The initial stage of the process involves detailed analysis of data for those schools where the higher level catchment analysis suggests accommodation pressures may be experienced in relation to the projected P1 intake for August 2017.
- 3.19 For any school where a rising rolls issue is identified, there will be a range of potential solutions to be considered. The options include catchment review; changing the use of existing space within the building; reconfiguration of internal space; the creation of annexes and the provision of new build extension accommodation on the existing school site.
- 3.20 The identification of schools which are considered to have a risk of possible future accommodation pressure to meet catchment demand will be progressed and the outcome reported to Committee on 1 March 2016. Working groups would then be established with each school to consider options to address the possible future accommodation pressure with the preferred solution for each school being reported to Committee on 24 May 2016 for consideration.



## **Rising Rolls in Secondary Schools**

- 3.21 As is demonstrated by the projections provided earlier in this report, it is anticipated that the secondary school estate will start to experience rising rolls from 2017.
- 3.22 Due to the scale of the increase in rolls which has been experienced in the primary sector feeding through to the secondary sector it is inevitable that additional accommodation will ultimately be required at some schools. However, research on opportunities for addressing rising rolls in secondary schools through other means has been carried out by a former secondary Head Teacher. The outcomes of this work were outlined in the Children and Families Asset Management Plan update report to Committee on [19 May 2015](#) which were:
- 3.23 The Asset Planning team have held initial meetings with some school management teams to discuss the opportunities for addressing any potential future rising rolls issues which may arise at their school. This process will continue with all secondary schools during 2016 and the outcomes will be reported to a future meeting of the Committee. In tandem with the discussions which will be progressed with each school, several supporting actions have been identified and will also be progressed which are summarised below.
- Review capacity methodology to determine a more flexible system where S1 intake levels are more closely related to stay on rates in the senior school.
  - Investigate opportunities where groups of schools can increase collaboration in relation to delivery of the senior school curriculum.
  - Investigate opportunities for changing the structure of the school day.

### **Capacity Review**

- 3.24 One of the reasons the review of the capacity methodology is required for every school is the increased S4 to S5 and S5 to S6 stay on rates. While the ratio used in the previous methodology to determine the numbers of timetabled spaces required for a school's capacity remains appropriate, the S1 intake rates which are aligned to different capacities now require to be flexible and linked to the stay on rates within the senior phase for each school.
- 3.25 The previous methodology classed an enhanced stay on rate as occurring in a school where the total number of pupils in S5 and S6 was greater than the number of pupils in S4. However, in many schools the stay on rates are above 80%; in some they are above 90% and in the most popular schools any places which do become available in the senior years are frequently filled by out of catchment placing requests.
- 3.26 For each school the capacity and a proposed S1 intake level based on the current stay on rates requires to be reviewed. This review will set the parameters for any additional capacity which needs to be generated through

alternative solutions such as increased collaboration for the delivery of the senior school curriculum or changing the structure of the school day.

### **Improved Timetabling**

- 3.27 Linked to the review of capacity is the establishment of improved timetabling in schools. The ratio of timetabled spaces required for any given capacity is based on an assumption of each timetabled space being utilised for 80% of its available time. This rate is still considered to represent a very efficient use of space within schools. However, as rolls have dropped in many schools, the use of space has become much less efficient than the 80% target.
- 3.28 The first step for any school facing rising rolls will be to make sure the timetabling of existing space is as efficient as possible. Where necessary, schools can collaborate to ensure those already timetabling to maximum efficiency provide support and advice on best practice to others. It may also be necessary for existing rooms within schools to be converted into alternative uses (e.g. a practical room changed into a more general teaching room) to fit with the delivery of the curriculum and increase the efficiency of the use of the overall space within the school.
- 3.29 We will also explore ways in which the structure of the school day might be capable of being more efficient, this could possibly involve the adoption of a pilot scheme.

### **Senior School Collaboration**

- 3.30 All of the schools visited to date indicated that they already collaborate with other schools for the delivery of some senior school courses and particularly for the delivery of advanced higher courses. It was suggested that increased alignment of timetables, including the introduction of additional travel columns, may help to increase this activity.
- 3.31 A short life working group involving the appropriate officers from Communities and Families and involving Head Teachers where necessary will be established to research this option in greater detail. This would include an analysis of all advanced higher courses being delivered across the city, including identifying the schools where each course is being provided, the numbers taking each course and the number of pupils travelling from other schools to attend the course. One of the items for consideration by the working group would be if stronger links with colleges and universities could also offer increased opportunities for senior school pupils.

### **Providing Additional Accommodation**

- 3.32 At any school where it is considered the measures outlined above may not be sufficient to address the rising rolls issue in the longer term then the provision of additional accommodation will require to be considered.
- 3.33 Where it is considered feasible that new accommodation could be constructed on the existing school site, a feasibility study will be undertaken to establish the

best option to deliver any additional accommodation which may be required. These feasibility studies would be carried out during 2016 alongside those for schools outlined in the [Education Infrastructure Appraisal](#) associated with the Local Development Plan (LDP) as requiring additional capacity. For any school within the scope of either of the PPP contracts, the PPP contractor would be engaged during the feasibility stage.

- 3.34 LDP development within the catchment areas for Castlebrae High School and Queensferry High School will also require the provision of additional capacity. However as these schools have been identified as priorities for replacement, any necessity to provide additional capacity would become part of the scope of the projects to replace the schools rather than considering ways to extend them.

## Measures of success

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- 4.1 The delivery of accommodation solutions at any school identified as facing potential future accommodation pressures to ensure the capacity of the school is appropriate to meet the level of demand for places from its catchment population.
- 4.2 The delivery of any accommodation required to a design specification which fully meets all educational related requirements.
- 4.3 Delivery of the agreed projects on time, within budget and to the necessary quality.

## Financial impact

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### Capital Expenditure

- 5.1 There is provision of £19.902m in the Capital Investment Programme to 2019/20 for the capital funding necessary to respond to the challenges arising from rising school rolls. This excludes any costs associated with providing a long term solution to the specific challenges in the south Edinburgh area which comprises Bruntsfield, James Gillespie's and South Morningside Primary Schools.
- 5.2 The annual process to identify any further schools regarding which there may be a risk of a possible future accommodation pressure to meet catchment demand will now be progressed. Any schools identified will be reported to Committee on 1 March 2016 with the preferred solutions for each school, together with any financial implications arising.
- 5.3 In the interim, and in advance of the forthcoming annual detailed review process, an updated forecast has been produced. This has identified that, whilst the available funding of £19.902m will still be sufficient to accommodate the anticipated capital funding requirements in the period to 2019/20, if the period is extended to 2020/21 the funding requirements would increase to an estimated £20.33m.

- 5.4 Whilst this represents a funding deficit of £0.428m for which additional resources would need to be identified, it is not an immediate issue as the additional funding would not be required until the 2020/21 financial year.

### **Revenue Costs**

- 5.5 Providing additional accommodation will, in the majority of cases, 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 require to be funded from future revenue budgets as, and when, necessary.
- 5.6 The necessity for additional funding to be identified to meet these costs was incorporated in the review of anticipated demographic pressures in Children and Families services which was undertaken earlier this year as [reported](#) to the Finance and Resources Committee on 24 September 2015.

### **Loans Charges**

- 5.7 There is currently provision of £19.902m within the Children and Families Capital Investment Programme to 2019/20 for the capital funding necessary to respond to the challenges arising from rising primary school rolls. 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 £19.902m and interest of £13.278m, resulting in a total cost of £33.18m based on a loans fund interest rate of 5.0%. The annual loan charges would be £1.659m.
- 5.8 This report identifies that the capital funding necessary to respond to the challenges arising from rising primary school rolls may increase to £20.33m. 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 £20.33m and interest of £13.55m, resulting in a total cost of £33.88m based on a loans fund interest rate of 5.0%. The annual loan charges would be £1.694m.
- 5.9 As the capital expenditure outlined of £19.902m in this report forms part of the approved capital investment programme, provision for funding it will be met from the revenue loan charges budget earmarked to meet overall capital investment programme borrowing costs. If the estimated increased capital funding of £20.33m was to be required there would be a funding deficit of £0.428m and additional resources would have to be made available to fund the associated additional annual loan charges arising of £36,000.
- 5.10 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. Following instruction from Members, notional

loan charge estimates have been provided above, which it should be noted are based on the assumption of borrowing in full for this capital project.

## **Risk, policy, compliance and governance impact**

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- 6.1 All Children and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for catchment pupils to secure a place at their catchment school is the key objective of the primary school rising rolls programme and there is a significant reputational risk to the Council if this is not achieved.
- 6.2 The primary school rising rolls programme is overseen by an Investment Steering Group which operates based on the project management principles of Prince 2 following the same governance structure as all other Council major projects including the delivery of new schools. The consideration and management of risk is undertaken through this group.
- 6.3 The contractors delivering the accommodation will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The school community will be kept informed of any issues that arise during the construction process which again mitigates against the risk of criticism of the Council in relation to these high profile and visible projects.
- 6.4 The engagement of hub South East Scotland Ltd for delivery of the new build accommodation reduces the risk of project delay as procurement timescales are reduced and provides a degree of cost certainty by establishing affordability caps prior to the finalisation of contracts.

## **Equalities impact**

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- 7.1 There are no negative equality or human rights impacts arising from this report.
- 7.2 By offering additional capacity at local schools the Council is responding to parental choice and endeavouring to offer all catchment pupils from all equalities groups the opportunity to attend their catchment school. The Council will continue to ensure that the needs of pupils who have a disability are met by the accommodation available at the schools affected by any such proposals. The provision of facilities offered to school users with learning and behavioural support needs will be unaffected.
- 7.3 Accordingly, any proposals to provide additional accommodation have no significant impact on any equalities groups and provide greater opportunities for catchment pupils to attend their catchment school.

## **Sustainability impact**

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- 8.1 The rising rolls programme results in the addition of new classrooms across the city which are delivered to ensure the minimum environmental impact through use of non mechanical ventilation and renewable energy systems. Creation of

additional accommodation at local schools so that children can access their catchment school also ensures that travel to school patterns are minimised.

## Consultation and engagement

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- 9.1 For all those projects where a solution is to be delivered for August 2016 the working group at each school will continue to allow the design team and staff from Children and Families to work with the school and parent representatives to progress the delivery of the proposed solution.

## Background reading / external references

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There have been eight previous reports to the Education, Children and Families Committee including sections regarding the general issue of rising school rolls on [9 October 2012](#); [8 October 2013](#); [10 December 2013](#); [4 March 2014](#); [20 May 2014](#); [9 December 2014](#); [3 March 2015](#) and; [19 May 2015](#).

### Gillian Tee

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## Links

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<b>Coalition pledges</b>	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.
<b>Council outcomes</b>	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.
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	None

# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

## Children and Families Asset Management Plan 2014 - Update

Item number	7.5
Report number	
Executive/routine	Executive
Wards	All

### Executive summary

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The Scottish Government requires that education authorities regularly update their Asset Management Plans. On [9 December 2014](#) Committee approved the Children and Families Asset Management Plan 2014 and noted the intention to provide an update to Committee every six months on progress in delivering the action plan.

The first update report was submitted to Committee on [19 May 2015](#). The purpose of this report is to provide the second update regarding the delivery of the action plan. The next update report will be provided to Committee on 24 May 2016 with a fully updated plan to be completed for consideration in December 2016.

### Links

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Coalition pledges	<a href="#">P4</a>
Council outcomes	<a href="#">CO1</a> and <a href="#">CO2</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Children and Families Asset Management Plan 2014 - Update

### Recommendations

- 1.1 Note the update on the action plan detailed in this report.

### Background

- 2.1 In 2003 the Scottish Government introduced the requirement for Local Authorities to submit School Estate Management Plans on a regular basis.
- 2.2 The current plan for the City of Edinburgh Council was approved by Committee on [9 December 2014](#) and identified the significant capital expenditure that will be made in the Children and Families estate in the next five years. The latest five year capital programme to 2019/20 commits the Council to the delivery of £135m of investment in a range of projects as shown in the table below.

	£'000
Early Learning and Childcare (nine new nurseries)	10,951
New Portobello, James Gillespie's and Boroughmuir High Schools	60,868
New St John's RC Primary School	12,611
New St Crispin's Special School	6,382
Accommodation pressure in primary schools in South Edinburgh	6,000
Extension to Kirkliston Primary School	2,723
Extensions to four primary schools to accommodate P1-P3 FSM	2,992
Replacement facilities at Duncan Place/Leith Primary School	4,081
New gym at Blackhall Primary School	1,025
Rising Primary School Rolls	13,780
Replacement Queensferry High School	5,774
Replacement for Greendykes Young People's Centre	1,017
Replacement of gym facilities at Liberton High School	2,403
Other (including early design fees for a new secondary school in Craigmillar)	3,945
<b>Total</b>	<b>134,552</b>

**Note:** Excludes (i) spend in previous years (ii) the Scottish Government funding support for James Gillespie's, Boroughmuir and St John's; (iii) the capital receipt for the existing St Crispin's School site and (iv) any Scottish Government funding which may be receivable towards the proposed replacement of Queensferry High School.



2.3 This report provides a summary of the current status of all Children and Families asset related projects and initiatives through an update of the Children and Families Asset Management Plan 2014 action plan. Appendix 1 includes photographs of some of the building projects which have recently been delivered and photographs and/or artists impressions of some of the buildings which are either already under construction or for which planning applications have recently been submitted.

## Main report

3.1 The following table provides an update on the current status of each of the Children and Families Asset Management Plan projects and initiatives which were identified in the action plan:

	Action	Lead	Progress to Date
1	Complete the delivery of the replacement nursery at Duddingston Primary School and the new nurseries at Wardie Primary School and Fox Covert Primary Schools by August 2015	Resources (Asset Planning) and Early Years	All projects completed on time and on budget. A new 3G pitch will be delivered at Fox Covert Primary Schools which is scheduled to be completed in summer 2016.
2	Progress the new nurseries and early years facilities at Granton Early Years Centre, Davidson Mains, Longstone and Corstorphine Primary Schools during 2015 targeting delivery no later than August 2016 and ensure the new St John's RC Primary School nursery includes provision for under 3's.	Resources (Asset Planning) and Early Years	<p>The delivery date for new nurseries is now estimated to be January 2017. A slight delay has arisen due to the original procurement route not offering best value which required an alternative route to be identified. Working groups have been established for each project and a design team recently commissioned.</p> <p>A design team has also now been commissioned for the new St John's RC Primary School project which includes the provision for under 3's.</p> <p>Since the publication of the Asset Management Plan further Scottish Government Capital Funding was received which Committee approved on <a href="#">19 May 2015</a> could be utilised to deliver further new nurseries at Tynecastle, Ferryhill Primary School and Leith Primary School.</p>
3	Complete further city wide analysis of Early Years facilities early in 2015 and report the findings, including a prioritised investment programme, to Committee in March 2015.	Resources (Asset Planning) and Early Years	Action complete. Report submitted to, and approved by, Committee on <a href="#">19 May 2015</a> .

	Action	Lead	Progress to Date
4	Deliver the required rising rolls infrastructure within the primary school estate for August 2015.	Resources (Asset Planning)	All projects completed on time for August 2015. Seven new stand-alone extensions were opened at Clermiston, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho and Wardie Primary Schools. In addition the new temporary annexe for South Morningside Primary School was opened at the refurbished former Deanbank Resource Centre and additional accommodation was provided through internal reconfigurations at several other schools.
5	Continue to update Committee regularly about rising rolls requirements in the primary sector and ensure on an annual basis there is sufficient capacity for catchment pupils at every school.	Resources (Asset Planning)	A rising rolls update report is a separate item on the agenda for this Committee.  Solutions have been agreed for schools facing rising rolls pressure in August 2016 and a decision will be made in January 2016 on whether delivery is required. This includes proposed new stand-alone extensions at Balgreen, Fox Covert and St Mary's (Leith) RC Primary Schools for which planning applications were submitted in early November. A new stand-alone extension is also proposed at East Craigs Primary School regarding which planning permission was already secured last year.  A report will be submitted to Committee on 1 March 2016 identifying schools expected to face accommodation pressures in August 2017.
6	Carry out a capacity review of the primary school estate to assess the implications of the Scottish Government's new guidance on capacity.	Resources (Asset Planning)	Second stage of the review in progress. Further detail is provided later in this report.
7	Review the primary rising rolls projections early in 2015 and provide an updated financial forecast to Committee in March 2015. Repeat this process in 2016.	Resources (Asset Planning)	Complete for 2015. The updated position for 2016 will be reported to the Education, Children and Families Committee on 1 March 2016.
8	Subject to Committee approval carry out a statutory consultation on the long term education solutions for south Edinburgh	Resources (Asset Planning)	The <a href="#">public consultation</a> period ended on 6 October 2015. The outcomes of consultation report will be submitted to full Council for decision on 4 February 2016

	Action	Lead	Progress to Date
	and submit the consultation report to Council for consideration during 2015.		and will be published three weeks in advance (14 January 2016) as required by legislation.
9	Carry out a full assessment of the impact of rising rolls in the secondary sector and report the findings to Committee in December 2015.	Resources (Asset Planning)	This work is still ongoing; an update on progress is provided in the Rising School Rolls report which is a separate item on the agenda for this Committee.
10	Deliver the extension to Kirkliston Primary School Phase 1 by August 2015 and Phase 2 by August 2016. Phase 3 only to be delivered if required.	Head of Resources	<p>Phase 1 of the project is now complete and has delivered a new dining hall, a new gym hall and ancillary facilities, a 3G pitch, car parking and two new GP spaces by adapting the existing building.</p> <p>The vast majority of the funding for the project comes from developer contributions which have now all been received therefore the project will be delivered in its entirety. The construction of phase 2 - the first five classrooms of an eight class extension - is currently underway for completion in August 2016 with phase 3 - the remaining three classrooms - to follow thereafter.</p>
11	During 2015 undertake the necessary feasibility work to ensure the full implications of the education infrastructure projects required by new LDP development are known and are ready for delivery subject to the availability of funding.	Resources (Asset Planning)	<p>An officer has recently been recruited on a temporary basis until March 2017 to focus on LDP education projects. Feasibility studies have now commenced.</p> <p>The draft Developer Contributions and Affordable Housing Guidance has recently been subject to public consultation and, as a consequence, several changes are proposed which will be considered by the Planning Committee on 3 December 2015. One of these changes relates to the range of development sites to be included within the assessment for each contribution zone. The existing education infrastructure appraisal associated with the LDP only included LDP sites and did not assess the impact of all housing land capacity (i.e. windfall development) within the zones.</p> <p>The approach set out within the revised guidance will now take cognisance of all potential for housing development, assess the cumulative impact on education infrastructure using established pupil</p>

	Action	Lead	Progress to Date
			generation factors and identify actions and related costs to mitigate the impact. Information on all housing land supply is being finalised by Planning and, once received, Children and Families can then update the Education Appraisal, and any associated actions arising.
12	During 2015 carry out a full review of GME provision in Edinburgh and make recommendations for the future delivery of both primary and secondary GME.	Schools and Community Services and Resources (Asset Planning)	<p>In the not too distant future there will be insufficient capacity at James Gillespie's High School to accommodate the demands of both its catchment population and also the provision of secondary Gaelic Medium Education. The current arrangements will therefore require to be changed in order to ensure that the future demands for the James Gillespie's High School catchment and for secondary Gaelic education in the City of Edinburgh Council area can continue to be met.</p> <p>Options for change will be considered in the coming months with the outcome being reported to the Education, Children and Families Committee which would require to approve the statutory consultation which must be undertaken under the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, regarding any options to permanently change the current arrangements. Any statutory consultation would involve full engagement with all key stakeholders including Bord Na Gaidhlig, interest groups and parents, pupils, and staff at any school which would be affected by any options proposed.</p> <p>In assessing the most appropriate way forward other factors such as demand and capacity in the primary sector and also the catchment area for Gaelic Medium Education, which is currently the entire Lothians being a legacy from when education provision was delivered by Lothian Council, require to be considered.</p>
13	Subject to Council approval, progress the project to deliver a replacement St John's RC Primary School on the adjacent	Head of Resources	A Design Team has now been appointed. It is anticipated that a planning application will be submitted in early 2016 to allow construction to commence once the

	Action	Lead	Progress to Date
	Portobello High School site once it becomes available.		Portobello High School site becomes available.
14	Deliver the three Wave 3 High School projects by August 2016	Head of Resources	<p>The new teaching block at James Gillespie's High School was delivered on time and opened to pupils in April 2015. It has been very well received. The sports and performance blocks together with the new car parking, all-weather pitch and remaining site landscaping are under construction and will be completed for August 2016.</p> <p>The new Portobello High School is under construction and will be completed for August 2016. An extensive public consultation process is being undertaken by Edinburgh and Lothians Greenspace on ideas for the new park which will be created on the part of the combined site of the existing Portobello High School and St. John's Primary School which remains once the new St John's is built. Several draft design options will be considered by the Craigentiny and Duddingston Neighbourhood Partnership in January 2016 in advance of a final decision on the preferred park design plan in March 2016.</p> <p>The new Boroughmuir High School is under construction and will be completed for October 2016. This represents a slight delay which arose due to the contractor having experienced significant slippage due to extensive existing concrete slabs encountered below ground level which delayed the piling foundation operations. The sale of the existing school building was approved by the Finance and Resources Committee on 1 May 2015.</p>
15	Deliver the new St Crispin's Special School by March 2018	Head of Resources	Site options are currently being explored.
16	Progress the Wave 4 project throughout 2015 to identify which schools are a priority for refurbishment or replacement should future investment funding become available.	Head of Resources	<p>An update report on Wave 4 was considered by full Council on <a href="#">20 August 2015</a> which approved that four secondary schools be shortlisted for further consideration.</p> <p>For those four secondary schools the second stage process will be progressed to determine whether refurbishment or</p>

	Action	Lead	Progress to Date
			<p>new build would be the appropriate intervention. This will be achieved by undertaking feasibility studies to assess any potential suitability and sufficiency improvements that the existing building could offer, with extension where necessary, together with an examination of how the building environment and suitability could be upgraded through refurbishment, identifying costs.</p> <p>The feasibility studies will not be progressed until the exercise to establish the future capacity requirements of the four secondary schools has been completed which is expected to be during 2016. Once the studies have been completed, the conclusions will be reported to Council together with the recommended approach to prioritisation.</p>
17	Subject to confirmation of Scottish Government funding being available, progress the project to replace Queensferry High School to ensure the project is completed as soon as possible.	Head of Resources	<p>An application for funding support was submitted to the Scottish Government following Council approval on 25 September 2014 however a decision is still awaited.</p> <p>Previously, revenue funded design build finance maintain (DBFM) projects – of which the project to deliver a new Queensferry High School would be one - were classified under European System of Accounts 1995 (ESA95) guidance. In late 2014 this guidance was updated and is now termed European System of Accounts 2010 (ESA10).</p> <p>The Scottish Futures Trust and the Scottish Government have been working for some time on a solution to determine how such projects are classified under this updated guidance, as it has an impact on how these projects are budgeted for.</p> <p>Until a definitive way forward is agreed a significant number of projects, both existing and proposed (including the new Queensferry High School), which are affected by this situation have been delayed.</p>
18	Work with Services for Communities to ensure implementation of the Capital	Services for Communities	A Liaison Group between Children and Families and Corporate Property meets regularly to provide update on progress

	Action	Lead	Progress to Date
	Asset Management Works programme		with the programme. A full update was provided to the Education, Children and Families Committee on <a href="#">6 October 2015</a> .
19	Deliver the new Blackhall Gym by October 2015. Subject to Committee approval deliver the required infrastructure to accommodate the extended entitlement to free school meals.	Resources (Asset Planning & Facilities Management)	<p>The project to deliver a new gym at Blackhall Primary School is under construction and is scheduled to be completed on 11 December 2015. There were issues regarding the delivery of the project which took time to resolve and meant the foundation works which required specialist machinery could not go ahead on the planned date. This resulted in a slight delay to both the start and completion dates.</p> <p>On 9 December 2014 Committee approved the delivery of additional infrastructure to accommodate the extended entitlement to free school meals at Cramond, East Craigs, Sciennes and Towerbank Primary Schools.</p> <p>Working groups were established at each school to progress the projects to deliver the additional accommodation required for which planning applications were recently submitted; the new infrastructure is estimated to be delivered for October 2016.</p>
20	Provide regular updates to Council on any developments associated with the provision of a new secondary school in Craigmillar and develop the project as appropriate subject to the availability of funding.	Head of Resources	<p>There has been no change in circumstances since the last update report.</p> <p>Whilst a site for the proposed new school has been identified in the Craigmillar Town Centre, no statutory consultation has yet been undertaken due to the uncertainty regarding when the new school could be delivered which is entirely dependent on the significant current gap in funding for the project being bridged. For the new school to be opened in August 2020 the project would need to be initiated (with all required funding identified) by early 2017. Any delay would result in a further increase in the estimated costs due to additional construction cost inflation.</p> <p>The projected total cost for the new school is now estimated (using the latest forecast of future construction inflation) to</p>



	Action	Lead	Progress to Date
			be £29.184m. This is based on an assumed opening date of August 2020; a capacity of 700 (including 100 vocational) and with additional space incorporated to develop the ambition of Castlebrae to become a city wide centre of excellence in Science. It further assumes that the balance which requires to be funded is £28.566m with the only existing funding being the £0.618m already in the Capital Investment Programme. This assumes that all other potential sources of funding (e.g. sale of the existing school site, net of demolition costs, and any contribution from PARC) would only be realised in the longer term.
21	Deliver the replacement Greendykes Young People's Centre (Heathervale) by October 2015.	Head of Resources	<p>The project to deliver a replacement Greendykes Young People's Centre is under construction and is scheduled to be completed on 11 March 2016.</p> <p>This represents a delay to the original timescale which arose as the initial tender returns for the project were significantly in excess of the available budget. As a result, a value engineering exercise required to be undertaken to identify ways in which savings could be made to the design and specification. These changes then required to be subject to a re-tendering process.</p>
22	Continue to highlight the need for replacement of residential care facilities and lead the delivery of appropriate projects if funding becomes available.	Support to Children and Young People	On 29 October 2015 the Finance and Resources Committee approved the delivery of a replacement Oxfords Young People's Centre on the current site with the proceeds from the sale of Pentland View Close Support Unit being ring-fenced and used as part of the funding package to deliver the project. The project will not be initiated until the receipt from the sale of Pentland View Close Support Unit has been confirmed as being fully receivable.
23	Continue to provide support to parent councils who wish to undertake playground improvement projects and ensure that all new nursery and school projects include	Schools and Community Services	This is ongoing.



	Action	Lead	Progress to Date
	appropriate playground areas in accordance with current best practice in play development.		
24	Continue to be involved in the Council wide short life working group on Sports Facilities.	Schools and Community Services	<p>At its meeting on 29 September 2015, the Corporate Policy and Strategy Committee considered a report on the <a href="#">Citywide Review of Council-owned Sports Facilities and Services – Key Findings and Recommendations</a> and:</p> <ol style="list-style-type: none"> <li>1. Approved in principle the management transfer of school sport facilities to Edinburgh Leisure, ensuring that there was no detriment to the education provided to pupils, their ability to access school facilities, nor any financial detriment to the wider department and/or Edinburgh Leisure and to ensure that there was a mixed economy of delivery.</li> <li>2. Instructed Council officers to work with Edinburgh Leisure to create a detailed specification and business case for this; and</li> <li>3. Requested a progress report within six months, including a timeline for a phased changeover.</li> </ol>
25	Ensure the review of Community Services includes consideration of the Community Centres to ensure where possible future delivery is focused on the assets which provide the best community learning environments.	Schools and Community Services	<p>The Community Learning and Development service will report back to the Education, Children and Families Committee on the work that has been undertaken to establish what changes may be possible in the way that Community Centres are supported across the city. This report will be informed by the work of Corporate property as part of the property rationalisation work stream within the Transformational Change programme. There are some community centres that require considerable capital investment but no budget exists for this work. The organisational review of Lifelong Learning and Sport may result in new models of working that include co-location of services in fewer buildings, transfer of assets to local organisations or sustaining existing models of operating because they are key to delivering on Locality Improvement Plans.</p>

- 3.2 Since the last update report two further new projects have been approved which are not reflected in the action plan above:
- (i) On [19 May 2015](#) the Education, Children and Families Committee approved the project to deliver a new hall at Buckstone Primary School. The estimated capital cost of £0.586m will be fully funded from developer contributions.
  - (ii) On [6 October 2015](#) the Education, Children and Families Committee approved the project to deliver replacement accommodation at Duncan Place/Leith Primary School at an estimated capital cost of £4.081m. This would involve the demolition of the rear of the existing Duncan Place Resource Centre building and the provision of a new build gym and nursery with the remainder of the building being made safe and secure for development by others. Discussions would be undertaken with the local community regarding the possibility of community asset transfer being progressed relating to the part of the existing Duncan Place building which would remain with the outcome of these discussions to be reported back to Committee at a later date.
- 3.3 The last Children and Families Asset Management Plan 2014 update report to Committee on [19 May 2015](#) provided further analysis relating to two areas of work which are significant in terms of the long term strategic planning approach for the Children and Families estate. These were the review of primary school capacities and the impact of rising rolls in secondary schools.
- 3.4 Further work on both projects has been undertaken over the last six months. An update on the review of primary school capacities is provided below while an update on the impact of rising rolls in the secondary sector is provided in the Rising School Rolls report which is a separate item on the agenda of this Committee.

### **Review of Primary School Capacities**

- 3.5 In October 2014 the Scottish Government published new guidance on [Determining Primary School Capacity](#) which recommended that local authorities review their primary school estates based on the criteria outlined therein. The last update report to Committee provided detail on the first stage of this review which concluded that, as a result of applying the Scottish Government's new guidance, it was estimated that an additional 47 spaces would become available for use as classrooms across the primary school estate.
- 3.6 Where appropriate, this information is being used to reduce the requirement for, or scale of, any new build or reconfiguration proposals required to respond to issues arising from either rising school rolls or expected P1 intakes.
- 3.7 Further analysis to determine the actual capacities of schools based on the number of pupils which every classroom within each school can accommodate in line with the recommended ratio of 1.7m<sup>2</sup> per pupil has now commenced. Each

primary school has recently returned a spreadsheet confirming their use of all classrooms and general purpose space. The returns are currently being reviewed to ensure that current use aligns with the new guidance.

- 3.8 The eventual output of this work will be two different capacity figures for each school – planning capacity and working capacity. Planning capacity is a fixed measurement of capacity which calculates, in theory, the maximum number of children that can be accommodated in a school and is recommended to be used for strategic planning purposes and official statistical returns to the Scottish Government. Working capacity is more flexible and can vary between one year and the next depending on the class organisations determined for each school to ensure expected catchment intake is accommodated as efficiently as possible.
- 3.9 It is estimated that this work will be completed over the next six months and that the official planning capacity for each school in the primary estate will be reported to Committee in the next Children and Families Asset Management Plan 2014 update report on 24 May 2016.

### **Measures of success**

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- 4.1 Completion of the action plan identified in the Asset Management Plan.

### **Financial impact**

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- 5.1 Whilst the Asset Management Plan sets out aspirations to improve the Children and Families estate, it is recognised that providing funding for improvements in the current financial climate is extremely difficult. Accordingly, in financial terms the plan should be considered as an overview which sets out priorities for funding as and when it can be identified.
- 5.2 Any specific financial implications related to projects highlighted within the Asset Management Plan would be considered within reports to the appropriate Committee as and when required.

### **Risk, policy, compliance and governance impact**

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- 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.

### **Equalities impact**

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

### **Sustainability impact**

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- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.

## Consultation and engagement

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- 9.1 Consultation requirements related to specific projects highlighted within the Asset Management Plan are provided within reports to the appropriate Committee as and when required.

## Background reading/external references

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The Children and Families Asset Management Plan 2014 was approved by the Education, Children and Families Committee on [9 December 2014](#) and an update report was considered by Committee on [19 May 2015](#).

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## Links

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<b>Coalition pledges</b>	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
<b>Council outcomes</b>	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
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 Photographs and Images of Capital Projects

# Appendix 1 - Photographs and Images of Capital Projects

## Early Years Phase 1 – August 2015

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### New Fox Covert Nursery



### New Duddingston and Wardie Nurseries





## Rising Rolls Phase 3 – August 2015

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New Stand-Alone Extensions at Clermiston, Flora Stevenson's, Gilmerton, James Gillespie's, Pentland, Ratho and Wardie Primary Schools





## Rising Rolls Phase 3 – August 2015

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### Playground improvements at Flora Stevenson's



### New South Morningside Primary School Annexe – Deanbank House





## Rising Rolls Phase 4 – to be delivered August 2016 if required

Ballgreen, Fox Covert, East Craigs and St Mary's (Leith) Primary Schools



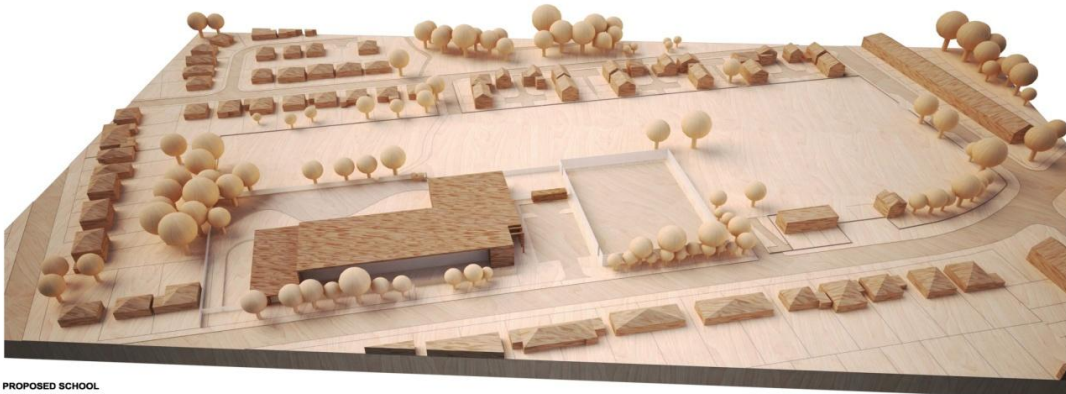
## New St John's RC Primary School



EXISTING SCHOOL



DEMOLITION / CONSTRUCTION PHASE



PROPOSED SCHOOL

St Johns Primary School  
3410.109 Images

HOLMES  
MILLER  
ARCHITECTS



## Free Schools Meals

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Cramond, East Craigs, Sciennes and Towerbank Primary Schools



## Liberton High School Games Hall Extension

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## Extension to Kirkliston Primary School

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## New Boroughmuir High School

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# New Portobello High School





# New James Gillespie's High School





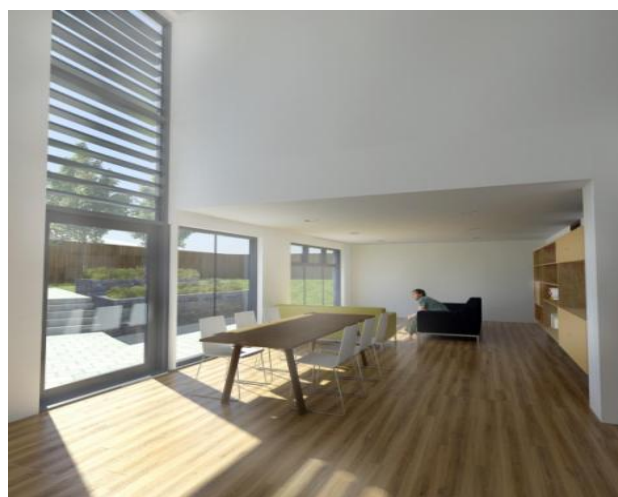
## New Blackhall Primary School Gym Hall

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## New Heathervale Young People's Centre

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# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

## Additional Support Needs Planning and Performance Update 2015

Item number	7.6
Report number	
Executive/routine	
Wards	All

### Executive summary

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This report provides an overview of planning and Performance for service provision for children and young people with Additional Support Needs in the City of Edinburgh Council.

The report describes the trend in the number of children identified as having additional support needs. This reflects the underlying growth in the pupil population and a range of other factors in particular inward migration and the number of children identified as having autism.

In light of this growth level of need the authority has adopted a twin strategy of investment and measures to secure improvements in quality and performance. The strategy has been successful in:

- strengthening inclusive practice, resulting in an increase in the number of children having their additional support needs met in mainstream establishments
- enabling sustained reduction in the number of learners attending special schools and in particular in the number of spot purchased placements in independent special schools.

The report sets out priorities for 2016-19:

- Strengthen inclusive provision, in particular for children and young people with social, emotional and behavioural support needs, literacy and dyslexia and autism spectrum disorders;
- Targeting effective intervention in priority areas;
- Enabling the most effective use of resources using evidence-based approaches.

To support the delivery of these priorities more detailed next steps are set out for approval as follows:

- Continuing to develop partnership working with learners and parents via the child planning process, self evaluation and service improvement programmes;
- Working with the Quality Improvement Team and other partners to develop a strong culture of collaboration to reduce and where possible remove barriers to learning and achievement;
- Extending well evidenced programmes to close the gap in attainment and achievement between the most disadvantaged children and their peers building on our progress in literacy and extending it to numeracy and health and wellbeing;
- Devolving more resources for additional support to schools and clusters;
- Establishing resilient Additional Support for Learning teams and networks in, around and between schools and clusters
- Deploying robust frameworks for inclusion, accessibility, professional learning and self evaluation to support effective high quality practice and improving outcomes;
- Networking key resources and expertise city-wide, including testing the potential for a virtual learning environment to provide flexible access to the curriculum across schools, hospital and community settings;
- Aligning provision to optimise progress in the presumption of mainstream and specialist provision to enable all children and young people to have their additional support needs met within Edinburgh.

## Additional Support Needs Planning and Performance Update 2015

### Recommendations

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- 1.1 Notes the continuing progress to improve outcomes closing the literacy gap for learners in the lowest 20%;
- 1.2 Notes the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh;
- 1.3 Notes the continuing progress in service improvement, in particular child planning and the autism planning tool and the partnership with children, parents and staff embodied in this approach;
- 1.4 Notes the sustained progress in the support for children requiring additional support for social, emotional and behavioural needs in the early years and primary through the case management approach;
- 1.5 Notes progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance;
- 1.6 Notes the success of provisions made to address demographic pressures;
- 1.7 Approves the priorities and next steps set out in this report.

### Background

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- 2.1 Reports to Education Children and Families Committee in recent years have highlighted the growth in the population of children who require additional support in school. In general this reflects national trends and Edinburgh's growing child population.
- 2.2 To accommodate this growing need we have adopted a two-pronged approach. Firstly, the demographic pressures have been acknowledged in the budget process, which has enabled additional resources for support and early intervention in primary schools. Secondly, we have adopted a programme of strategic improvements to promote inclusive practice, respond to changing needs and make the best use of resources.
- 2.3 As a strategic approach this has been successful in helping to support staff in schools, early years' centres and partner services who have made the real difference in children's learning and teaching and wider wellbeing.
- 2.4 This report reviews progress and next steps in a programme of continuous improvement.



## Main report

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### The Pattern of Need

3.1 The trend of increasing proportion of children requiring provision for additional support has continued. In 2014-15, 21% of children in the Council's provision required some significant additional support. The picture for the City of Edinburgh Council is consistent with the national average, which is 21% for Scotland as a whole. In the context of a rising school population in Edinburgh, there has been growth of the number of children in real terms combined with relative growth in the proportion of children and young people who require additional support.

3.2 Table 1: Edinburgh population with significant Additional Support for Learning (ASL) needs

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Pupils with significant ASL all needs in schools	7127	7436	7374	8506	9,383	9,754
% CEC school age population	15%	16%	17%	19%	20%	21%

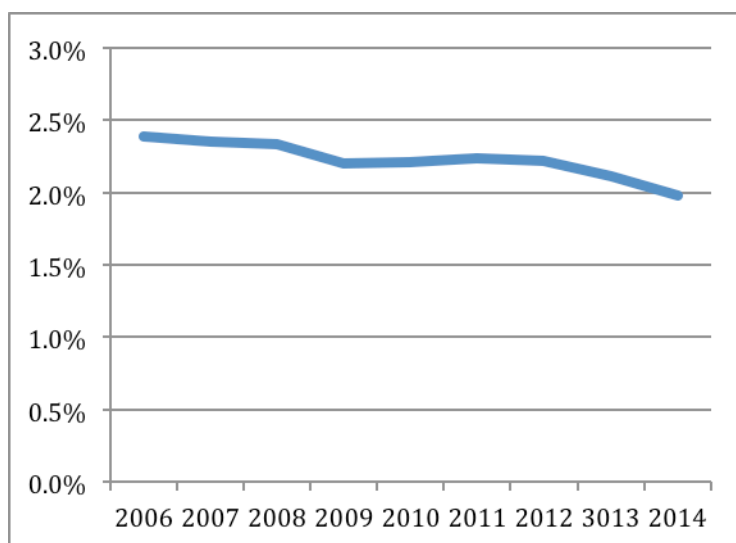
3.3 In overall terms the growth in both the number and the proportion of children with additional needs is in mainstream provision. Meanwhile, there has been a gradual reduction in the number and percentage of pupils attending special schools. Over an eight year period, since 2006/07, this has amounted to a gradual reduction of 160 (17%) in the number of City of Edinburgh Council pupils attending special schools.

3.4 Table 2: CEC pupil population attending special schools

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Independent special schools (spot purchased)	141	111	106	71	79	71	70	50	50
CEC pupils at any Special School	1088	1055	1042	975	981	997	1000	973	928
% of pupils at special schools	2.39	2.35	2.34	2.20	2.22	2.24	2.22	2.12	1.98

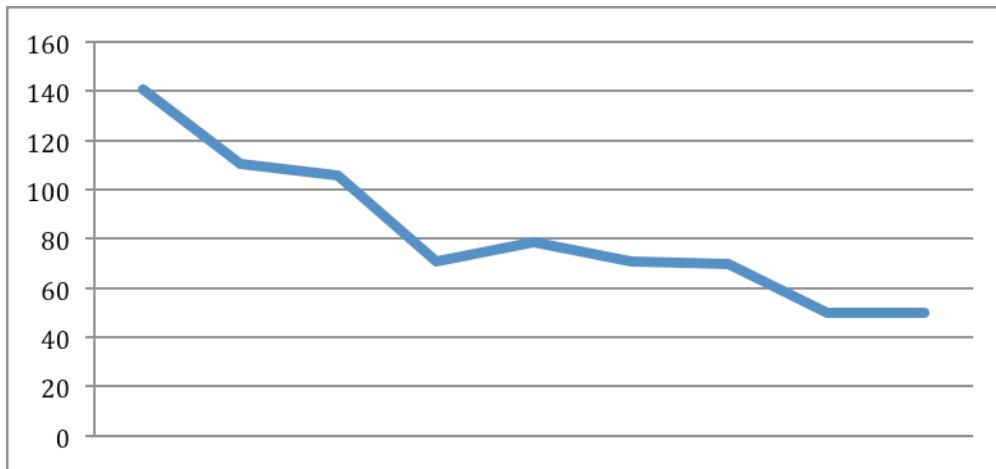
3.5 However, at the same time some special schools are operating at or very near full capacity and the children attending special schools reflect a higher level of complexity of need.

3.6 Figure 1: Trend in % of CEC pupils attending special schools



3.7 The changing profile of need for pupils attending CEC specialist provision is linked to a trend of reducing number of children attending spot purchased placements in independent special schools. Most of the fall (60%) in special school placements is accounted for by a significant reduction in the number of pupils attending independent schools.

3.8 Figure 2: Number of CEC children in spot purchased independent special school placements 2006-2015



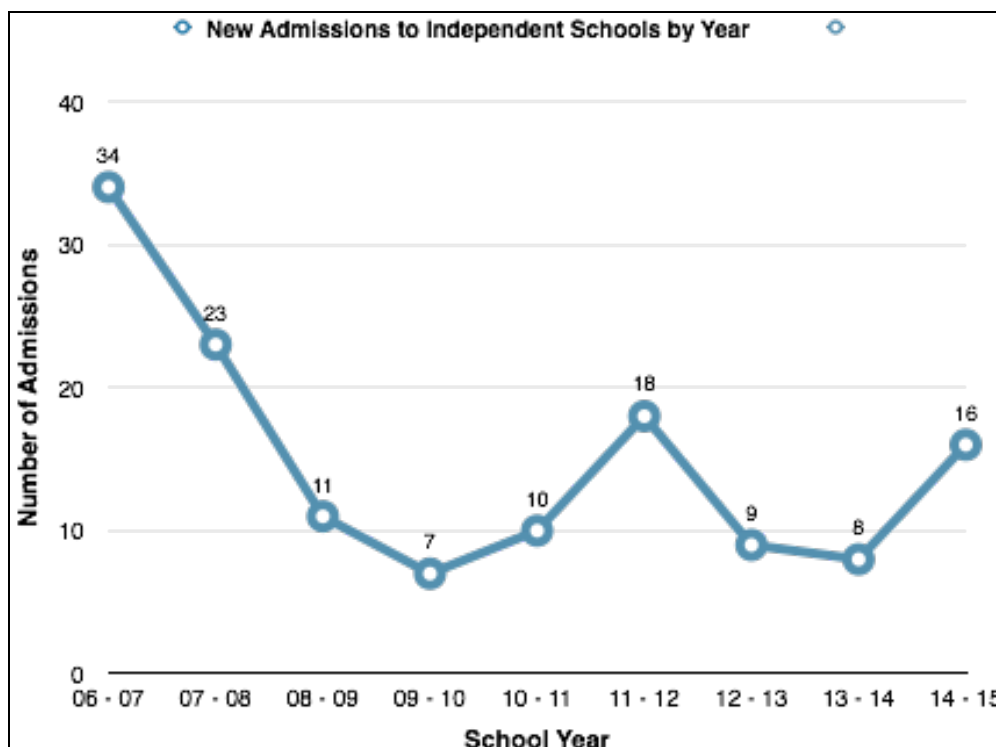
2006/7 2007/8 2008/9 2009/10 2010/11 2011/12 2012/13 2013/14 2014/15

3.9 Until 2012-13, the reduction in the number of pupils attending independent special schools was underpinned by a reduction in the number new referrals but in 2013 the number of new referrals began to increase again. Almost all of the new referrals were 'crisis' cases of children with complex needs where family or foster care had broken down.

3.10 Table 3: New admissions to independent schools by year

Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
New referrals	34	23	11	7	10	18	9	8	16

3.11 Figure 3: Trend in % of CEC pupils new admissions to independent special schools by year



3.12 In 2014-15, 14 out of a total of 16 new admissions for residential schools were for looked after children (ALC) for whom family based solutions were not sustainable. These included seven children where foster care placements had broken down. In all probability, for the medium term new admissions at a rate of up to ten placements per year are unavoidable due to the complex needs of this population of children and young people. Over a nine year period, only once was the three year average less than ten, the best performance to date was a three year average of nine in the period 2008-11.

3.13 Encouragingly, in a related area the upward trend in the levels of support required for children placed in foster care in other authorities has begun to be stabilised with a prospect of sustaining a turn-around from a peak of 145 in 2013-14. However, on the downside 50% of this reduction was as a result of children from foster care in other authorities transferring to independent residential schools.

3.14 Table 4: Total number of looked after children supported in other authorities (mainstream and special schools).

Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Number of LAC	59	84	92	89	101	113	133	145	136

- 3.15 The urgent priority at this point is to reverse the trend in new admissions to independent residential schools via the Balance of Care Programme. The City of Edinburgh Council special schools, ASL Service and the Psychological Service work in close co-operation with social work teams and other partners to address this through a series of management measures. These are now being reviewed and where appropriate strengthened, testing new approaches including the potential for selective use of Self Directed Support to enable more flexible approaches.

### **Population and profile of need**

- 3.16 Table 5 summarises the pattern of additional support needs within the authority. It illustrates a progressive growth in the number of pupils identified as requiring significant additional support over the period from 2006 to 2015. As noted earlier this is in line with a steady growth trend nationally since the introduction of the Additional Support for Learning Act.

### **Edinburgh population with significant ASL needs mainstream and special schools**

- 3.17 Between 2006/07 and 2014/15 there was an increase of over 2,500 children requiring additional support in school education, an increase of around 27%. Over the same period the City of Edinburgh Council school population has increased by four percent which illustrates the effect of a range of factors leading to the increase in needs. Projections indicate that this is likely to continue for the foreseeable future for a variety of reasons.
- 3.18 Growth in the number of children requiring additional support over the period from 2006 to 2015 has been driven by number of factors. As reported in more detail in [the report to Committee in 2012](#), there are a number of demographic, socio-economic, and medical and policy factors beyond Council control, driving a trend of continuing increase in demand for ASL supports. In addition to those factors we are now seeing an increase in demand for learners with additional support needs to stay-on beyond school leaving age.
- 3.19 The increase demand for staying on at school reflects a 'push-back' as a result of in the pressures on post school opportunities and the 'pull' arising from the entitlement to a senior phase offered by a Curriculum for Excellence. This presents challenges to schools in the provision of a wider diversity of programmes and courses, which can become particularly acute in schools with very diverse populations and smaller secondary schools with reduced economies of scale, especially in special schools.
- 3.20 Many of these factors affect all local authorities, however, a number are accentuated by '*Edinburgh Effects*', leading to added pressures. In addition to an increasing birth rate, as a capital city Edinburgh attracts families in need/seeking refuge and high turnover of bilingual learners whose parents are attracted by opportunities for work and study. In addition, the exceptionally high proportion of school age children attending independent schools in Edinburgh acts as a

distorting factor in the balance of the population in the authority's provision. As the independent schools do not generally cater for children with significant additional support needs, those children tend to migrate to local authority provision, whilst their siblings remain in private education.

3.21 The growth in the population requiring significant additional support is found principally in the universal early years' services and mainstream primary schools. We anticipate further growth will continue to be met in mainstream provision. However, whilst there has been some reduction in the population in some special schools, this is associated with a significant change in the profile of need. This is reflected in the increasing complexity of need and as a result most of our special schools are at or approaching operational capacity. In light of this, there is a need to continue to review provision to ensure it aligns with changing patterns of need.

3.22 Table 5: Pupils supported by Additional Support for Learning service

Need/Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14*	14/15
Hearing impairment	73	87	104	112	101	107	133	137	130
Visual impairment	87	90	107	126	132	123	127	185	225
Learning & Wellbeing	698	611	670	699	799	892	810	n/a	501
Learning, Language & Communication	199	208	255	299	341	409	491	n/a	632
English as an Additional Language	2542	2965	3069	3373	3600	3721	4252	4629	5046
Total supported by ASL service	2954	3409	3609	3978	5056	5359	5948	n/a	6534
*2013/14 was a period of transition from 5 separate services with into a single integrated service with a common model of recording some figures are estimated									

3.23 The key areas of need can be illustrated with reference to demand for specialist ASL Services. (table 5). In terms of overall numbers, the biggest single area of growing need is for pupils requiring English as an additional language support, where there has been almost 100% growth in the number of learners requiring support over a six year period.

3.24 The other major factors giving rise to additional support needs are learning disability, specific learning difficulties (for example literacy and dyslexia), social, emotional and behaviour support needs, language and communication impairments (including autism) and physical disability.

- 3.25 As a result of measures supported through the Integrated Literacy Strategy most additional support needs associated with literacy and dyslexia are very well supported through in-school interventions. Schools most commonly request additional external support for children with autism and children with social and emotional support needs. The rise in the number of children with a visual impairment is due both to growth in need in this area and to changes in child planning and recording practices. A review of these factors is underway in order to inform planning and ensure that effective support is in place for children with a visual impairment.

### **Improving Practice and Performance**

#### **Assessment, Planning and Decision-making Processes**

- 3.26 In 2013, a new assessment framework was introduced for all schools and early years' settings. The framework provides a common model of assessment and planning for children in need, whereby all aspects of a child's wellbeing are taken into account. This incorporated the requirements of the Additional Support for Learning Act and the implementation of Getting it right for every child (GIRFEC) with the aim of providing a single plan in relation to all aspects of a child's needs.
- 3.27 The Child Planning model promotes solution focused approaches and active partnership with and parents and the child, as well as the engagement of all relevant services. It adopts a 'strengths-based approach, so that a child is not defined by their needs in isolation from strengths, rights, talents and the capacity to help shape his/her own future. The child planning process aims to facilitate partnership and in particular parents and children as active contributors. Recent evaluation evidence indicates that this is beginning to have a positive impact in parent's experiences:

"I've noticed with GIRFEC that they now encourage people to say how they feel and if there is something they'd like to say"

"It's more about the strengths now – getting you to talk and talk about the positives"

- 3.28 Likewise, there are increasingly examples of the benefits of children identifying their own support needs and strengths through the child planning process.

- 3.29 Illustration of the Child's voice in solution-focused child planning:

A young boy who had sudden and escalating disruptive behaviour in school (primary) – his views were sought through the use of a 'Talking Mat' so that he could contribute to his own child planning meeting.

At the following review meeting, the Talking Mat was used prior to the meeting. This helped him to express his views on which parts of his Child's Plan were working for him and which he felt didn't work well and this allowed the plan to be adjusted. The session was also used to gather his views on whether he liked his plan (answer yes) and his views on whether he thought he was getting better at managing his behaviour (he

talked about how he felt this had improved since his plan had been in place).

At the start of the following new school session, based on his past experiences of his child's plan, he was able to construct much of the plan's actions himself.

- 3.30 The take-up of child planning by educational establishments has been good. After the first complete year around 450 child plans were in place and recorded on SEEMIS. In the following year (2014) this grew to 785 and in October 2015 to 1356. This is still work in progress and we are continuing to develop and refine the quality and effectiveness of the child planning process. This includes improvement to the planning process generally and its application to particular areas of need for example, children with autism.
- 3.31 Generally, the introduction of child planning has been welcomed, however, there has been some concern at the workload demands arising from the assessment and planning processes. In light of this a working group of Headteachers and other practitioners has reviewed and streamlined the process. The revised paperwork is now being piloted in one cluster.
- 3.32 Meanwhile, the introduction of a planning module using the school management information system (SEEMIS) is being evaluated as part of an inter-authority consortium. This will provide a common approach across authorities and allow the assured transfer of records as children move between schools and authorities.
- 3.33 The new SEEMIS assessment and planning modules will be tested in one secondary school and one primary school in Edinburgh early in 2016. In parallel with this, work is underway to create capacity for data sharing across health, social work and education record systems.

### **Edinburgh Wellbeing Indicators**

- 3.34 The Edinburgh wellbeing outcomes have been developed to support the child planning process. The Edinburgh outcomes translate the national wellbeing SHANNARI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included) into meaningful statement from the child or young person's perspective.
- 3.35 Early testing suggests that the indicators provide an accessible approach to clearly identify and measure wellbeing outcomes for children and young people. Practitioners reported that they helped in conversations with children, young people and families about wellbeing outcomes.
- 3.36 Between January 2016 and June 2016 a number of school cluster areas will be piloting this approach. This will allow managers, practitioners, children and families across these areas to use and develop the wellbeing outcomes in conjunction with the existing GIRFEC materials for assessment and planning. The aim is to develop a consistent to identifying and measuring wellbeing



outcomes inclusive of all children and young people, with the goal is of city-wide implementation by the end of 2016.

### 3.37 Edinburgh wellbeing outcomes:

getting it right for every child		Edinburgh Wellbeing Outcomes						• EDINBURGH • THE CITY OF EDINBURGH COUNCIL
Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included	
I am safe with my family (1)	I eat well (6)	I am learning new things (11)	I receive warmth and love (16)	I play / take part in activities (21)	I am involved in decisions which affect me (24)	I am considerate to others (29)	I have friends (34)	
I am safe where I learn or work (2)	I look after myself (7)	I feel confident (12)	I have people who look out for me (17)	I play / take part in activities with others (22)	I have help to share my views (25)	I have an understanding of right and wrong (30)	In my learning environment people involve me in activities (35)	
I am safe where I live (3)	I get the care and support I need (8)	I do the best I can (13)	I have the food I need and I am kept clean and warm (18)	I am helped to be active (23)	I am treated fairly (26)	I meet my responsibilities (31)	I have opportunities to be with people who are important to me (36)	
I keep myself safe (4)	I enjoy life (9)	I am ready for the next stage in my life (14)	I receive praise and encouragement (19)		I have my own space (27)	I make a positive contribution (32)	I feel that other people want me around (37)	
I am safe around other people (5)	I am able to deal with difficult things (10)	I get the help I need to learn (15)	I am listened to when I am worried or upset (20)		I have people around me who I trust and who trust me (28)	I make good decisions (33)	I have help to overcome disadvantages and barriers (38)	

**Degree of Wellbeing**

Low 1 2 3 4 5 High

Version 4.0 September 2015

3.38 In addition to the general improvements in the planning process, in light of feedback from parents and children with autism, a tailored planning tool has been developed, framed around the well-being indicators and addressing important areas of need that may otherwise be easily overlooked.

3.39 The toolkit offers an accessible approach that engages parents, schools, children and young people in a reflective process in preparation for a GIRFEC meeting. This was developed in collaboration with children, parents and schools, five schools were involved in the development phase and this was introduced to a number of other establishments on request. It has been well received with positive feedback from children, parents and staff.

3.40 A programme of introduction to all schools has begun through targeting Support for Learning leaders. It is intended that the tool will be available to all primary and secondary schools by July 2016.

## **Next Steps**

- 3.41 In May 2014, I reported that 78% of parents of children with additional support needs agreed that their child's learning is progressing well in relation to their targets for learning at school, compared with 85% for the wider parent population. Our intention is that improvements in child planning will increase parent satisfaction with target setting and tracking children's progress. Our aim is that this would lead to achieve an improvement of four percent over two years. The next parental survey is currently underway and progress on achieving this target of this will be reported in 2016.
- 3.42 Appendix 1 shows an improving performance illustration: Autism friendly child planning tool.
- 3.43 Sometimes children's needs are identified at school and separately through social work practice teams and in the past these have not always been well enough joined up. There are challenges arising from the technicalities of the legislation and the fact that schools and practice teams have different management information systems. This is now a key priority for improvement and a number of approaches are being tested including:
- 3.43.1 An audit of planning for children in need to identify opportunities for joining up school-led and practice team planning in Wester Hailes.
  - 3.43.2 A review of critical cases of children with a disability.
  - 3.43.3 Continue to improve communication and collaboration between social work practice teams and schools including regular feedback on the educational progress of children requiring social work intervention and active and continuing support from lead professionals from an early stage and active reinforcement of children's progress.
  - 3.43.4 Implementation of the Edinburgh Children's Outcome Framework across all services and agencies.
  - 3.43.5 Implement improved child planning formats ensuring that these are parent friendly and inclusive of the needs of children with autism and other areas of additional needs.
  - 3.43.6 Strengthen information systems and the flows of information across agencies
  - 3.43.7 Evaluate progress in improving satisfaction levels of parents of children with additional support needs indicating that their child's learning is progressing well in relation to their targets for learning at school.

## **Improving outcomes for children with additional support needs**

- 3.44 The success of our strategy for improving outcomes over a period of increasing need has incorporated three key elements:
- 3.44.1 Strengthening inclusive provision.
  - 3.44.2 Target effective and accessible intervention in priority areas.
  - 3.44.3 Enable the most effective use of resources using evidence-based collaborative approaches.

- 3.45 Together these approaches have enabled good provision for almost all children with additional support needs within universal settings.

### **Literacy Strategy**

- 3.46 As difficulties in literacy are the most common manifestation of an additional support need this has been addressed through a comprehensive approach combining:
- 3.46.1 Evidence based practice in classroom teaching in practice in literacy teaching across all schools (Literacy Rich Edinburgh).
  - 3.46.2 A programme of proportionate well evidenced intervention in early years (Up, Up and Away), primary (Freshstart and Read Write Inc.) and secondary (SRA Successmaker).
  - 3.46.3 A robust framework for assessment and support of literacy difficulties and dyslexia linked to professional learning programmes
  - 3.46.4 Specialist assessment and personalised support programme via the Literacy and Dyslexia Support service
  - 3.46.5 Specialist advice and support in the use of ICT to support learners requiring literacy and dyslexia support.
- 3.47 Each session, the Literacy/Dyslexia Support service offers an intensive training opportunity to a group of teachers for one day a week from September until the end of June. The programme covers theory and practice throughout the session through tutorials, professional dialogue and supported direct work with pupils referred to the service. Work in primary, secondary and special provision includes staff training, skill sharing and direct teaching. This approach has proved highly successful in providing high quality professional learning with direct delivery of support to learners with the most intractable reading difficulties. It has the added benefit that the staff are able to take their enhanced learning back to their own schools immediately and to have continuing mentoring throughout that process.
- 3.48 The General Teaching Council for Scotland has unconditionally accredited this training programme. The accreditation panel stated that the programme provides an excellent learning opportunity for teachers and noted the following strengths:
- 3.48.1 A creative and innovative programme
  - 3.48.2 A very comprehensive programme which is well structured, with the assessment embedded meaningfully throughout the programme
  - 3.48.3 Good balance to all aspects of the programme between practical and academic, with the learning informed by the literature
- 3.49 On successful completion of the Literacy/Dyslexia training programme, City of Edinburgh Council teachers now gain professional recognition from General Teaching Council Scotland (GTCS) in support for learning (Literacy/Dyslexia).
- 3.50 The literacy programmes receive enthusiastic feedback from children parents and staff.

3.51 Table 6: Feedback from Fresh Start and Read Write

Pupils say.....	Parents say....	Teachers say....
<p>Most children felt their reading had improved base on graded scale from 1 – 5.</p> <p>Children identified books they enjoyed and commented on why they liked the interventions.</p>	<p>Most parents commented on improved reading, a positive shift in attitude towards learning and children displaying greater confidence and enthusiasm.</p> <p>Many noted improved spelling and writing.</p>	<p>Many teachers see the structured training as an essential set of skills for teaching.</p> <p>All agreed or strongly agreed it had improved pupils’ skills, and confidence and a positive impact on pupil enjoyment of reading.</p>
<p><i>“The reading books are good and I like the speed sounds.”</i></p>	<p><i>“My child loves the books – she makes sure I can do all the speed sounds! “</i></p>	<p><i>“Relevant, structured, practical, engaging and great for encouraging participation”.</i></p>
<p><i>“I love going to my Fresh Start group. My favourite part is the writing”.</i></p>	<p><i>“I can’t believe how much my daughter has come on with the programme!”</i></p>	<p><i>“Definitely helped our EAL children. Mentor visit really helped with assessment, pace and resources”.</i></p>
<p><i>“Fresh Start has helped me with my reading and my spelling. I really like reading books now – but before I didn’t”.</i></p>	<p><i>“We noticed substantial progress. .... after a few months on RWInc. he started to read spontaneously”.</i></p>	<p><i>“Really exciting and challenging programme. Structured but with room for teacher to add his/her own personality”.</i></p>
<p><i>“I like writing in the grey book and the Read Write Inc. games are fun. I think I can do better with my sounds now.”</i></p>	<p><i>“My child reads faster and I can see an improvement with his spelling. He is more enthusiastic about school and homework is no longer an issue.”</i></p>	<p><i>“Children go back to class from their group happy and motivated. They try to transfer skills learned in sessions to other classwork”.</i></p>

3.52 Encouragingly, the interventions also produce significant improvements as demonstrated in 2013/14 and 2014/15 in both primary and secondary school interventions. Over a school year on average both programmes add between four and six points to a standardised score in the Short Word Reading test.

**Strengthening Inclusive Approaches**

3.53 In 2010/11 we launched the CIRCLE Inclusion Resource to all primary schools. This was developed through collaboration with Queen Margaret University, NHS

Lothian and the Council's Children and Families Service. It is an innovative practical approach to supporting bringing together best practice systematic reviews of evidence and qualitative data and focus groups with education and therapy staff, and children themselves. Following the successful launch of the primary school resource, resources were developed for the early years 'Up Up and Away' which is used within early years' settings across the city and latterly a secondary school resource, which is being launched early in 2016.

- 3.54 A newly revised version of the primary teacher's handbook 'Inclusive Learning and Collaborative Working' is being launched this month with a comprehensive professional learning programme which will reach staff across all primary schools throughout the city.

CIRCLE CHILD INCLUSION RESEARCH INTO CURRICULUM LEARNING EDUCATION

**INCLUSIVE  
LEARNING AND  
COLLABORATIVE  
WORKING**

**IDEAS IN PRACTICE**

PRIMARY SCHOOL RESOURCE 5 TO 11 YEARS

Edinburgh Version (3.1) CIRCLE Collaboration ©2015 All rights reserved

- 3.55 The updated version takes into account experience and suggestions of hundreds of practitioners who have used the resource in schools to support thousands of learners over a period of three years together with the most up to date research findings and policy guidance. The CIRCLE Framework focuses upon practical measures that enable effective participation of learners with diverse needs, taking into account the combination of factors that impact on inclusion:

- 3.55.1 The environment (physical and social)
- 3.55.2 Routines and structures

3.55.3 Motivation

3.55.4 Skills

- 3.56 The new edition includes helpful checklists and planning tools to support communication between home and school, record keeping and professional learning. The framework also strengthens self-evaluation enabling assessment of individual need and monitoring via the CIRCLE Inclusive Classroom Scale (CICS) and the CIRCLE Participation Scale (CPS).

### **Targeted Support – Example 1- Social Emotional and Behaviour Support Needs Early Years and Primary**

- 3.57 In 2013, I reported on the success of the integrated case management approach combining in-school and family support tailored to need. That collaboration (involving Rowanfield special school, the ASL service, Psychological service and Barnardo's with other partners) achieved a significant shift in effective support for children with Social Emotional and Behavioural support needs (SEBN) in mainstream early years and primary provision.
- 3.58 Through effective early intervention the new approach led to a very significant reduction in the number of children requiring placement at Rowanfield, the city's primary SEBN special school.
- 3.59 In 2013/14, two years following the introduction of the case management approach, the special school's population has been progressively reduced by 33%, to 38. This was achieved through preventative measures and by increasing the number of learners who successfully progress back into a mainstream school as a result of the support provided in Rowanfield. Through sustained collaborative working the positive trend continued and has stabilised at around 30 pupils for the last two years, with a current roll of 29 pupils.

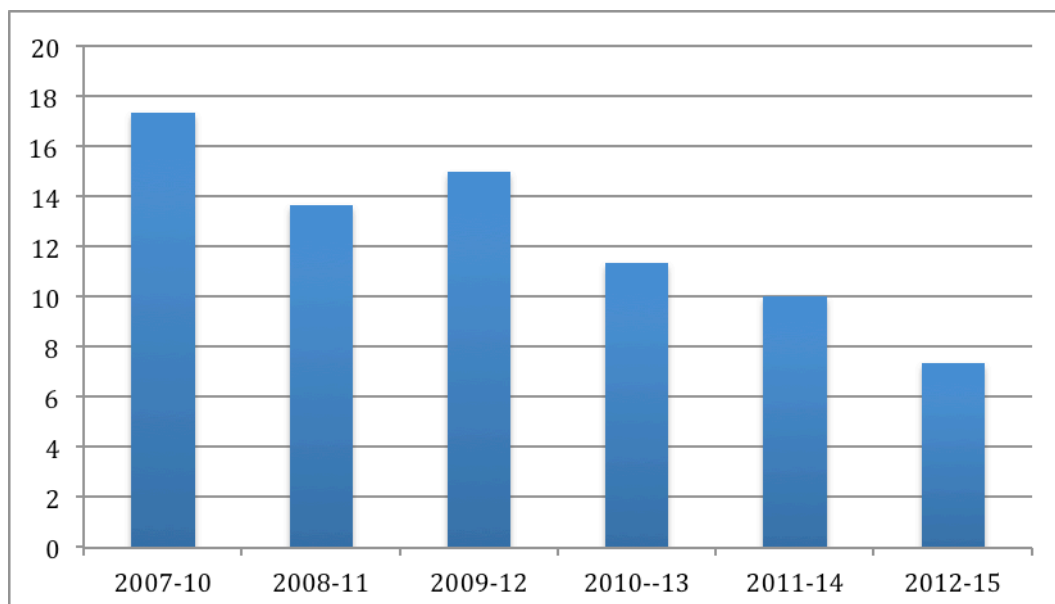
### **Targeted Support – Example 2 Supporting the Transition to Primary for Children with an Autism Spectrum Disorder**

- 3.60 Up until 2012 children with an Autism Spectrum Disorder (ASD) were assessed in the early years and those who it was considered had the greatest need were placed in special classes. An evaluation of this process by Psychological Services in 2011-12 identified a number of concerns. These included:
- 3.60.1 Parental and professional concern over the reliability of the assessment.
- 3.60.2 Evidence from pupil follow-up validated concern about the unreliable predictive power of pre-school assessments.
- 3.60.3 Children being placed in specialist provision without having the opportunity to access mainstream school breaching the right to mainstream education.
- 3.60.4 Over commitment of places in specialist provision in P1/2 leading to reduced flexibility to meet the needs of children who required it after P1/2.

- 3.60.5 Evidence of inconsistency in the confidence and skills in school in supporting the transition of children with autism leading to a very confusing picture for parents and professionals.
- 3.61 As a result of the evaluation a series of changes were put into effect:
- 3.61.1 to continue follow through support of the Spectrum service into primary schools;
  - 3.61.2 to improve support opportunities for parents;
  - 3.61.3 to prepare a toolkit of what work drawing on feedback from parents and practitioners in schools and support services;
  - 3.61.4 to ensure that all P1 and P2 teachers were identified in advance and provided with training and support before the child enters P1 and provide follow up support and professional learning opportunities;
  - 3.61.5 to provide an early response to emergent problems in schools and ensure that the most effective support is in place;
  - 3.61.6 to adopt more flexible evidence based approach that enabled children who require it to move into specialist provision in the course of P1 and P2;
  - 3.61.7 to monitor and evaluate progress seeking to identify further scope for improvement.
- 3.62 The feedback on the improved training and support has been very positive and there has been a significant impact on the number of specialist placements required in P1 and P2 as a result. As indicated in table 10 the three year average placements has been reduced from 17 in 2007-10 to seven for the period 2012-15 when the new approach has been in operation.
- 3.63 The goodwill and support of parents has been critical to this and that could only be secured through parents' confidence in staff in schools and support services. The achievement of P1 teachers, school leaders and the support services in bringing this about in such a short period and, in particular, at a time of rising school rolls and increasing number of children with ASD being identified, is outstanding.
- 3.64 Table 8: Average number P1 and P2 Language Class placements for three year periods 2007 - 2015

Three year period	2007 - 2010	2008 - 2011	2009 - 2012	2010 - 2013	2011 - 2014	2012 - 2015
Average number P1 and P2 Language Class placements	17	14	15	11	10	7

- 3.65 Figure 4 Average number P1 and P2 Language Class placements for three year periods 2007 -15



3.66 Parents were asked to identify ‘What works well?’ ‘What didn’t work well?’ and ‘Anything that would have made the P1 experience for you and your child better?’ Most parents were positive about their experience and a number of helpful suggestions for improvement were received. The overall themes that emerge as important are:

3.66.1 Communication

3.66.2 Ethos of school and quality of staff

3.66.3 Training

3.66.4 Transition

3.66.5 Effective implementation of strategies

3.66.6 We are continuing to collect this valuable feedback from parents and staff and to use it in the continuing improvement of the model of support and planning for children, schools and services.

### **Looked After Children**

3.67 Significant concerns remain around LAC numeracy, LAC attendance and LAC exclusions, national qualifications and positive destinations. [As reported in 2013](#), this is now being addressed via the Corporate Parenting Plans for Education, including regular performance reports to the Member Officer Group. A report on the attainment of looked after children is planned for the Education, Children and Families Committee in March 2016

### **Best Value and Financial Overview**

3.68 The Council has recognised the growing scale and complexity of needs and took this into account in 2013-14 and 2014-15 budget processes, thereby enabling demography-based growth in funding to support measures to address the principal pressures and the benefits of early intervention over the past two years. The current projected increases in the school population for the period 2016-18 indicate the prospects continued growth (table 9).



3.69 Table 9: Primary School Population Growth Projection 2015-18

Year	Primary School Population	Likely to require ASL at 21%
2015	28,804	6049
2016	29,846	6268
2017	30,582	6422

3.70 The funding for Additional Support for Learning is reflected in a number of budgets. The key areas and funding over the past five years are summarised in table 10.

3.71 Table 10: Funding for Additional Support for Learning and Special Schools 2010-15

	Sum of 10/11 Annual Approved Budget	Sum of 11/12 Annual Approved Budget	Sum of 12/13 Annual Approved Budget	Sum of 13/14 Annual Approved Budget	Sum of 14/15 Annual Approved Budget	Sum of 15/16 Annual Approved Budget
ASL	£16.1m	£16.4m	£16.4m	£16.6m	£17.2m	£17.9m
Special Schools	£15.5m	£15.9m	£16.6m	£16.7m	£17.6m	£18.5m

3.72 Alongside the additional funding, in line with priorities established in 2011, a number of steps have been taken to strengthen performance to meet the changing profile of needs across all sectors as illustrated above.

**Continuum of provision and best value**

3.73 In overall terms the growth number and the proportion of children with additional needs is in mainstream provision. In the period since the introduction of the Additional Support for Learning Act in 2005, there has been a consistent trend of reducing number of pupil's attending special school. Over this period this has amounted to a reduction of 160 (17%) in the number of pupils attending special schools. Almost 60% of this reduction is reflected in the number of pupils attending independent schools on a spot purchased basis. This has been achieved through a progressive programme ensuring that the provision in the authority's own special schools has been able to accommodate the needs of almost all children with complex needs.

3.74 The feasibility of meeting increasingly complex needs achieving positive outcomes and providing safe and nurturing school environments is challenging. It has implications for staffing levels, knowledge and skills, for partnership working and practice and for accommodation. As illustrated earlier, much can be achieved to provide more inclusive school experience through sharing reflective practice, careful planning and partnership working.

- 3.75 A growing school population and increasing diversity can present additional pressures on accommodation, reducing operational flexibility that in some cases requires higher staffing requirements. In cases where adaptations to the environment are required in order to meet children's needs the first option is always to assess the catchment school and to make required adjustments. Depending on the scale of adjustment required this may need to be planned well in advance, may introduce a competing demand for space and questions of technical and/or financial feasibility. These issues will be addressed more widely in the forthcoming Accessibility Strategy 2016-19, which is under preparation and will be subject to consultation in 2016.
- 3.76 Most of our special schools have very good quality environments in purpose designed modern facilities. Where rolls have fallen (principally in SEBN provision) older facilities are closed and rationalised to make optimum use of the best quality environments. The key remaining pressures relate to children with severe Autism who require adapted environments and enhanced space. This is evident, in particular, at St Crispin's special school and the provision for the primary population at Kaimes special school. The planned re-provision of St Crispin's provides the opportunity to help address needs of this population and planning is now at an advanced stage to give the widest possible long-term sustainable benefits.

### **Next Steps**

- 3.77 Good progress been achieved towards realising the Council's vision of high achieving and inclusive schools that enable all children's need to be met in Edinburgh and increasingly in their local school. This is underpinned by very good progress in establishing common frameworks for child planning and inclusive practice and in demonstrating the benefits of collaborative approaches to improve performance. We have also made good progress in demonstrating that the gap in literacy attainment can be closed and that through a positive ethos, evidence based approaches and nurturing practice challenges in meeting children's communication, emotional and social needs can be overcome.
- 3.78 Our strategy based around
- 3.78.1 a balance of investment, to keep pace with a growing and increasingly diverse school population; and
  - 3.78.2 improving performance has proved successful in meeting the challenges of changing patterns of need. We are aware too of the challenge to consolidate, disseminate and build on this progress and that we will ensure that the Council's transformation programme delivers an effective environment for mutual support and challenge across practitioners, establishments, service and as we as we go forward.

## Next Steps

- 3.79 Our priorities for the next three years are to continue to:
- 3.79.1 strengthen inclusive provision, in particular for children and young people with social, emotional and behavioural support needs, literacy and dyslexia and autism spectrum disorders;
  - 3.79.2 target effective intervention in priority areas;
  - 3.79.3 enabling the most effective use of resources using evidence-based approaches.
- 3.80 We will do this by:
- 3.80.1 continuing to develop partnership working with learners and parents via the child planning process, self evaluation and service improvement programmes;
  - 3.80.2 working with the Quality Improvement Team and other partners to develop a strong culture of collaboration to reduce and where possible remove barriers to learning and achievement;
  - 3.80.3 extending well evidenced programmes to close the gap in attainment and achievement in between the most disadvantaged children and their peers building on our progress in literacy and extending it to numeracy and health and wellbeing;
  - 3.80.4 devolving more resources for additional support to schools and clusters;
  - 3.80.5 establishing resilient Additional Support for Learning teams and networks in, around and between schools and clusters;
  - 3.80.6 deploying robust frameworks for inclusion, accessibility, professional learning and self evaluation to support effective high quality practice and improving outcomes;
  - 3.80.7 networking key resources and expertise city-wide, including testing the potential for a virtual learning environment to provide flexible access to the curriculum across schools, hospital and community settings;
  - 3.80.8 aligning provision to optimise progress in the presumption of mainstream and specialist provision to enable all children and young people to have their additional support needs met within Edinburgh.

## Measures of success

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- 4.1 Quality Management in Education 4 - a systematic approach to the self-evaluation for local authorities in relation to their education functions (QMIE), Education Scotland, 2015
- 4.2 Children and Families Improvement Plan Targets:
- 4.2.1 All learners with additional support needs have their needs met.
  - 4.2.2 Minimising the number of children requiring Out of Council school provision.

- 4.2.3 Providing effective, proportionate and timely support to children in need.

## **Financial impact**

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- 5.1 The duty to make provision for Additional Support Needs is statutory. The growth trends summarised in this report have been addressed in recent years through a combination of demography funding and performance improvement. This report sets out priorities for continuing service and performance improvement. Continuing demography pressures will be addressed within the budget process for consideration.

## **Risk, policy, compliance and governance**

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- 6.1 Services for children and young people with Additional Support Needs are a priority statutory services subject to regulation, independent scrutiny and inspection at a range of levels.

## **Equalities impact**

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- 7.1 The proposals in this report are directed towards preventing adverse impact on equalities arising from demographic and socio-economic factors giving rise to growing needs and service pressures. 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**

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- 8.1 There is no significant environmental impact.

## **Consultation and engagement**

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- 9.1 Additional Support Needs provision is characterised by high levels of partnership working involving learners, parents, schools, and Children and Families services, the NHS, the Voluntary Sector and other Council Services. There is a wide range of formal and informal mechanisms for consultation in operation. Illustrations of contributions made by parents and learners to service improvement are referenced in the body of this report.

## Background reading/external references

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[Additional Support Needs Planning and Performance Update, report to Education, Children and Families Committee, 10 December 2013](#)

[Additional Support Needs Planning and Performance Update, report to Education, Children and Families Committee, 11 December 2012](#)

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### Links

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<b>Coalition pledges</b>	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
<b>Council outcomes</b>	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
<b>Single Outcome Agreement</b>	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
<b>Appendices</b>	1 Improving Performance Illustration: Autism Friendly Child Planning Tool

### Improving Performance Illustration 1: Autism Friendly Child Planning Tool

Checklist of areas of common concerns for children with autism completed by child, parents and staff in advance of the planning meeting.

Safe	N	M	Y
I like to have a safe space for me when I get worried or upset.			
I know what to do if I need to ask for help in school			
I know what to do if I am bullied at school			
I know what to do if I do not like what other students are doing at school			
Comments			

Healthy	N	M	Y
I feel okay about using school toilets			
I am able to eat the food that I like at school			
I get the right amount of sleep for me			
I can enjoy P.E. at school			
I know which adults I can talk to at school:			
• If I don't like something			
• If I am feeling ill at high school			
• If I am feeling anxious, worried or afraid			
Comments			

Achieving	N	M	Y
I have an Individualised Educational Programme (IEP)			
I help choose my IEP targets			
I know what to do if I don't understand when adults tell me to do something			
I know what to do if I am worried about homework at school			
I find it easy to remember what my homework is			
I can start work on my own in class			
Comments			

Nurtured	N	M	Y
I have been able to tell the adults at school about:			
• <u>what</u> is important to me and			
• <u>things</u> I find difficult			
• <u>things</u> I really don't like			
I have one or more friends at school			
Comments			

Child or young person completes a personal 'wellbeing web'. This provides an easy visual record and an easy to use progress tracker



# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

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

Item number	7.7
Report number	
Executive/routine	
Wards	All

### Executive summary

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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

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Coalition pledges	<a href="#">P1</a>
Council outcomes	<a href="#">CO1-CO6</a>
Single Outcome Agreement	<a href="#">SO2, SO3</a>

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

### Recommendations

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- 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

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- 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 2015/16 and beyond.
- 2.2 The improvement plans for the following services are provided as appendices to this report:
  - 2.2.1 Residential Care
  - 2.2.2 Residential Care: Care Inspectorate Gradings
  - 2.2.3 Throughcare and Aftercare
  - 2.2.4 Family Based Care Fostering
  - 2.2.5 Family Based Care Adoption/Permanence
  - 2.2.6 Family Based Care Kinship Support
  - 2.2.7 Corporate Parenting Action Plan

### Main report

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#### Strategic Direction

- 3.1 The primary strategic objective in 2015/16 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 Council 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](#) sets out a number of new duties on public authorities in Scotland and is at various stages of consultation and implementation. The Act is central to the Scottish Government's aim of making Scotland the best place in the world to grow up by putting children and young people and their wellbeing at the heart of the planning and delivery of services and ensuring their rights are taken into account across the public sector. The Act contains significant provisions for looked after children and young people and those leaving care. A report '[Implementation of the Children and Young People \(Scotland\) Act 2014 – Update](#)' to Education, Children and Families Committee on 6 October 2015 provides detailed information on the implementation timescale.

### **Corporate Parenting Action Plan**

- 3.4 The Children and Young People (Scotland) Act 2014 contains significant new duties in relation to corporate parenting. The Act lists all organisations that are corporate parents and provides direction to make sure they are clear about their duties effective from April 2015. Following a consultation period statutory Guidance for Part 9 of the Act, Corporate Parenting, was published in August 2015.
- 3.5 The City of Edinburgh Council has an established elected member led Corporate Parenting Member Officer Group and a well developed action plan. The Council and its partners are therefore well placed to use the opportunities provided by the new duties to further enhance the quality of care and improve outcomes for looked after children and is fully compliant with the requirements of this part of the Act.
- 3.6 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.
- 3.7 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 The Children and Young People (Scotland) Act 2014 has provided greater opportunity to engage and raise awareness of Corporate Parenting across the Council and partner agencies.
- 3.9 Education of looked after children remains a key priority. More progress continues to be needed in this area and strategies to reduce educational inequalities have been identified and implemented.

## **Residential Care**

- 3.10 The City of Edinburgh Council provides a range of residential care provision:
  - 3.10.1 Five Young People's Centres (YPC) in Drylaw, Oxgangs, Moredun, Northfield and Greendykes – offer a total of 38 placements.
  - 3.10.2 One Close Support Units in Southhouse which offers five placements for young people with exceptional support needs who may require long term residential care.
  - 3.10.3 The Edinburgh Families Project, located in Ferniehill, provides outreach support and respite care for approximately 90 families per annum.
  - 3.10.4 Edinburgh Secure Services provides 12 secure and ten close support placements.
  - 3.10.5 The Council purchases nine placements from the Dean and Cauvin Trust for young people over the age of 15½.
- 3.11 On 31 August 2015 there were 79 children and young people placed in residential care, mostly within existing Children and Families resources, there were 11 young people in secure accommodation and a further six young people in specialist residential provision.
- 3.12 The plan to close Pentland View Close Support Unit has been implemented. Alternative care arrangements for the young people affected by this plan have been successfully secured.
- 3.13 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 Council's residential units.
- 3.14 In order to achieve this, the building of Heather Vale is underway as a replacement for Greendykes YPC and plans are progressing for the proposed replacement of Oxgangs YPC.
- 3.15 Substantial investment in the residential buildings will continue to be required to meet the expectations of the care inspectorate in their assessment of good and very good living environments for vulnerable young people in residential care. It is hoped to continue to roll out a programme of rebuild and refurbishment as and when capital investment is available.
- 3.16 All residential homes are inspected on a regular basis by the Care Inspectorate (twice per year). All homes received a quality grading of 'good' or 'very good' in 2014 and this has been varied into 2015 to date. 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.
- 3.17 Southhouse, Edinburgh Families Project, Drylaw and Northfield hold a grading of 'very good' for each of the four Quality Themes.

- 3.18 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 has been 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.
- 3.19 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 meeting 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. 70% 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 (HPU) Coordinators. Each unit has an HPU 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 six 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 on 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 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.
- 3.30 Staff in Residential 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 240 staff members have been trained in this technique, increasing capacity to work with challenging behaviours.
- 3.31 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.

### **Special Residential Care**

- 3.32 Edinburgh Families Project is a highly valued 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, when assessed as appropriate, offers short term breaks with the aim of reducing difficulties and increasing family resilience. Individualised packages of support are tailored to meet the needs of different families.
- 3.33 Currently Edinburgh Families Project are working with 29 young people and their families and can offer respite care for up to five young people every night of the year.
- 3.34 Edinburgh Families Project is inspected on a regular basis by the Care Inspectorate. In 2015 Edinburgh Families Project maintained grades of 'very good' for each of the four Quality Themes with the indication that a grade of 'excellent' is eminently achievable if current levels of progress are sustained.
- 3.35 On a regular basis, Edinburgh Families Projects also provides emergency placements for young people as a result of sudden crises or changes of care plans. This has a significant impact on their ability to meet their function as an outreach/respite service. To address this issue, plans are being formulated to create an emergency/crisis service at a separate location. A lease has been taken on a property and it is envisaged that this will be operational by January 2016. It will be managed within the overall services provided by Edinburgh Families Projects.
- 3.36 In December 2014, the Education, Children and Families Committee agreed to the planned closure of Pentland View Close Support Unit. Alternative resources

were identified for all young people with three of them ceasing to be accommodated and moving on to more appropriate follow-on services. The option of VERA was taken up by a number of staff and the rest were re-deployed to similar posts across the residential estate. The closure of Pentland View allowed for a substantial revenue savings in the region of £835,000 per year. The building and grounds have subsequently been sold on the open market and the receipts have been ring-fenced to fund the proposed replacement of Oxfords Young People's Centre on the existing site.

- 3.37 The remaining close support unit at Southhouse continues to provide high levels of care to five young people. This is reflected in the 'very good' grades that they achieve in their Care Inspectorate reports. The mix of young people has proven challenging and there have been a number of serious incidents of staff assaults. Demand for placements remains high.
- 3.38 The IT Development Officer for Looked After Children continues to improve young people and staff's awareness of issues relating to safer internet use 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.
- 3.39 A digital newsletter specifically aimed at young people in residential units has been produced with the plan to make this a regular feature and involve young people in its design.
- 3.40 The Council, as part of the Connected Capital project, funded through the Super Connected Cities Programme has arranged for wireless facilities to be provided in nearly every residential service. We are in the process of identifying suitable monitoring and security facilities and one option being considered is utilising the Library Wifi channel. This would allow for age appropriate filtering. The improved internet capability has highlighted the paucity of the hardware in the units and this will require urgent attention to enable young people to access their school based computer information as well as developing life-enriching computer skills.
- 3.41 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.
- 3.42 In 2014/15 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. The service was inspected in January 2014 by the Mental Welfare Commission who reported favourably on the Service's safeguarding of young people with mental wellbeing issues and its work with CAMHS and Lothian Health to achieve this.

- 3.43 Over 80% 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.
- 3.44 During 2014/15 Edinburgh Secure Service worked with 25 Edinburgh young people within the secure provision and 20 Edinburgh young people within the close support and Throughcare and Aftercare 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.
- 3.45 Edinburgh Secure Service has met the demand for most secure placements and remand placements of Edinburgh young people. However higher than normal demand from July 2014 to April 2015 required up to an average of two to three young people to be placed with secure providers out with Edinburgh. The majority of these Edinburgh young people who were placed in secure accommodation out with Edinburgh were returned to Edinburgh secure placements when placements became available.
- 3.46 Occupancy of the secure provision in 2014/15 has remained high at over 95% and requests for places from other local authorities often exceeds available placements. In 2014/15 Edinburgh has worked with ten young people placed with us by other local authorities. In many cases Edinburgh Secure Service was viewed as the first choice secure provider by other local authorities reflecting the quality of the experience of referring agencies when placing young people with us.
- 3.47 The service has been inspected by the Care Inspectorate twice during 2014/15. In October 2014 both the secure accommodation service and close support provision was graded as 'good' for Quality of Care and Support; 'very good' for Quality of Management and Leadership; 'good' for Quality of Staffing; and 'good' for Quality of Environment. In March 2015 the service was awarded grades of as 'good' for Quality of Care and Support; 'good' for Quality of Management and Leadership; 'good' in the Quality of Staffing; and '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.
- 3.49 In June 2015 the service was inspected by Education Scotland and the Care Inspectorate. This was the first inspection of the service's schools and also learning across education and care. In significant contrast to the highly positive inspection of 2010, Education Scotland and the Care Inspectorate identified significant weaknesses. The service was graded as 'weak' in the quality indicators for Improvements in Performance, Meeting Learning Needs, The Curriculum and Improvement Through Self-Evaluation. The service's ability to Meet Learner's Experiences was graded as 'satisfactory'. The service with support from external line management and assistance from Education Scotland has taken direct action to meet the necessary improvements.
- 3.50 The use of secure accommodation in Edinburgh remains relatively high compared to other areas of Scotland and we are continuing to look at developing strategies to both reduce usage as well as the length of time a young person is placed in secure care.

### **Throughcare and Aftercare**

- 3.51 Throughcare and Aftercare (TcAc) 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 and Cauvin Aftercare service.
- 3.52 All young people who are eligible for a service can access the duty service provided at 329 High Street.
- 3.53 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 19<sup>th</sup> birthday, and powers to assist them up to their 26<sup>th</sup> birthday following the recent changes in legislation. These changes in legislation have meant that the client population has increased and within the next four years to March 2019 it will have increased by at least 100%.
- 3.54 A new provision of Continuing Care has been made allowing young people who are currently legally LAC to request to remain in their care placement once they have ceased to be a LAC young person. A concern from this change in legislation will mean an added pressure on already stretched residential resources and placements.
- 3.55 The additional temporary posts of two Mental Health Practitioners, one Housing Development Officer, one Welfare and Information post 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.

- 3.56 Much work has been done over the last four years to evidence the improvement of Pathway planning for care leavers. In 2010/2011 nine percent had a Pathway Plan. Currently the average figure as of July 2015 is 68%. The target is to reach 75% and hold it at this figure or above. This is an ambitious target as the plan requires full agreement and engagement from the young person.
- 3.57 As at 1 September 2015, the overall number of young people eligible for Throughcare and Aftercare was 1342, of these many will not need to access the TcAc service or only need to use the existing duty system. This is a substantial increase and is directly linked to the changes in legislation and the increase of eligibility up to the young person's 26<sup>th</sup> birthday.
- 3.58 443 Young People are currently receiving a service, either as an allocated case or by accessing duty services.
- 3.59 The overall number of cases allocated a Pathway Co-ordinator across all the city's Throughcare and Aftercare services is 217. 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 23.
- 3.60 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.
- 3.61 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 2014 there were 93 new referrals for accommodation (an increase from 2013) adding to the 19 open cases at the beginning of the year. The Panel placed 82% of young people in a positive destination.

### **Family Based Care Fostering**

- 3.62 The recruitment of foster carers continues to be a major priority for Family Based Care and a key tenant of the Balance of Care agenda intended to move expenditure from high cost externally purchased services to lower cost services which can meet the needs of Edinburgh's looked after and accommodated children and young people. Our recruitment strategy has continued to evolve to communicate messages about the characteristics we are looking for in carers as



well as more focused recruitment highlighting our need for carers who can take teenagers, sibling groups, and children with a disability. We continue to recruit within the city and further afield primarily in the Lothian's and Scottish Borders, Fife and Central Scotland.

- 3.63 In 2014/2015, 518 enquiries were received from prospective carers. During the same period 29 new carers were approved, three more than were approved in 2013/14. Nine of these approvals were in relation to carers who transferred to the City of Edinburgh Council from independent fostering agencies. Carers transferring to the Council offer significant benefits such as being able to directly provide support and development opportunities to meet specific needs, a better knowledge or the carers to facilitate the best possible matching of children into placements and also major cost savings of fees to independent fostering agencies. In 2014/15 an additional £180k income was generated in respect of children looked after by another local authority in placement with carers who transferred to the City of Edinburgh Council. During 2014/14, 19 carers from the Council were deregistered through retirement and personal reasons with a small number deregistered through failure to meet the expected care standards.
- 3.64 At the end of September 2015, 624 children and young people were accommodated by the City of Edinburgh Council in foster care. Of these 378 (60%) were placed with our own carers and 246 (40%) were in placements purchased from 18 independent fostering agencies. We use independent agency foster carers to meet demand that cannot be met by foster carers recruited by the City of Edinburgh Council. Throughout 2014/15 and to present day work continues to shift the balance to a higher proportion of children placed with the Council's own foster carers.
- 3.65 In addition to full time foster care placements we continue to provide respite foster care and day care services. Respite foster care is used to support children living with parents or kinship carers as well as providing alternative placements for children during holiday periods. Work is now progressing to ensure that the provision of respite foster care is aligned to the Council's obligations in respect of Self Directed Support. Day care services continue to support children primarily under five years old involved in child protection processes and those at risk of becoming looked after. There is ongoing work to examine options for the delivery of day care services alongside the increased capacity available in the Council's Early Years Centres.
- 3.66 The participation of carers, their families and accommodated young people in shaping the service continues to be promoted within the context of the Family Based Care Participation Strategy. We have increased the opportunities for carers in particular to become involved in influencing the development of the service. The range of participation opportunities involving carers include Recruitment and Social Pedagogy Strategy Groups, recruitment activities both at events and in the media, reviewing procedures and publicity materials as well as involvement on a range of working groups.

- 3.67 Family Based Care continues to facilitate a range of carer support groups which offer carers regular opportunities to come together to explore common issues, participate in training and develop their support networks. In 2014/15, the Howdenhall Hub support group was established. This group brings together carers for children aged over ten and staff from the Edinburgh Secure Service. Through sharing of practice and the development of good working relationships a small number of children have transitioned and sustained a move from a secure placement to a foster care placement. The unique feature of the Howdenhall Hub is that carers who participate have telephone access on a 24 hour basis to experienced staff from Edinburgh Secure Service who can offer advice to help avert potential crisis situations developing in the foster care placement.
- 3.68 The Council's involvement in the Fostering Network's 'Head, Heart and Hands' project continued in 2014/15 with 59 carers and 19 staff being trained in Social Pedagogy. Feedback from foster carers has been extremely positive with a commonly held perspective that the training had provided them with tangible ways of better engaging and understanding the perspectives of the children in a different light. To continue the impact achieved through the project stage of Head, Hearts and Hands the two Social Pedagogy members of staff have now been recruited on a full time basis.
- 3.69 In October 2014, the Fostering Service was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'good' across all quality statements inspected. A follow up inspection is scheduled for the last quarter of 2015.

### **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 2014/15, the Council's Permanence Panels' registered fourteen children for permanence with the legal route of adoption through a Permanence Order with Authority to Adopt (POAA), four children for permanence with the legal route of adoption through Direct Petition and forty six children for permanent foster care with the legal route of a Permanence Order (PO). This resulted in there being a total of 236 children for whom the City of Edinburgh Council holds a Permanence Order (PO) and 45 children for whom an adoptive placement is being sought.
- 3.72 During the same time period 27 children were placed for adoption. Of this number, three (11%) were under 12 months old at point of placement. Six (22%)

- were aged between 12 and 24 months when placed. Ten (37%) children aged between two and four years old and eight (30%) were five years old or over.
- 3.73 41 children ceased to be looked after by the Council as a result of being legally adopted in 2014/15. Of this number, one (2.5%) was under 12 months old at point of placement. 14 (34%) were aged between 12 and 24 months when placed. 19 (46%) children aged between two and four years old and seven (17.5%) were five years old or over.
- 3.74 21 sets of adoptive parents were approved by the City of Edinburgh Council during 2014/15. 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 delivered four preparation courses during 2014/15. In this financial year, there are four scheduled preparation courses. The first three are full and the fourth, scheduled for February 2016 is filling up. 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 100 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, the Single Adopters Group. A group for dads and a group for children are being established.
- 3.78 As part of the Post Adoption Service some staff have been trained in the use of Therapy and use this technique to provide support to adoptive families and children as well as to newly approved adopters.
- 3.79 The service has taken on responsibility from Scottish Adoption of enabling Information Exchange between birth families and adopted children for all new adoption placements from April 2015. The service is currently managing 17 such arrangements. This area will continue to expand.
- 3.80 A panel has been established whose role is to consider and approve referrals for specialist interventions delivered by external agencies and focused upon supporting adoptive parents and children who may be experiencing difficulties. Examples of this are the provision of art therapy, therapeutic counselling and the provision of additional Post Adoption Support allowances.

- 3.81 A range of services to support people affected by adoption are also commissioned from Scottish Adoption, which includes supervised contact and counselling for mothers who are considering voluntarily giving up their babies for adoption and for adults affected by adoption.
- 3.82 In October 2014, the Permanence Team was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'very good' in all three of the themes. A follow up inspection is anticipated in November 2015.

### **Family Based Care Kinship Support**

- 3.83 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 offer direct support to kinship carers and to coordinate support provided through commissioned and partner agencies.
- 3.84 The Kinship Support Team became operational in November 2013. Since inception the team members have directly supported 159 kinship carers, undertaken 15 Kinship Assessments and coordinated the move of 14 children from foster carers to kinship carers. A telephone support line has been established which allows kinship carers to seek support. The team facilitates an Easter Activity Event and Christmas Party to bring kinship families together.
- 3.85 The Kinship Support Team have developed partnerships with Kinsfolkcarers, Kinship Care Support Group, With Kids, Winton Bear Foundation, Mentor UK, Edinburgh Connect and Big Hearts to ensure that a range of supports are available to kinship carers.
- 3.86 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**

- 3.87 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.
- 3.88 During 2014/15, 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.
- 3.89 During 2014/15, the Children's Rights Office provided advocacy support for an average of 16 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 15% of children referred.

Contact with family and friends accounted for a further 15% and the remainder related to allowances and grants; children in secure care and complaints.

- 3.90 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 are provided by the Children's Rights Office and the Who Cares? Scotland project worker to Senior Managers in Communities and Families.
- 3.91 The Who cares? Scotland project worker works with around 14 children each month focusing on similar issues to the children's rights officer.
- 3.92 The Who cares? Scotland project worker also facilitates the monthly meeting of the Young People in Care Council (YPiCC).
- 3.93 To ensure children's rights are paramount in service delivery managers from both services met regularly with the Head of Children's Services
- 3.94 A review of services providing advocacy to children led to a consultation on the future model of service delivery. A report to the Council in autumn 2014 recommended that independent service provision shall be the preferred model of service delivery.
- 3.95 A tender for the provision of independent advocacy services for looked after and accommodated children will be published in November 2015 and it is anticipated that the new service shall be delivered from April 2016.

## Measures of success

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- 4.1 Success measures are set out in the service area improvement plans appended to this report.

## Financial impact

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- 5.1 The financial implications of the service area improvement plans are currently met by existing budgets. 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

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- 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

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- 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

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- 8.1 There is no significant environmental impact.

## Consultation and engagement

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- 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 Children's Services Inspection.

## Background reading/external references

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[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 11 September 2014](#)

[Early Years Change Fund Progress Update on Year Three – Education, Children and Families Committee 6 October 2015](#)

[Children and Young People \(Scotland\) Act 2014 – Education, Children and Families Committee 6 October 2015](#)

[Looked After Children: Transformational Programme Progress Report – Governance, Risk and Best Value Committee 23 September 2015](#)

### **Gillian Tee**

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## Links

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<b>Coalition pledges</b>	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
<b>Council outcomes</b>	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
<b>Single Outcome Agreement</b>	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
<b>Appendices</b>	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 Service Improvement Plan 2015/16

Appendix 1

No	Action	Lead Officer	Completion/ Review Date
1	Review the Residential Child Care Provision in light of the current financial situation.	Service Manager – Looked After Children	December 2015
2	Following Residential Care Review take forward identifying the remit of Heather Vale which will be opening in March 2016	Service Manager – Looked After Children	December 2015
3	Once the remit has been finalised of Heather Vale take forward the recruitment of staff to this new modern provision.	Team Manager – Residential Care, Throughcare & Aftercare	February 2016
4	Following meeting with colleagues in Family Based Care and with Foster Carers and the setting up of the support to foster carers at Edinburgh Secure Services consider how to cascade this practice to other residential units.	Team Manager – Specialist Residential Care	March 2016
5	Within the aspiration of modernising and upgrading the Residential Care aging buildings take forward planning in building a second new Residential Unit as a replacement for Oxfangs YPC.	Service Manager – Looked After Children	August 2016
6	Continuing with the gathering of information on trends of young people requiring admission to residential care we will analysis the presenting needs of young people and how residential care can best meet these needs.	Team Manager – Specialist Residential Care	March 2016
7	Having previously identified ways in which to improve our recruitment centre model, there will be an annual review of the Residential care Officer Recruitment process.	Recruitment Manager	March 2016
8	Open the Crisis Flat with the aim of reducing young people being admitted full time to care and preventing the disruption emergency admissions cause to established resident groups in Residential Units.	Team Manager – Residential Care, Throughcare & Aftercare	March 2016
9	Continue to maintain the level of Good Grades as minimum across all Quality Statements and all units in Edinburgh. In addition to this look to aspire to most Units reaching grades of Very Good across all quality statements of the Care Inspectorate.	Team Manager – Residential Care, Throughcare & Aftercare & Team Manager – Specialist Residential Care	March 2016
10	Continuing with the Balance of Care Agenda look to continue to reduce admissions of young people to Residential Care.	Team Manager – Residential Care, Throughcare & Aftercare	March 2016
11	Review the attendance by young people at the Young People in Care Council (YPiCC) and take forward any actions identified to maintain and increase young people’s participation.	Team Manager – Specialist Residential Care	August 2016
12	Following the creation and implementation of the four localities with the City of Edinburgh Council we will review how Residential Sector as a centralised service engages with local services and agencies.	Team Manager – Residential Care, Throughcare & Aftercare & Specialist Residential Care	March 2016



## Latest/Last Inspection Grades as at 27 October 2015

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	6	5
ESS – Close Support	4	4	4	5
ESS – Secure	4	4	4	4
EFP	6	5	6	5
Greendykes	4	4	4	4
Moredun	5	4	4	4
Northfield	5	5	5	5
Oxgangs	5	4	5	4
Southhouse	5	5	5	5

Key: 1 – Poor    2 – Weak    3 – Adequate    4 – Good    5 – Very Good    6 - Excellent

No	Action	Lead Officer	Completion/ Review Date
1	Further develop systems and explore new ways of obtaining young people's feedback on service delivery and wider TcAc developments	Manager – Throughcare and Aftercare Team	March 2016
2	Develop processes to embed young people in key service systems, e.g. recruitment and induction of new staff	Senior Social Worker – Throughcare and Aftercare Team	March 2016
3	Complete work on young people leaving care information and consider the possible development of an app.	Senior Social Worker – Throughcare and Aftercare Team	March 2016
4	Develop constructive links with Kinship and Foster care services and providers	Senior Social Worker – Throughcare and Aftercare Team	March 2016
5	Develop reliable system for identifying chair of Pathway reviews at point of case allocation/transition meeting.	Business Officer – Throughcare and Aftercare Team	December 2015
6	Promote affordable healthy eating via joint work with Edinburgh Food Initiative	Nurse Practitioner - Throughcare and Aftercare Team	March 2016
7	Develop and deliver Depression training and Suicide Training for staff and young people.	Mental Health Worker - Throughcare and Aftercare Team	December 2015
8	Increase/update awareness sessions on the use of NPS (Legal Highs) to the staff team.	Senior Social Worker – Throughcare and Aftercare Team	March 2016
9	Using data available from the Housing and Support panel, work up projections for accommodation requirements relating to legislative changes	Housing and Development Worker - Throughcare and Aftercare Team	December 2015
10	Explore viable options for developing a resource for difficult to place, high support need young people	Housing and Development Worker - Throughcare and Aftercare Team	March 2016
11	Build on recent improved links with DWP staff to improve relationships and outcomes for young people, e.g. exploring the Fife and Angus council models of joint working.	Manager – Throughcare and Aftercare Team	March 2016
12	Reformat Financial Procedures document following a review and update financial information available for young people following the changes in legislation.	Manager – Throughcare and Aftercare Team	March 2016
13	In partnership with SDS, further develop the Job Club at the Drop In and explore options for increasing SDS hours within TcAc based at 329	Manager – Throughcare and Aftercare Team	March 2016
14	Pilot a regular baby/toddler reading group for young parents	Literacy Worker - Throughcare and Aftercare Team	March 2016
15	Explore setting up a Specialised Risk multi –agency management group (with defined referral protocol) to support workers/agencies to consider options for particularly struggling hard to support/ accommodate / manage/ at risk young people failing in existing options	Manager – Throughcare and Aftercare Team	March 2016
16	Develop systems for reviewing risk in the Drop In, including use of the hand over diary, listening to views of young people, etc... (329)	Senior Social Worker – Throughcare and Aftercare Team	December 2015
17	Review feedback from young people and develop appropriate action plan.	Manager – Throughcare and Aftercare Team	March 2016

## FAMILY BASED CARE - FOSTER CARE IMPROVEMENT PLAN 2015/16

REF	ACTION	COMPLETION DATE
<b>A. PLANNING AND SERVICE DEVELOPMENT</b>		
A1	Publish Foster Care Services Plan 2015-17	1/9/15
A2	Publish individual FBC Team Plans	1/4/15
A3	Staff PRD plans will be linked to actions in FBC Services and Team Plans	1/5/15
A4	Expand linking and matching process into all non emergency foster care placement moves	1/9/15
A5	Establish group of service users to work in partnership to develop Fostering services	1/6/15
A6	Establish regular forum to explore staff and service development and improvement opportunities	1/4/15
A7	Establish feedback model from placing social workers	1/8/15
A8	Set expectation through commissioning that all children placed with Independent Fostering Agencies can participate in service development	1/5/15
A9	Utilise web site and social media inform service users of participation opportunities	1/5/15
A10	Seek feedback from carers to inform FBC social workers PRD appraisal	1/5/15
A11	Inform carer recruitment strategy through analysis reporting of placement need from Under and Over 12 Referral Panels.	1/9/15
A12	Implement End to End procedures for Foster Care recruitment and carer management	1/6/15
A13	Review and implement revised Intake service delivery model	1/9/15
A14	Review FBC Business Support processes and service delivery	1/8/15
A15	Implement Carer Support and Adaptation Panel	1/4/15
A16	Develop Self Directed Support Guidance for staff and carers	1/9/15
A17	Track all FBC referrals (inc Disability and Specialist in Under 12's Referral Panel	1/9/15
A18	Report Under 12's Referral Panel outcomes to C & F Management	1/6/15
A19	Monitor and report permanence planning drift planning drift to C & F Management	1/6/15
A20	Review all FBC carer transfers quarterly	1/6/15
A21	Establish quarterly budget review Finance and FBC Management Tea m	1/4/15
A22	Establish links between FBC and Residential services to enhance additional support for carers	1/4/15

REF	ACTION	COMPLETION DATE
A23	Develop business case to integrate Social Pedagogy practice within Family Based Care	1/9/15
A24	Establish FBC lead officer to develop shared practice with Housing Services	1/6/15
A25	Establish Team Leader and Social Worker link roles with each Neighbourhood Practice Team	1/6/15
A26	Develop and implement real time carer capacity reporting	1/8/15
A27	Implement amended Looked After Children (Scotland ) Amended Regulations 2014	1/7/15
A28	Implement new national Placement Descriptors	1/9/15
A29	Implement revised policy of approving all foster carers for placements up to 18 years old but with a clear narrative of accessed and preferred age capacity.	1/9/15
<b>B. QUALITY ASSURANCE</b>		
B1	Review and revise Inspection preparation model	1/8/15
B2	Monitor and improve performance of Carer Reviews to 90%	31/3/16
B3	Monitor and improve performance of unannounced visits to 90%	31/3/16
B4	Implement revised carer supervision model	1/6/15
B5	Establish SWIFT recording procedure for contact with children in foster care placements *	1/6/15
B5	Implement revised carer SWIFT chronology and recording	1/6/15
B6	Implement auditing process for carer case files *	1/8/15
B7	Implement Outcome Tracker for all children placed in foster care	1/10/15
B8	Implement Team Leader checklist process to ensure comprehensive information if presented to Fostering Panels	1/7/15
B9	Implement model of supervision and appraisal of Fostering Panel members	1/8/15
<b>C. CARER , STAFF AND PANEL MEMBER TRAINING AND DEVELOPMENT</b>		
C1	Implement foster carer training strategy	1/6/15
C2	Implement staff training strategy including induction for new staff	1/8/15
C3	Implement panel member training strategy	1/8/15
C4	Designate staff member to be social media/internet safety lead	1/4/15
C5	Publish revised Carer Handbook *	1/6/15
C6	Map and establish Carer Support groups function and support needs	1/6/15

\*Care Inspectorate notification from 2014 Inspection of Foster Care Service

## Adoption/Permanence Improvement Plan 2015/16

Ref	Action	Lead Officer	Completion Date	Progress
	<b>A. Planning and Service development</b>			
A1	Publish Permanence Service plan 2015/16	Team Manager Permanence	30.04.15	Further action required
A2	Publish Post Adoptions Service Team Plan 2015/16	Team Manager Permanence	30.04.15	Complete
A3	Establish FBC carer support and adaptation panel	Team Manager Permanence	30.04.15	Complete
A4	Develop strategy to Increase the number of children placed with CEC Adopters and Permanent Foster Carers and reduce the use of purchased placements	Team Leader Permanence(MC)(CH)	31.12.15	Update required
A5	Devise and Implement end to end process for recruiting, managing and supporting adopters and foster carers	Team Manager Permanence	30.06.15	Further action required
A6	Review and Revise the Adoption Allowance Scheme and other financial provisions to adopters	Team Manager Permanence	30.06.15	Further action required
A7	Review and revise Adopter Preparation Group content and delivery model	Team Leader Permanence (MC)	31.05.15	Complete
A8	Devise and Implement strategy for the recruitment of permanent foster carers	Team Leader Permanence(CH)	31.12.15	Further action required
A9	Review Business Support processes	Team Manager Permanence/Business Manager	31.12.15	Complete
A10	Review and revise Family Finding/Tracking process and practice in relation to Independent agencies	Team Leader Permanence(CK)	31.12.15	Update required
A11	Monitor and report permanance planning drift C & F Management	Team Leader Permanence(CK)	31.08.15	Update required
A12	Staff PRD plans will be linked to actions in Permanence and post Adoption Support service plans	Team Leaders Permanence	31.05.15	Complete

Ref	Action	Lead Officer	Completion Date	Progress
A13	Establish regular Budget monitoring and review in conjunction with Finance	Team Manager Permanence/ Accountant	30.04.15	Complete
A14	Review format of meetings structure and adjust to meet service need	Team Leader Permanence(CK)	30.04.15	Complete
A15	Further develop linking and coordination process	Team Leader Permanence(CH)	31.12.15	Update required
A16	Devise and implement plan to operate Information exchange	Team Leader Permanence (CH)(CK)	31.05.15	Update required
	<b>B. Quality Assurance</b>			
B1	Review and update Adoption information on Council website	Team Leader Permanence(MC)(CK)	31.12.15	Update required
B2	Compile written information on adoption and possible future issues for children	Team Leader Permanence(CH)(CK)	31.08.15	Update required
B3	Compile written and other forms of information that illustrate child's journey into adoption	Team Leader Permanence(CH)(CK)	31.08.15	Update required
B4	Devise and implement a process of regular audits of files	Team Leader Permanence(MC)	31.08.15	Update required
B5	Review and develop systems of data collections which can monitor and inform the development of the service and contribute to workload management	Team Manager Permanence	31.08.15	Update required
B6	Review and revise Inspection preparation model	Team Manager Permanence	30.06.15	Complete
B7	Devise and implement process to supervise and appraise panel members	Team Leader - Panel Coordinator	31.12.15	Complete
B8	Devise means of tracking and reviewing impact of staff training	Team Leader Permanence(MC)	30.06.15	Update required
B9	Identify profile of children in need of permanence	Team Leader Permanence(CH)(CK)	30.06.15	Update required

Ref	Action	Lead Officer	Completion Date	Progress
	<b>C. Staff, Adopter and panel member development</b>			
C1	Devise and implement a staff training strategy identifying core and advanced training and development skills	Team Leader Permanence(MC)	31.12.15	Update required
C2	Explore viability of establishing an adopted children's group	Team Leader Permanence(CH)	30.06.15	Update required
C3	Devise and implement a participation strategy enabling adopters to participate in and inform the development of the service	Team Leader Permanence(MC)	30.06.15	Update required
C4	Devise and implement Panel member training strategy	Team Leader - Panel Coordinator	31.12.15	Complete
C5	Explore viability of establishing a dads group	Team Leader Permanence(CH)	30.06.15	Update required

Recommendations from the Care Inspection report 2014 are:

A5

B2 B3 B4

C1 C4

Ref	Action	Lead Officer	Review Date	Completion Date
1	a) Review and revise Kinship Procedure b) Swift Processes c) budget d) mailing/contact list/annual publication distribution	a) Team Leader b) Team Leader and Social Work Asst(A) c) Team Leader and Social Work Asst(B) d) Social Work Asst(A)	b) monthly with Business Performance Manager d) review monthly	a) 30.03.15 c) 05.02.15
2	Raise service profile: a) <b>Leaflet distribution:</b> the neighbourhood practice teams will be given a supply first. Team members will carry a small amount of leaflets with them and when they visit libraries and Health Centres they will leave some. Team Leadre will speak with communications to see if our leaflets can be distributed centrally here after. b) <b>Website:</b> to accurately reflect the service provision available. c) <b>Posters:</b> A4 poster to develop and distributed d) <b>Open session for staff:</b> raise awareness for new staff. Team Leader to explore what is currently available within FBC with a view to joining. e) <b>1 to 1's introductions</b> to service for new staff across the council.	a) Social Worker(DS): North/East Social Work Assistant(M): Fort Social Worker(J): Waverley Ct Social Work Asst(B): South West Team Leader: West and communications Social Worker (KL): South b) Team Leader c) Team Leader and Social Work Assistant (M) d) Team Leader/Social Worker(J)/Social Work Asst(B) e) Social Worker(J)	a) 29.01.15 b) 12.02.15 e) 26.03.15	a) 12.02.15 b) 30.03.15 c) 22.01.15 d) 29.01.15
3	Implement Level 1 (Universal) Kinship Support Services to include:	a) Social Worker (KL)	b) 10.09.15	a) 5.03.15 and



Ref	Action	Lead Officer	Review Date	Completion Date
	<ul style="list-style-type: none"> <li>a) <b>Newsletter</b> (twice a year)</li> <li>b) <b>Advice Line</b> (every Mon 9am to 5pm): Dana to provide a new rota. Staff to continue to complete the advice line activity spreadsheet.</li> <li>c) <b>Kinship Carers Coffee Morning (monthly)</b></li> <li>d) <b>Event opportunities (tickets for shows etc)</b></li> <li>e) <b>Workshops</b> for kinship carers: contact support groups to see if there is an interest and advertise in Newsletter.</li> <li>f) <b>Triple P Parenting programme</b></li> <li>g) <b>Season's for Growth</b></li> <li>h) <b>Easter Activity Event</b></li> <li>i) <b>Christmas Party</b></li> <li>j) <b>Christmas card competition</b></li> <li>k) <b>Open week</b> (5 morning sessions open over a week to encourage kinship carers to drop in to find out what we do, offer their views of need and speak with a member of staff about queries/concerns specific to their situation)</li> <li>l) <b>Life story</b> information and workshop (proposed plan of time and cost)</li> </ul>	<ul style="list-style-type: none"> <li>b) As detailed in the rota</li> <li>c) As detailed in Rota</li> <li>d) As required and in line with advice line rota</li> <li>e) All</li> <li>f) Social Worker(DS): and James</li> <li>g) Team Leader, Social Worker (KL)(ET)</li> <li>h) Social Worker(DS)(ET) and Team Leader</li> <li>i) Team Leader and Social Work Asst(A)</li> <li>j) Team Leader and Social Work Assistant</li> <li>k) Team Leader and All</li> <li>l) Social Worker (KL)</li> </ul>	<ul style="list-style-type: none"> <li>c) 10.09.15</li> <li>d) 10.09.15</li> <li>e) 10.09.15</li> <li>k) 7.04.15 and 05.05.15</li> <li>l) 17.03.15</li> </ul>	<ul style="list-style-type: none"> <li>8.10.15</li> <li>f) 06.04.15</li> <li>g) 01.06.15</li> <li>h) 08.04.15</li> <li>i) 11.12.15</li> <li>j) 11.12.15</li> <li>k) 12.06.15</li> </ul>
5	<p>Implement Level 2 (Assessed need) Kinship Support Service:</p> <ul style="list-style-type: none"> <li>a) <i>Individual Support (bespoke 1 to 1 intervention)</i></li> <li>b) <i>Coordinations (managing the transition of children into kinship care)</i></li> <li>c) <i>Kinship Assessment: (assessing the safety, suitability and capacity of kinship carers) social workers to have at least 1 assessment allocated at any time</i></li> <li>d) <i>Housing adaptations (any cases of overcrowding that is believed to need housing adaptations should be discussed with Dana to progress)</i></li> </ul>	<ul style="list-style-type: none"> <li>a) All as allocated</li> <li>b) Team Leader, Social Worker (KL)</li> <li>c) As allocated</li> <li>d) Team Leader</li> </ul>	<ul style="list-style-type: none"> <li>a) Reviewed in supervision</li> <li>b) 10.09.15</li> <li>c) 10.09.15</li> <li>d) 10.09.15</li> </ul>	Ongoing
6	Review and update Service Plan	Team Leader /All		10.09.15

**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.
<b>Key Themes</b>
<b>4. Employment and Training</b>
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.
<b>Key Themes</b>
<b>5. Support and Protection</b>
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
<b>Key Themes</b>
<b>6. Accommodation</b>
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, Tuesday, 8 December 2015

## Children and Families Revenue Monitoring 2015/16 – half year position

Item number	8.1
Report number	
Executive/routine	Executive
Wards	All

### Executive summary

The report sets out the projected current year revenue budget monitoring position for Children and Families as at month six and provides an update on the projected residual pressure of £2.4m incorporated within the revenue monitoring half year report to Finance & Resources Committee on 29 October, 2015.

Significant service pressures continue to be managed. The gross total pressures are currently £11.1m, inclusive of a contribution of £2.025m towards Health and Social Care financial pressures and, whilst significant mitigating management action has already been taken, a net £1.7m budget pressure remains for which further mitigating action still requires to be developed. This position represents a favourable movement of £0.7m on the net pressure reflected in the Finance & Resources Committee report.

The scale of the management action already implemented significantly limits scope for additional mitigating actions to be identified which, combined with continuing risks around service specific demand related pressures, presents a very challenging position. Whilst Children and Families remains fully committed to addressing the remaining budget pressure and will explore all opportunities to do so, at this stage there is considered to be a significant risk that there will be an over-spend in 2015/16.

### Links

Coalition pledges	<a href="#">P01</a> , <a href="#">P02</a> , <a href="#">P03</a> , <a href="#">P04</a> , <a href="#">P05</a> , <a href="#">P06</a> and <a href="#">P30</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO4</a> , <a href="#">CO5</a> , <a href="#">CO6</a> and <a href="#">CO25</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Children and Families Revenue Monitoring 2015/16 – month six position

### Recommendations

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- 1.1 It is recommended that the Education, Children and Families Committee notes:
  - 1.1.1 the net residual budget pressure of £1.7m which remains at month six;
  - 1.1.2 that approved savings in 2015/16 total £14.075m; the savings programme being closely monitored with action having been taken to address any highlighted risks of non delivery;
  - 1.1.3 that the reported position includes a contribution of £2.025m towards pressures within Health & Social Care;
  - 1.1.4 that achieving a balanced position for the year is subject to the development of further mitigating actions of £1.7m; and
  - 1.1.5 that whilst all opportunities for further mitigating action will be explored, at this stage in the financial year there is a significant risk of over-spend.

### Background

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- 2.1 The total 2015/16 revised net budget for Children and Families is £394.4m.
- 2.2 This report sets out the projected overall position for the Children and Families' revenue expenditure budget for 2015/16 at month six of the financial year.

### Main report

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- 3.1 Children and Families continue to manage significant levels of budget pressure in many areas of the service, including a number of challenges relating to the delivery of approved savings.

#### **Service Specific Budget Pressures - £6.9m**

- 3.2 To date unfunded budget pressures of £6.9m have arisen with the areas of most significant budget pressure being in Out of Council residential schools and secure units; fostering, adoption and kinship placements and demographic pressures within schools. Management action of £5.2m has already been identified leaving a residual position of £1.7m. Appendix 1 provides further details of the most significant areas of pressure and mitigating action.

### **Additional In Year Pressure 2015-16 - £2.025m**

- 3.3 Children and Families are also required to deliver an additional savings contribution totalling £2.025m in 2015/16 towards financial pressures in Health & Social Care. These are being delivered through a range of measures including the application of controls on vacancies and discretionary spend, and postponing arrangements to increase flexibility for Early Years and Childcare provision.

### **Approved Budget Savings 2015/16 - £14.075m**

- 3.4 The approved savings for Children and Families in 2015/16 total £14.075m. Progress in the delivery of the savings programme is reviewed regularly, with replacement savings identified where difficulties in delivery have been recognised.
- 3.5 A red, amber, green (RAG) analysis is undertaken in consultation with Heads of Service. At month six this indicated that £12.985 (92%) of savings were assessed as green and £0.390m (3%) being amber with savings emerging as the year progresses. A further £0.7m relating to projected pressures in the independent fostering budget, and shortfall in outdoor centres income is assessed as red. A number of the green savings totalling £2.2m are being delivered through substitute arrangements.

### **Further Management Action**

- 3.6 The total projected budget pressures and undelivered savings, including the required contribution of £2.025m towards financial pressures within Health & Social Care, is currently £11.1m. To date mitigating management action to deliver further savings of £9.4m is in place leaving a residual £1.7m of further savings to be found in order to deliver a balanced budget. This also assumes full delivery of all green and amber assessed approved savings of £13.375m.
- 3.7 Whilst there has been further significant progress made in addressing the budget challenges facing the service, addressing the residual pressure of £1.7m presents a difficult challenge. Added to this is the risk of further service specific demand related pressures arising during the latter part of the year which has been a recurring feature in the service in both the current and recent years and which, should they arise, would add further to the unbudgeted pressures the service would require to address.
- 3.8 All areas of service spend will continue to be scrutinised to assess further opportunities for savings and the existing strict controls on staff recruitment and discretionary expenditure budgets will be continued. However, given the significant action which has already taken, the opportunities for further management action are far more limited. One such option may be any in-year savings which arise as a result of the possible release of any staff as a result of the recent invitation regarding any expressions of interest in applying for Voluntary Early Release Arrangement (VERA).

- 3.9 Whilst Children and Families remains fully committed to addressing the remaining budget pressure and will explore all opportunities to do so, at this stage there is considered to be a significant risk that there will be an over-spend in 2015/16.
- 3.10 A further update will be reported to the March meeting of the Education, Children and Families Committee.

### **Measures of success**

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- 4.1 The measure of success will be the achievement of a balanced revenue budget position for Children and Families for 2015/16.

### **Financial impact**

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- 5.1 There are no direct financial implications arising from this report.

### **Risk, policy, compliance and governance impact**

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- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.
- 6.2 Achieving a balanced revenue budget position for the year is subject to the development of further mitigating actions of £1.7m. However, the scale of the mitigating action already implemented significantly limits scope for additional actions to be identified which, combined with continuing risks around service specific demand related pressures, presents a very challenging position.
- 6.3 Whilst Children and Families remains fully committed to addressing the remaining budget pressure and will explore all opportunities to do so, at this stage there is considered to be a significant risk that there will be an over-spend in 2015/16.

### **Equalities impact**

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

### **Sustainability impact**

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- 8.1 There are no impacts no impacts on carbon, adaptation to climate change or sustainable development arising from this report.

## Consultation and engagement

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9.1 As is the norm, there has been no external consultation or engagement in producing this report.

## Background reading/external references

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None

### Gillian Tee

Executive Director of Communities and Families

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## Links

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<b>Coalition pledges</b>	<p>P01 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P02 - Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P03 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P05 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P06 - Establish city-wide childcare co-operatives for affordable childcare for working parents</p> <p>P30 - Continue to maintain a sound financial position including long-term financial planning</p>
<b>Council outcomes</b>	<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</p>



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**

- 1 Forecast areas of budget pressures and management action

## Appendix 1

### Forecast Areas of Service Specific Budget Pressures and Management Action

Area of pressure/(action)	£m	Notes
Out of Council schools	1.6	Projection based on estimated leaving dates and likely future packages
Secure Units	0.9	Budgeted level of secure beds is 8. Service has been operating at 15 since beginning of April with a recent drop to around 10 / 11. Forecast assumes this level will continue until the end of the year
Fostering	0.5	Overall numbers have generally been on target, however, they increased to 16 above target in September. The forecast assumes this will reduce and be back on target. Little progress on the change in mix which is causing the pressure.
Demography Pressures within schools budgets	0.6	The 2015/16 budget provision for costs associated with rising school rolls falls short of current projections. This is based on teacher requirements and property costs relating to the significant programme of school extensions and adaptations.
Other forecast pressures across a range of service areas	3.3	Reflects projected pressures of £0.2m or less, across a range of service areas
<b>Total Gross Pressures</b>	<b>6.9</b>	
Early Years	(0.7)	Non-allocation of additional Scottish Government funding, for 2015/16 only, resulting from delays in implementation of increased flexibility of Early Learning & Childcare.
Scottish Government Funding – Teacher Numbers	(0.6)	Estimated additional Scottish Government funding - dependent on maintaining teacher numbers and ratios.
PPP contracts	(1.0)	Reflects projected savings in contractual inflationary provision, benchmark reviews and FSM implementation costs
Departmental Contingency	(0.4)	Application of contingency provision
Other forecast savings/ management action	(2.5)	Reflects forecast savings across a range of service areas, including Early Years Change

		Fund (£0.3m); North Edinburgh accommodation funding (£0.3m), StC&YP Business Support staffing and supplies (£0.3m). Balance comprises savings of £0.2m or less across a range of service areas
<b>Net Residual Pressures</b>	<b>1.7</b>	

# Education, Children and Families Committee

10.00am, Tuesday, 8 December 2015

## Corporate Performance Framework: Performance to September 2015

Item number	8.2
Report number	
Executive/routine	
Wards	All

### Executive summary

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This report provides an update on Council performance against Education, Children and Families strategic outcomes. The report is presented in line with an update on the Council's Performance Framework approved by the Corporate Policy and Strategy Committee in June 2015. It contains an overview of performance covering the period to September 2015.

### Links

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Coalition pledges	<a href="#">P1 - P6</a>
Council outcomes	<a href="#">CO1 - CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Corporate Performance Framework: Performance to September 2015

### Recommendations

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- 1.1 It is recommended that the Education, Children and Families Committee notes the performance for the period to September 2015.

### Background

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- 2.1 The [‘Review of political management arrangements’](#) report to the City of Edinburgh Council, on 24 October 2013, approved a number of revisions to committee business. It was agreed by Council that performance monitoring, review, and scrutiny will be led by the Executive Committees on a bi-annual basis with oversight by the Corporate Policy and Strategy Committee.
- 2.2 This report provides an update on Council performance against the Education, Children and Families strategic outcomes for the period to September 2015.

### Main report

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- 3.1 The Council’s Business plan for 2015-18 is built around a single vision for the city, shared with all our partners. To deliver this vision, Council services focus their work around three, overlapping strategic themes. These themes define the priorities for Council services and set out our commitment to improve quality of life, ensure economic vitality and build excellent places.
- 3.2 The Council’s Performance Framework is set out in the diagram below and takes account of the Council’s vision for the City, and the three strategic themes which guide the work of all services. Across all these themes, we are committed to providing best value for the people of Edinburgh and to deliver lean and agile Council services.

Vision for our city

**Edinburgh is a thriving, sustainable capital city in which all forms of deprivation and inequality are reduced**

To deliver this vision, Council services focus their work around three overlapping strategic themes

**Improve quality of life**

**Ensure economic vitality**

**Build excellent places**

Across all these themes, we aim to:

**Deliver lean and agile Council services**

- 3.3 This report provides a performance update on Education, Children and Families outcomes under the Council Strategic themes: improve quality of life and ensure economic vitality.
- 3.4 The Corporate Dashboard in [Appendix 1](#) provides an overview of performance in meeting these outcomes to September 2015.

### Measures of success

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- 4.1 This report provides detail on Council performance against delivery Education, Children and Families outcomes for the period to September 2015.

### Financial impact

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- 5.1 The financial impact is set out within the Council's Performance Framework.

### Risk, policy, compliance and governance impact

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- 6.1 Risk, policy, compliance and governance impact is integrated within the Council's Performance Framework.

### Equalities impact

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- 7.1 Reducing poverty, inequality and deprivation is integrated within the Council's Performance Framework.

### Sustainability impact

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- 8.1 The sustainability impact is set out within the Council's Performance Framework.

## Consultation and engagement

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9.1 Priorities and outcomes have been developed in consultation with stakeholders.

## Background reading / external references

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The [Council's Performance Framework](#) approved by Corporate Policy and Strategy Committee on 9 June 2015.

### Gillian Tee

Executive Director of Communities and Families

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## Links

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### Coalition pledges

- P1 – Increase support for vulnerable children, including help for families so that fewer go into care
- P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
- P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
- P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
- 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
- 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's and young people's outcomes are not undermined by poverty and inequality

### Single Outcome Agreement

- SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential

### Appendices

[Appendix 1: Corporate Dashboard – Performance to September 2015](#)

# Appendix 1: Corporate Dashboard - Performance to September 2015

Vision for our city

Edinburgh is a thriving, sustainable capital city in which all forms of deprivation and inequality are reduced

Strategic themes

Improve quality of life

Ensure economic vitality

Build excellent places

Deliver lean and agile Council services



**P1 baseline literacy**

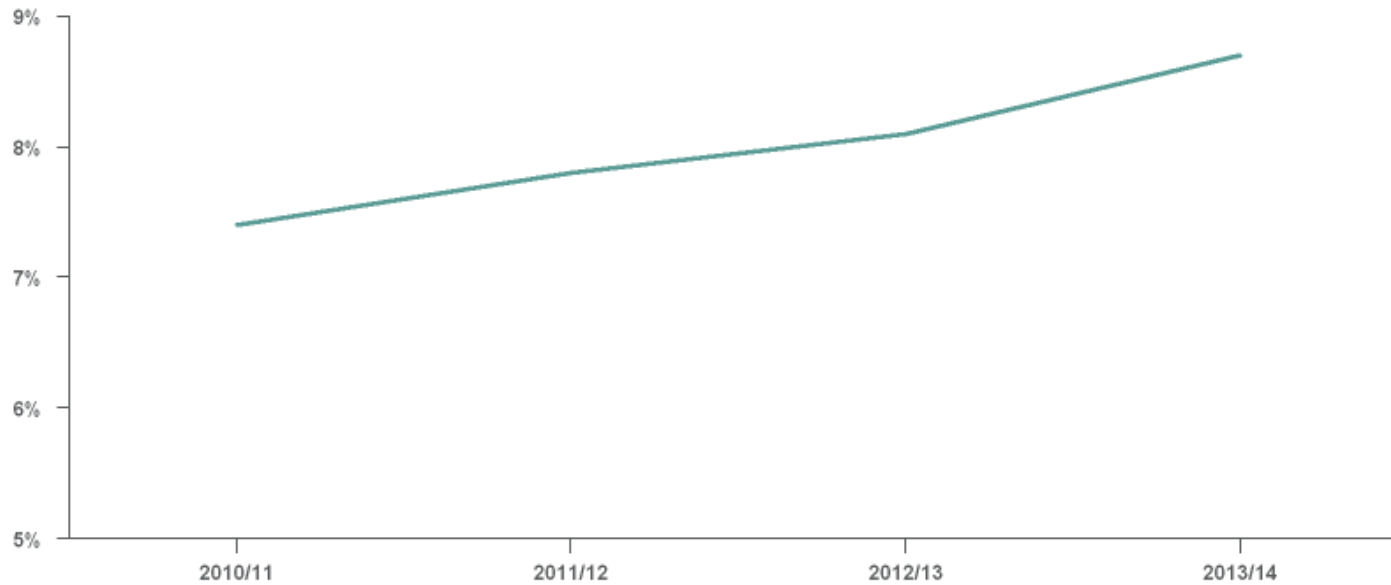


	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	87	89	88	90	89	89	88
Target (%)	90	90	90	90	90	90	90

**Notes:**

The data is based on analysis of standardised tests administered to P1 pupils at the start of term 2014. As it is a standardised assessment the aim is to maintain performance. It is acknowledged that this is not an ideal measure but remains in the plan as a proxy.

**● % of pupils gaining 5+ at Level 6 in the 20% most deprived areas**

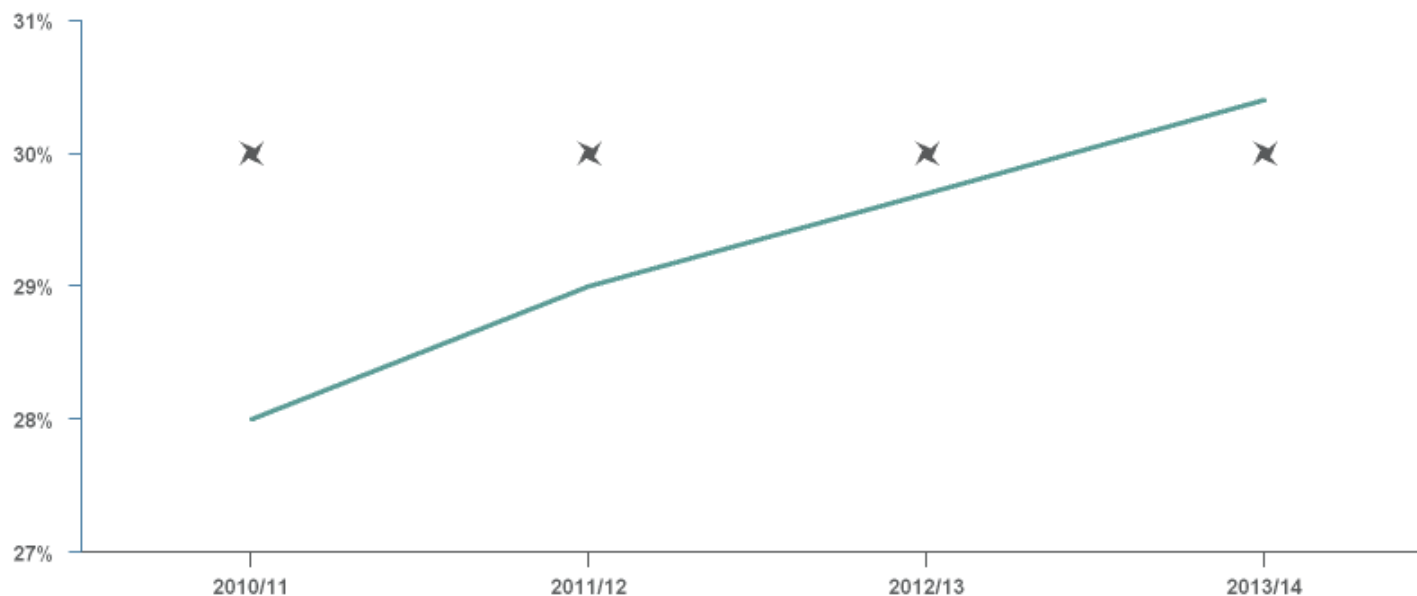


	2010/11	2011/12	2012/13	2013/14
Actual (%)	7.4	7.8	8.1	8.7

**Notes:**

Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Not targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the achievement gap experienced by those living in the most deprived areas in the city.

**Attainment - % of pupils gaining 5+ SCQF awards at Level 6 (single year)**

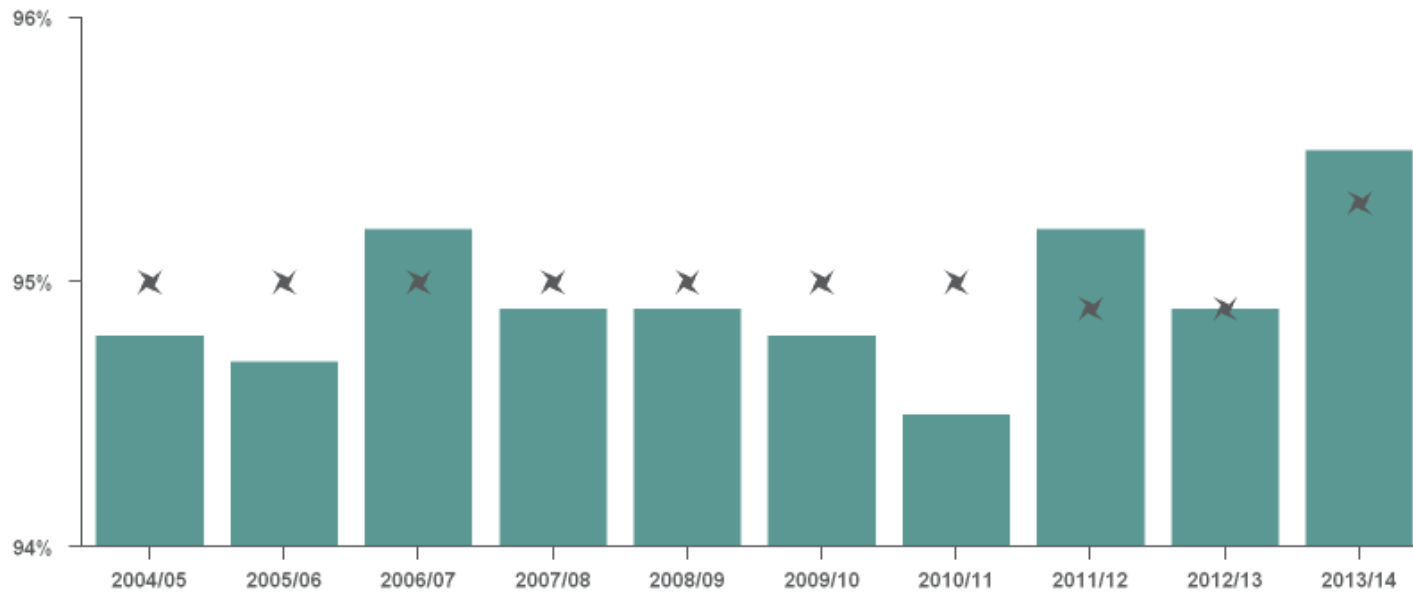


	2010/11	2011/12	2012/13	2013/14
Actual (%)	28.0	29.0	29.7	30.4
Target (%)	30	30	30	30

**Notes:**

Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. The indicator used to measure attainment will change when new benchmark indicators are developed. The national average was 28.1%.

**Primary school attendance**

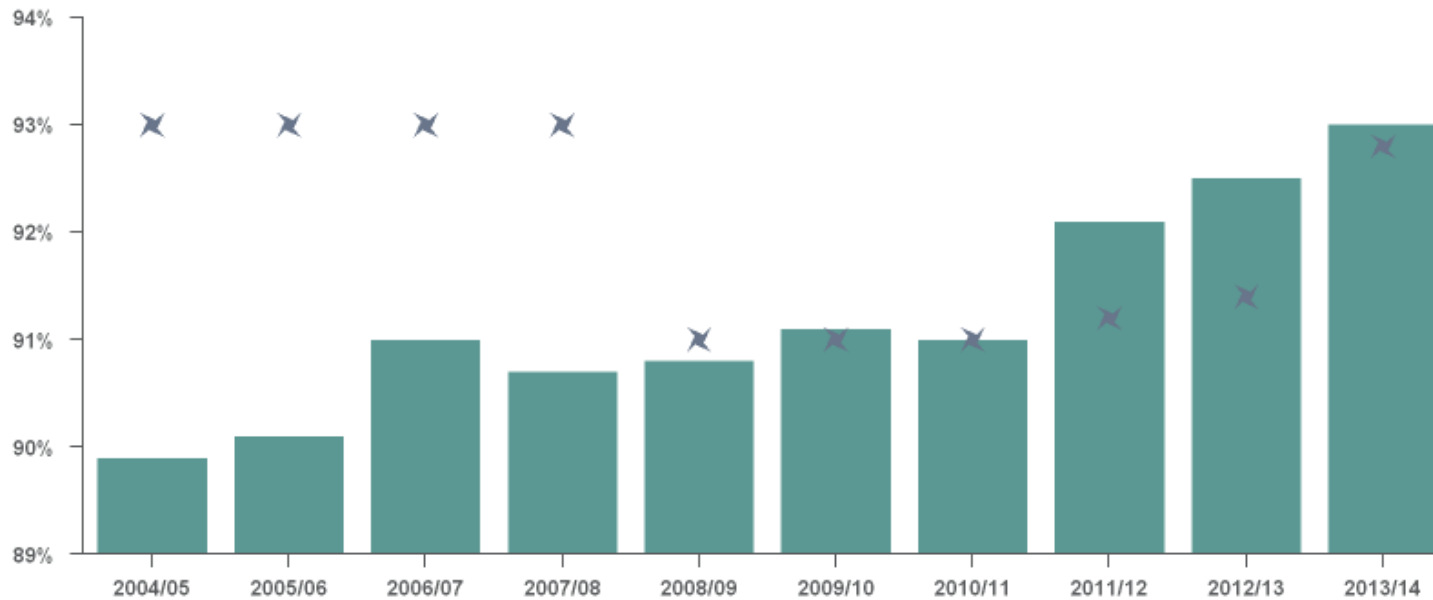


	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Actual (%)	94.8	94.7	95.2	94.9	94.9	94.8	94.5	95.2	94.9	95.5
Target (%)	95.0	95.0	95.0	95.0	95.0	95.0	95.0	94.9	94.9	95.3

**Notes:**

Key attendance strategies regularly discussed with schools and Education Welfare Service. Monitoring of standards at central and school level undertaken on a regular basis. Latest data relates to school year 2013/14 and is taken directly from SEEMIS. No national data is available for 2013/14.

**Secondary school attendance**



	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Actual (%)	89.9	90.1	91.0	90.7	90.8	91.1	91.0	92.1	92.5	93.0
Target (%)	93.0	93.0	93.0	93.0	91.0	91.0	91.0	91.2	91.4	92.8

**Notes:**

Key attendance strategies regularly discussed with schools and Education Welfare Service. Monitoring of standards at central and school level undertaken on a regular basis. Latest data relates to school year 2013/14 and is taken directly from SEEMIS. No national data is available for 2013/14.

**Primary school exclusions**



	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Actual	12	11	13	12	9	10
Target	11	11	11	11	11	11

**Notes:**

Latest data relates to performance over the school year 2013/14. The national figure is not published for 2013/14 and was 10 in 2012/13.

**Secondary school exclusions**

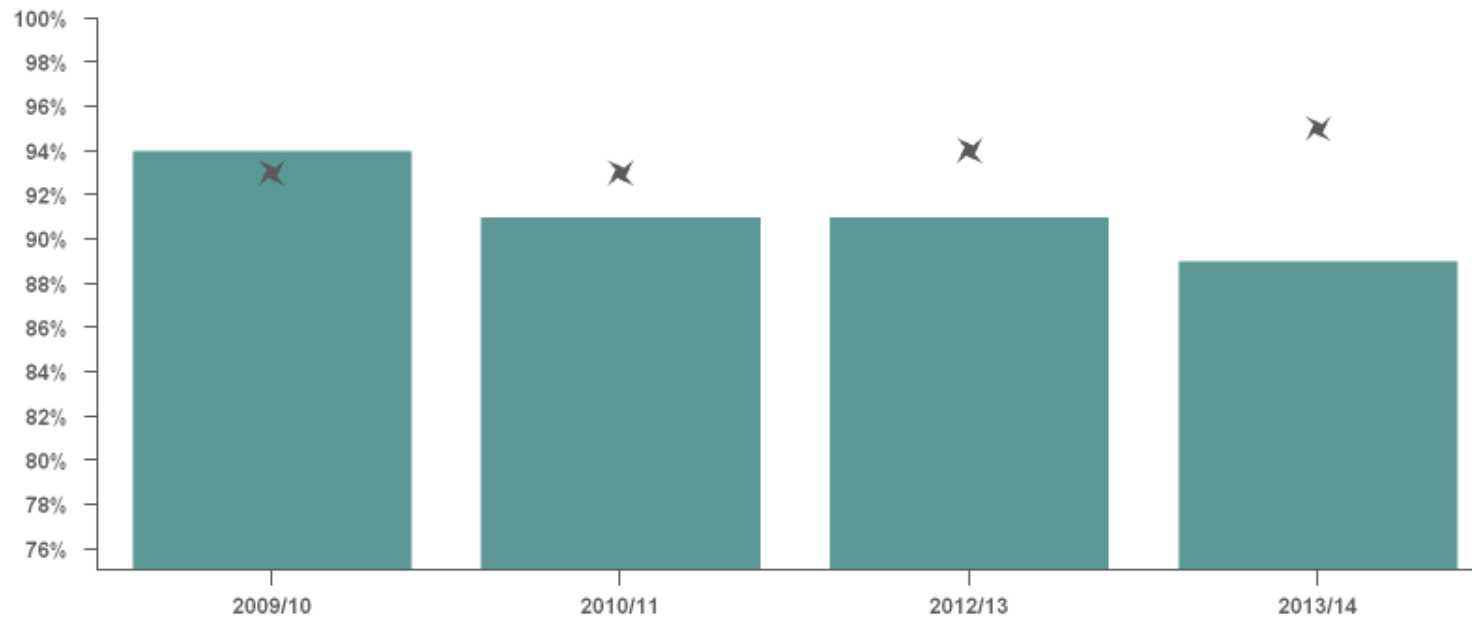


	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Actual	57	69	55	51	43	39
Target	60	60	60	55	52	51

**Notes:**

Latest data relates to performance over the school year 2013/14. The national figure is not published for 2013/14 and was 58 in 2012/13.

**Satisfaction with schools**



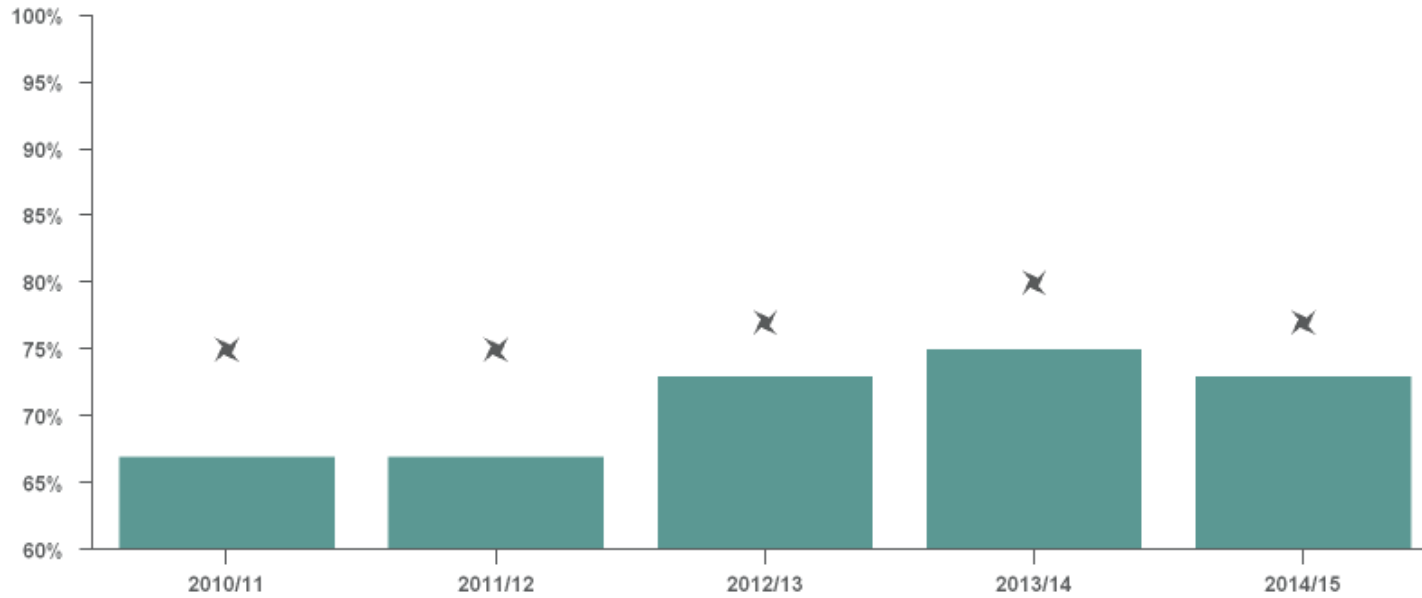
	2009/10	2010/11	2011/12	2012/13	2013/14
Actual (%)	94	91	n/a	91	89
Target (%)	93	93	n/a	94	95

**Notes:**

Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'. The parent/carer survey now takes place in schools once every two years (with the pupil survey taking place in the intervening years). New data will be available in February 2016.



**Response to bullying**

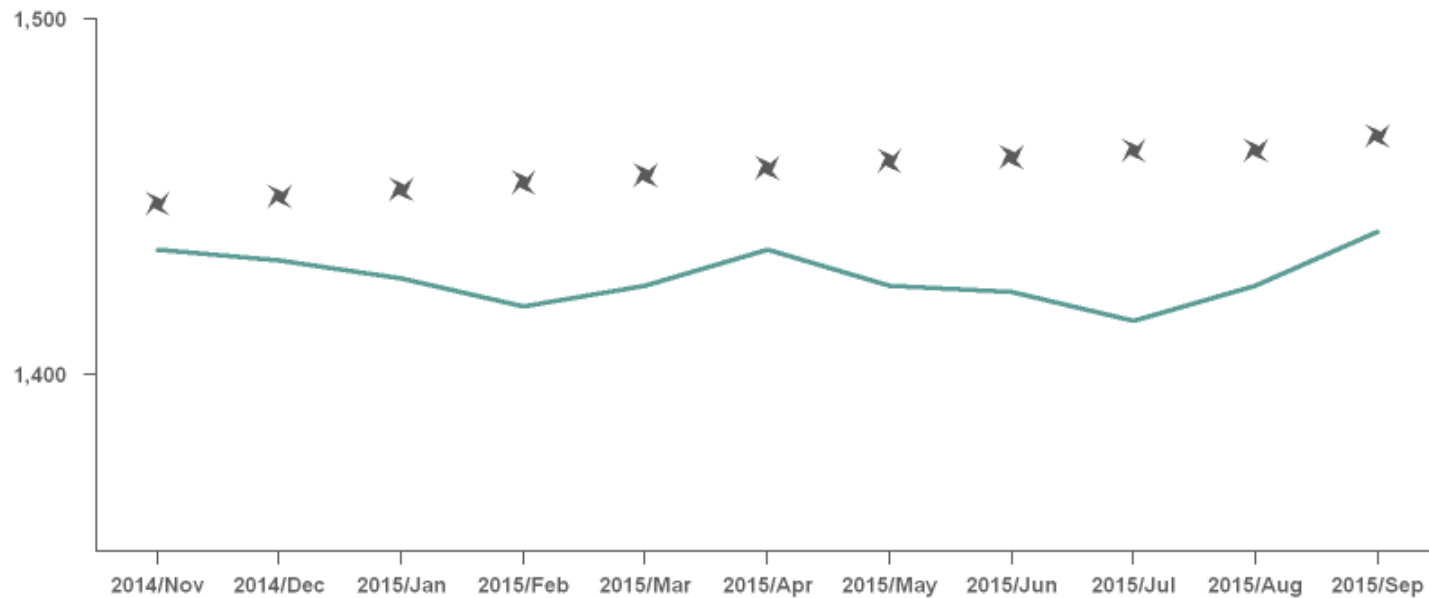


	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	67	67	73	75	73
Target (%)	75	75	77	80	77

**Notes:**

In the 2014 survey the threshold for the question was raised from 'good or fairly good' to 'good or very good'. This change explains the slight drop in performance.

**Number of Looked After Children**

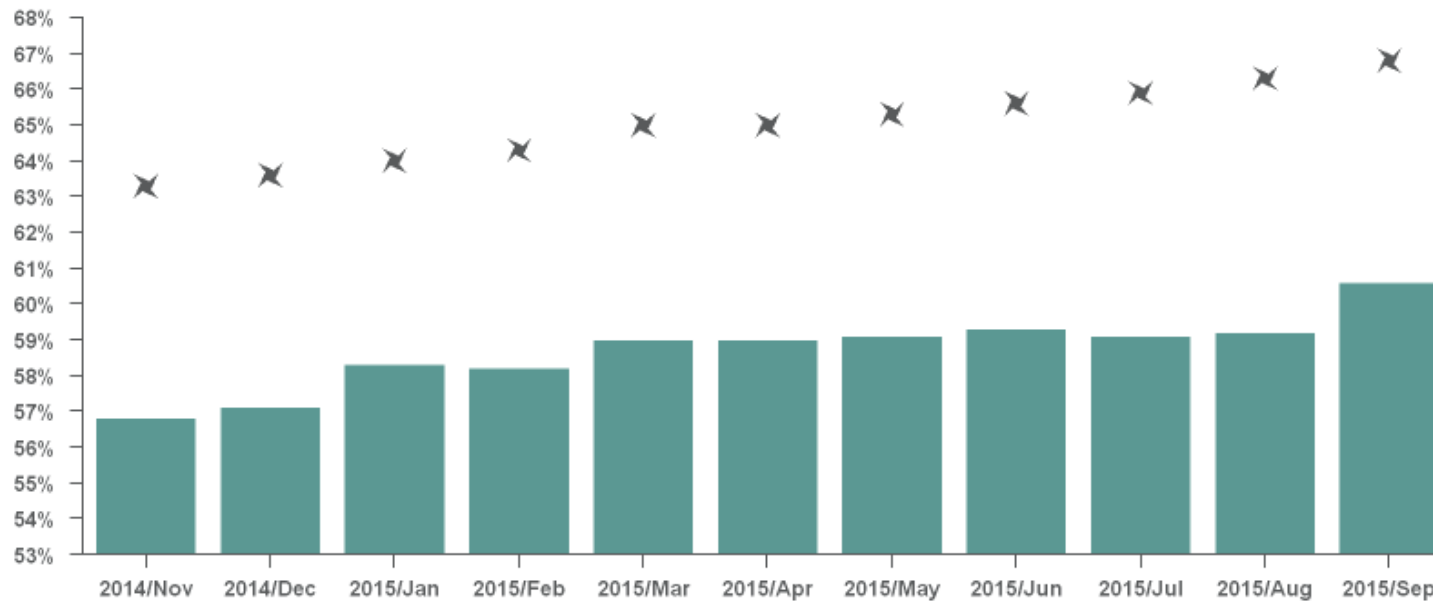


	2014/Nov	2014/Dec	2015/Jan	2015/Feb	2015/Mar	2015/Apr	2015/May	2015/Jun	2015/Jul	2015/Aug	2015/Sep
Actual	1,435	1,432	1,427	1,419	1,425	1,435	1,425	1,423	1,415	1,425	1,440
Target	1,448	1,450	1,452	1,454	1,456	1,458	1,460	1,461	1,463	1,463	1,467

**Notes:**

Latest data show 1,440 children who need to be looked after in the city. The number of children who need to be looked after has shown a steady increase since 2007 and is projected to continue to increase for the next 5 years. We aim to minimise this projected increase through early support for children and families (while still responding to need). The Balance Of Care Performance Monitoring Group has set targets for the next four years and monitors progress on a monthly basis. Performance remains within the target.

**Placements with Council foster carers**

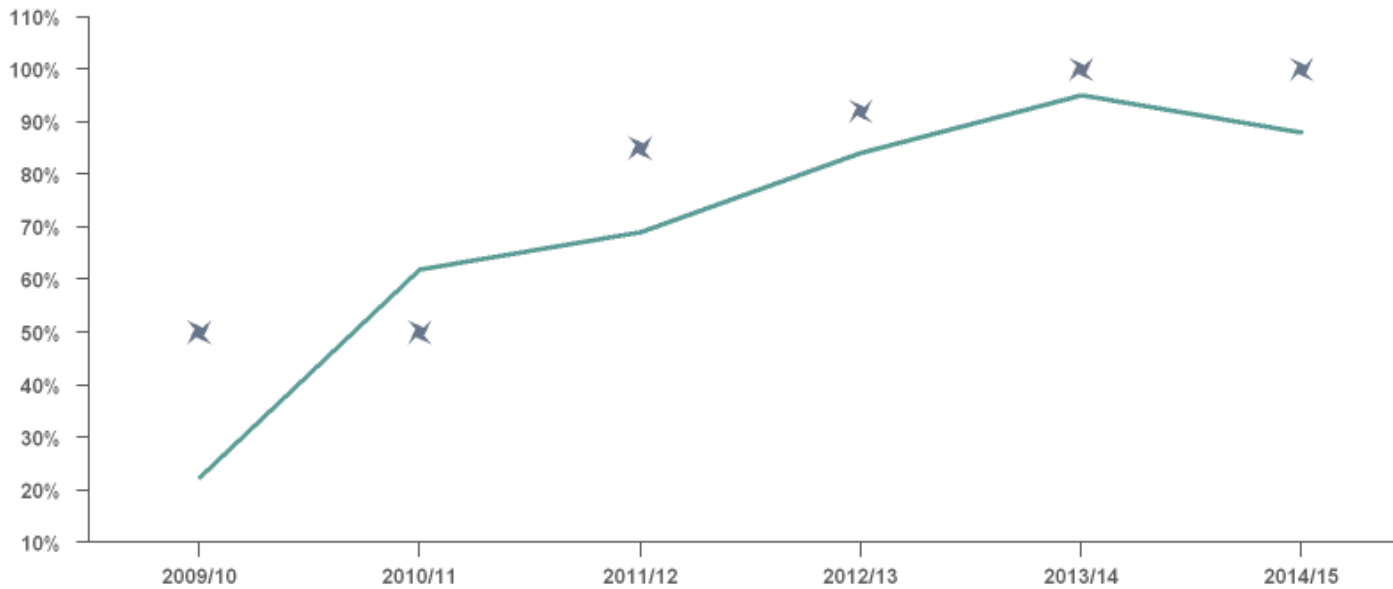


	2014/ Nov	2014/ Dec	2015/ Jan	2015/ Feb	2015/ Mar	2015/ Apr	2015/ May	2015/ Jun	2015/ Jul	2015/ Aug	2015/ Sep
Actual (%)	56.8	57.1	58.3	58.2	59.0	59.0	59.1	59.3	59.1	59.2	60.6
Target (%)	63.3	63.6	64.0	64.3	65.0	65.0	65.3	65.6	65.3	66.3	66.8

**Notes:**

Of the 624 placed with foster carers in September 2015, 378 were placed with City of Edinburgh Council foster carers. Performance exceeded 60% for the first time.

**PE in primary schools**



	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	22	62	69	84	95	88
Target (%)	50	50	85	92	100	100

**Notes:**

Latest data shows a decline in number of schools able to meet PE target with 11 primary schools not meeting the target. This is due to increasing school rolls particularly at the lower stages. For some schools this issue will be alleviated when new facilities are built.

**PE in secondary schools**

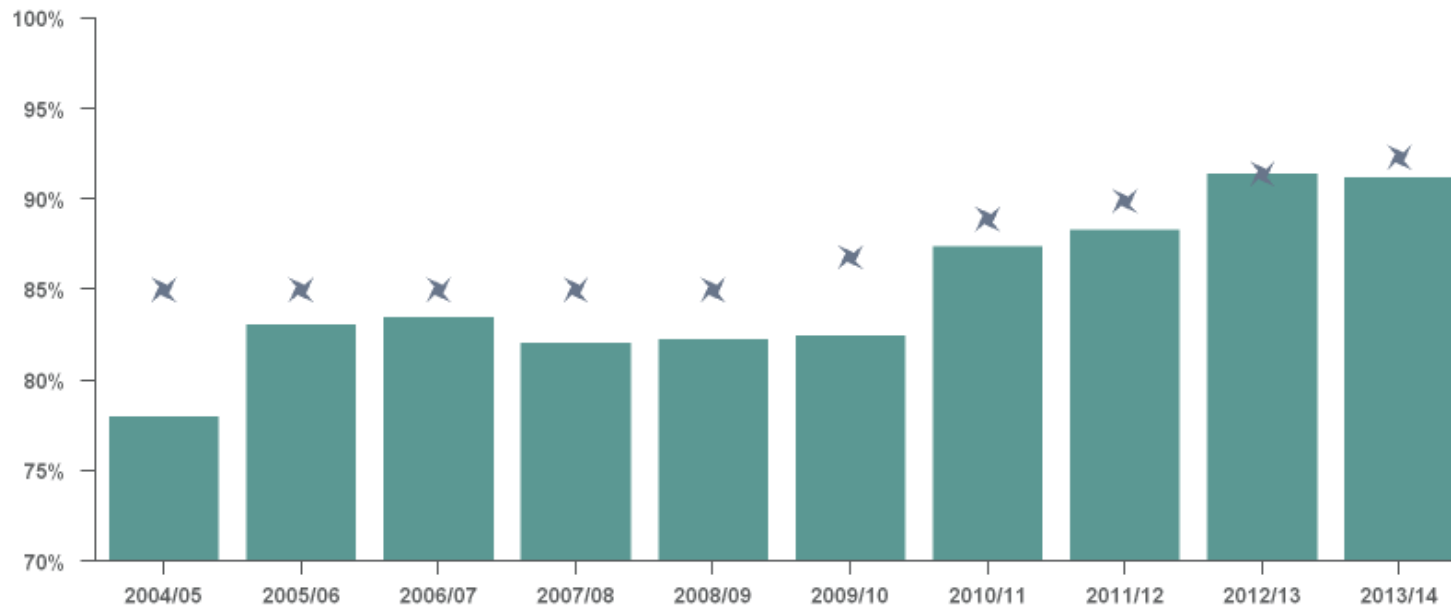


	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	48	61	48	65	96	96
Target (%)	50	50	80	96	96	96

**Notes:**

Latest data shows a sustained number of schools meeting the target with only Portobello not meeting the 2 periods per week of PE. This situation will be rectified when the new school is built.

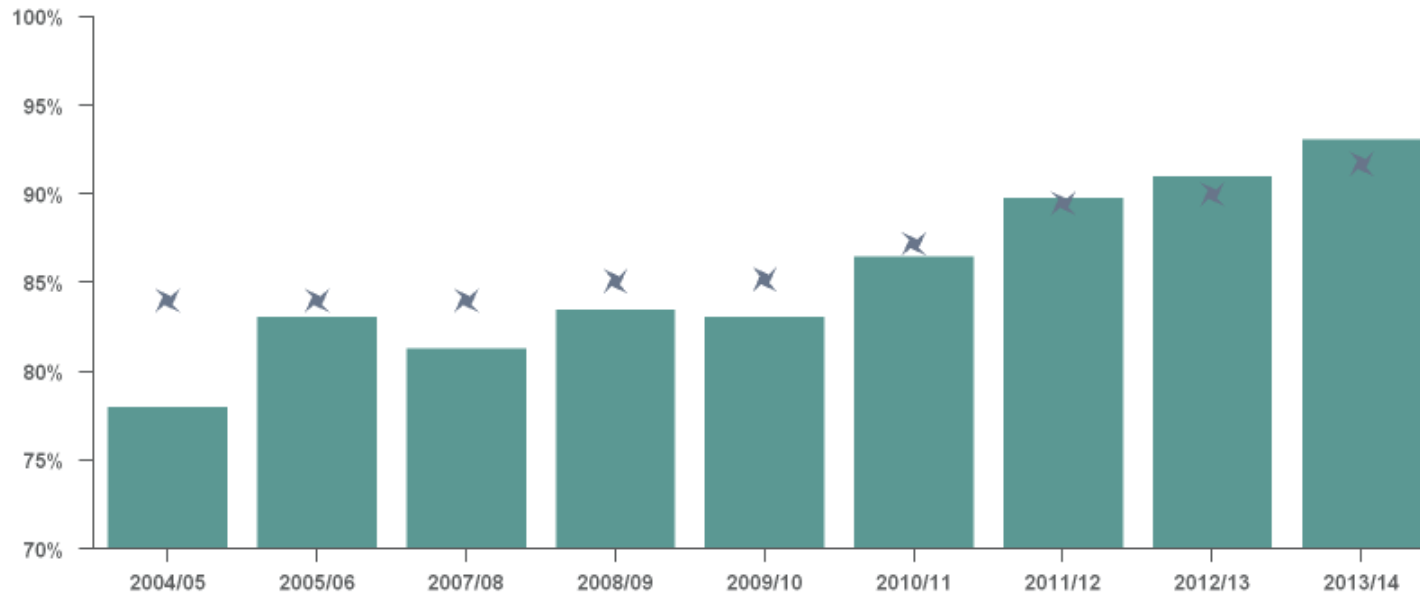
**School leavers' destinations**



	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Actual (%)	78.0	83.1	83.5	82.1	82.3	82.5	87.4	88.3	91.4	91.2
Target (%)	85.0	85.0	85.0	85.0	85.0	86.8	88.9	89.9	91.4	92.3

**Notes:**  
Data is from the initial survey, sourced in September following leaving mainstream school. The national average was 92.3%.

**Follow-up destinations of school leavers**



	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Actual (%)	81.3	83.5	83.1	86.5	89.8	91.0	93.1
Target (%)	84.0	85.1	85.2	87.2	89.5	90.0	91.7

**Notes:**

Latest data shows that 93.1% of pupils were still in a positive destination, six months after leaving the 2013/14 school session from a mainstream school. Performance showed continued improvement from 83.1% in 2009/10 and exceeded the target level of 91.7% - the national average.

# Education, Children and Families Committee

10.00am, Tuesday, 8 December 2015

## Cameron House Community Centre: Update on resolving ongoing issues with the building

Item number	8.3
Report number	
Executive/routine	Executive
Wards	Southside/Newington

### Executive summary

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In March 2015, the Governance Risk and Best Value Committee requested a report to the Education, Children and Families Committee providing an update on how ongoing issues with Cameron House Community Centre building were being resolved.

This report summarises works undertaken since March 2015, and those scheduled to be completed by early January 2016.

### Links

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Coalition pledges	<a href="#">P44</a>
Council outcomes	<a href="#">CO19</a>
Single Outcome Agreement	<a href="#">SO4</a>



## Cameron House Community Centre: Update on resolving ongoing issues with the building

### Recommendations

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- 1.1 That Committee:-
- (i) Notes the works undertaken, since March 2015, to address ongoing issues with the building; and
  - (ii) Notes that works have been scheduled to replace floor coverings in the corridor.

### Background

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- 2.1 The Education, Children and Families Committee, on 9 December 2014, considered a report on Cameron House Community Centre: Review of Project Delivery. The Committee agreed:
- 1) To note the issues associated with the delivery of the project and the adoption of the Prince 2 project management methodology to mitigate potential failures for current and future projects;
  - 2) To recognise the frustrating experience and service disruption for the community centre users during the process of defect resolution;
  - 3) To note the commissioning of works to remedy the final outstanding defect identified in the review – i.e. the low height of the entrance doors; and
  - 4) To refer the Acting Director's report to the Governance, Risk and Best Value Committee for scrutiny.
- 2.2 The Governance, Risk and Best Value Committee, on 5 March 2015, considered the report and requested a report to the Education, Children and Families Committee, within three cycles, providing an update on how ongoing defect issues with the building were being resolved, which is the purpose of this report.

### Main report

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#### Current Position

- 3.1 As identified in the original report, the height of the entrance doors was considered an issue that required resolution, and this work has now been completed. The overall height of the doors has been increased from 1900mm

above floor level to 2100mm. This required the moving of the door transom and altering the double glazed unit above.

- 3.2 In addition, since the last report in March 2015, boarding behind the gutters, and attached to the roof, was identified as requiring re-attachment to prevent water ingress and this has been completed.
- 3.3 During the annual statutory compliance test in June 2015, the contractor identified a potential issue with fire dampers affecting the boiler room. Further, a low level grille in the plant room was identified as being significantly undersized. The boilers were shut down as a precaution while further advice was sought. As a result of advice obtained, adjustments were made and the boilers made operational within 24 hours. The works necessitated a change to the current fire evacuation plan and this has been implemented.
- 3.4 Finally, it has been identified that some of the pipework runs in the corridors have lifted slightly, resulting in a raised section in the floor covering. While not considered to be a trip hazard, the raised section would be liable to wear out more quickly. Accordingly, the affected floor coverings are being replaced.
- 3.5 This work is scheduled to take place in two phases, which have been agreed with the Centre. The works are scheduled to commence on 18<sup>th</sup> December 2015, and continue until 24<sup>th</sup> December. Work will stop for Christmas and New Year, and recommence on 5 January 2016 until 10 January 2016, unless completed before then.
- 3.6 The contractor is aware of the need to complete the work within the above timescales, and has agreed that what is being asked is realistic on assumption that no further works will be identified once the relevant screed boards have been lifted. The Management Committee has agreed to defer re-opening after the Festive Break until Monday 11 January 2016.

## **Measures of success**

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- 4.1 Rectification of any outstanding defects at Cameron House Community Centre.

## **Financial impact**

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- 5.1 The expected total cost of the remedial works referred to in this report is £20,000. This has been covered within the Asset Management Works element of the capital budget, managed by Services for Communities.

## **Risk, policy, compliance and governance impact**

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- 6.1 The works described in this report have been undertaken to prevent future building maintenance issues arising.

## Equalities impact

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- 7.1 The works will have a beneficial effect on the groups that use the centre. On completion of all scheduled works the building should be able to be fully utilised by the user groups.

## Sustainability impact

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- 8.1 Completion of the scheduled works will help avoid future environmental issues arising.

## Consultation and engagement

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- 9.1 The programme of works has been agreed with the Centre's Management Committee to minimise disruption where possible.

## Background reading/external references

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Not applicable.

## John Bury

Acting Director of Services for Communities

Contact: John Clarke

E-mail: [john.clarke@edinburgh.gov.uk](mailto:john.clarke@edinburgh.gov.uk) | Tel: 0131 200 2000

## Links

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<b>Coalition pledges</b>	P44 – Prioritise keeping our streets clean and attractive.
<b>Council outcomes</b>	CO19 – Attractive places and well maintained – Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards and maintenance of infrastructure and public realm.
<b>Single Outcome Agreement</b>	SO4 – Edinburgh's communities are safer and have improved physical and social fabric.
<b>Appendices</b>	None.

# Education, Children and Families Committee

10.00am, Tuesday 8 December 2015

## Governance Arrangements and Council Support to Community Centre Management Committees – referral from the Governance Risk and Best Value Committee

Item number	8.4
Report number	
Wards	All

### Executive summary

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The Governance, Risk and Best Value Committee on 12 November 2015 considered a report detailing the arrangements for and Council support to community centre management committees. The report was previously considered by the Education, Children and Families Committee following a request by the Governance, Risk and Best Value Committee that information be provided on this issue.

The report has been referred to the Education, Children and Families Committee for further consideration.

### Links

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<b>Coalition pledges</b>	See attached report
<b>Council outcomes</b>	See attached report
<b>Single Outcome Agreement</b>	See attached report
<b>Appendices</b>	See attached report

# Terms of Referral

## Governance Arrangements and Council Support to Community Centre Management Committees

### Terms of referral

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- 1.1 On 12 November 2015, the Governance, Risk and Best Value Committee considered a report detailing the governance arrangements for community centre management committees and clarifying the Council support provided to them. The report had been written following a request by the Committee to provide the information to the Education, Children and Families Committee, prior to its submission to the Governance, Risk and Best Value Committee.
- 1.2 The report by the Executive Director of Communities and Families included information on the escalation of issues, service management and interaction with Neighbourhood Partnerships, as well as outlining the role and responsibilities of Community Learning and Development (CLD) Workers based in community centres. It explained how the review of community centres was part of the ongoing wider property rationalisation work stream of the transformational change programme and would include identifying areas for improvement as part of the new locality arrangements.
- 1.3 The Governance, Risk and Best Value Committee agreed:
  - 1.3.1 To note the report.
  - 1.3.2 To refer the report back to the Education, Children and Families Committee, recommending, on the basis of cases of communication breakdowns brought to the attention of the Committee, that a partnership agreement for relations between the Council and community centre management committees be established. This agreement should define the respective responsibilities of each party, and provide clear lines of communication between each organisation. The referral report should also recommend that regular training be offered to community centre management teams so they are aware of their duties and responsibilities and adequately supported in carrying them out.

### For Decision/Action

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- 2.1 The Education, Children and Families Committee is asked to consider the recommendations of the Governance, Risk and Best Value Committee.

## Background reading / external references

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[Education, Children and Families Committee 6 October 2015 - Minute](#)

### **Carol Campbell**

Head of Legal and Risk

Contact: Carol Richardson, Assistant Committee Clerk

Email: [carol.richardson@edinburgh.gov.uk](mailto:carol.richardson@edinburgh.gov.uk) | Tel: 0131 529 4105

### Links

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<b>Coalition pledges</b>	See attached report
<b>Council outcomes</b>	See attached report
<b>Single Outcome Agreement</b>	See attached report
<b>Appendices</b>	See attached report

# Governance, Risk and Best Value Committee

10am, Thursday, 12 November 2015

## Governance Arrangements and Council Support to Community Centre Management Committees – referral from the Education, Children and Families Committee

Item number

Report number

Executive/routine

Wards

### Executive summary

---

As previously requested by the Governance, Risk and Best Value Committee, the Education, Children and Families Committee on 6 October 2015 considered a report on the arrangements and Council support to community centre management committees. The Committee agreed to note the report and to refer it to the Governance, Risk and Best Value Committee for consideration.

### Links

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<b>Coalition pledges</b>	See attached report
<b>Council outcomes</b>	See attached report
<b>Single Outcome Agreement</b>	See attached report

# Terms of Referral

## Governance Arrangements and Council Support to Community Centre Management Committees

### Terms of referral

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- 1.1 The Governance, Risk and Best Value Committee had previously requested that a report be submitted to the Education, Children and Families Committee on governance arrangements and Council support to community centre management committees, prior to being submitted to the Governance, Risk and Best Value Committee for consideration.
- 1.2 On 6 October 2015, the Education, Children and Families Committee considered a report by the Executive Director of Communities and Families on the governance arrangements (including the escalation of issues, service management and the interaction with Neighbourhood Partnerships) and Council support to community centre management committees.
- 1.3 The Education, Children and Families Committee agreed:
  - 1.3.1. To note the contents of the report by the Executive Director.
  - 1.3.2. To refer the Executive Director's report to Governance, Risk and Best Value Committee for consideration.

### For Decision/Action

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- 2.1 The Governance, Risk and Best Value Committee is asked to consider the attached report by the Executive Director of Communities and Families.

### Background reading / external references

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[Minute of the Governance, Risk and Best Value Committee - 5 March 2015](#)



## **Carol Campbell**

Head of Legal, Risk and Compliance

Contact: Ross Murray, Assistant Committee Clerk

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## **Links**

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**Coalition pledges**

**Council outcomes**

**Single Outcome  
Agreement**

**Appendices**

Governance Arrangements and Council Support to Community  
Centre Management Committees – report by the Executive  
Director of Communities and Families

# Education, Children and Families Committee

10am, Tuesday, 6 October 2015

## Governance Arrangements and Council support to Community Centre Management Committees

Item number  
Report number  
Executive/routine  
Wards

### Executive summary

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This Report was requested by Governance, Risk and Best Value Committee at its meeting on 5 March 2015. The Report describes the arrangements (including the escalation of issues, service management and interaction with neighbourhood partnerships) and Council support to community centre management committees.

### Links

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Coalition pledges	<a href="#">P33, P36 and P41</a>
Council outcomes	<a href="#">CO23, CO25 and CO27</a>
Single Outcome Agreement	<a href="#">SO2, SO3 and SO4</a>

## Governance Arrangements and Council support to Community Centre Management Committees

### Recommendations

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- 1.1 Note the contents of the report.
- 1.2 That the report be referred to the GRBV Committee for consideration.

### Background

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- 2.1 Nearly all of the 38 Community Centres are leased to Management Committees that are usually made up of user groups and/or local residents. The Management Committees or Trustees are unincorporated associations with charitable status registered with Office of Scottish Charity Regulator (OSCR). This registration saves approximately £1.2m annually in rates.
- 2.2 The Council and Management Committee manage the community centre facility in partnership. In this way both Council priorities are met through locally responsive provision and services. All income generated from centre use, in the form of lets to local groups or agencies is held by the Management Committee.
- 2.3 CLD clerical staff provide operational support to the Management Committee to ensure it meets OSCR requirements.
- 2.4 The current model has been in place for approximately 40 years. A Partnership Portfolio was developed as a result of the review of CLD in 2010 to reinforce good practice around community centre governance and this was disseminated through a seminar with all stakeholders. The Partnership Portfolio contains information and guidance to support the management committee in areas such as governance, facilities management, role and responsibilities etc.

### Main report

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- 3.1 The role and responsibility of the CLD worker based in a Community Centre is to:
  - 3.1.1 develop, deliver and manage the delivery of Council service priorities;
  - 3.1.2 provide day to day management of all centre based support staff i.e. Clerical, Administrators, Service Support Officers (SSO), cleaners, part time Youth and Children's Workers etc.;

- 3.1.3 fulfil Head of Establishment responsibilities i.e. Health and Safety, liaise with Facilities Management, etc.;
- 3.1.4 provide guidance, training and support to the Management Committee members as and when required;
- 3.1.5 develop the centre programme in partnership with Management Committee. This often includes applying to external sources for funding.
- 3.2 CLD Workers do not work exclusively in the centre. They also have responsibility to develop services out with the building and contribute to local partnership projects or themed professional groups and activity. Some CLD workers support two or three centres.
- 3.3 CLD staff have a close working relationship with the local neighbourhood partnership. They share information, work on projects and initiatives together particularly around community engagement. CLD staff also support their management committees to apply for small grants from the neighbourhood partnership to either deliver additional service locally or contribute to building improvements.
- 3.4 The Management Committee's purpose and responsibility is to represent the local community and, working in partnership with CLD, to ensure that the resources of the centre are used for the benefit of all local residents. Their specific responsibilities and powers are included in their constitution and they must operate within OSCR guidelines. They receive support from CLD with carrying out these responsibilities. The management committee has no management responsibility for Council staff.
- 3.5 Letting Arrangements are a key area of activity by management committees. In the leasing agreement with Management Committees Council use of the centre is free. Management Committees make decisions on requests for centre use by community groups and non council organisations/businesses. They also set the let charges for the centre. Out with 'normal' opening times the Council's Extended let charge applies.
- 3.6 All income accumulated by, or raised by, Management Committees must be used to further their charitable objectives/aims. Only the Management Committee can decide how their funds are allocated.
- 3.7 Cleaning, Maintenance, Capital Works, Operational costs, SSOs and other servicing of the Centre are the responsibility of Integrated Facilities Management (IFM) within Corporate Property.
- 3.8 As Head of Establishment the CLDW will raise any building issues with their allocated FM Manager. If the issue is not addressed satisfactorily the matter is escalated to Senior Manager in FM through CLD line management until a solution or action is identified.
- 3.9 Most Management Committees have an 'open' invitation to elected members (Councillors, MPs and MSPs) to their board/committee meetings.

- 3.10 The CLD worker based in the Centre with the Head of Establishment role attends most Management Committee meetings. On occasion the local senior CLD worker will attend. CLD managers and the Senior Education manager also attend if invited.

## **Next Steps**

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- 4.1 The ongoing review of Community Centres as part of the wider property rationalisation work stream of the transformational change programme will include examining current arrangements and identifying areas for improvement as part of new locality arrangements.

## **Measures of success**

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- 5.1 There is a clearer understanding of the relationship between Council departments, particularly CLD, and management committees.

## **Financial impact**

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- 6.1 There is no financial impact.

## **Risk, policy, compliance and governance impact**

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- 7.1 There are no adverse impacts arising from this report.

## **Equalities impact**

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- 8.1 No adverse impact.

## **Sustainability impact**

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- 9.1 No adverse impact.

## **Consultation and engagement**

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- 10.1 There is ongoing consultation about the relationship between Council and management committees as it affects service delivery and governance.

## **Background reading/external references**

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## Gillian Tee

Executive Director of Communities and Families

Contact: Dinah Pountain, Acting Community Learning and Development Manager

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## Links

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<b>Coalition pledges</b>	<p>P33 - Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used</p> <p>P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model</p> <p>P41 - Take firm action to resolve issues surrounding the Council’s property services</p>
<b>Council Outcomes</b>	<p>CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community</p> <p>CO25 - The Council has efficient and effective services that deliver on objectives</p> <p>CO27 - The Council supports, invests in and develops our people</p>
<b>Single Outcome Agreement</b>	<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> <p>SO4 - Edinburgh's communities are safer and have improved physical and social fabric</p>
<b>Appendices</b>	<p>List of Community Centres</p>

## **Appendix 1 List of Community Centres**

1. Southbridge Resource Centre
2. Gate 55
3. Leith Community Centre
4. Inch Community Centre
5. St. Brides Community Centre
6. Royston/Wardieburn Community Centre
7. Carrickvale Community Centre
8. South Queensferry/Roseberry Hall
9. Pentland Community Centre
10. Southside Community Centre
11. Clovenstone Community Centre
12. Fort Community Wing
13. Cameron House Community Centre
14. Valley Park Community Centre
15. Castlevue Community Centre
16. Jack Kane Community Centre
17. Goodtrees Neighbourhood Centre
18. Kirkliston Community Centre
19. Tollcross Community Centre
20. Magdalene Community Centre
21. Ratho Community Wing
22. Craigmount Community Base
23. Duncan Place Resource Centre
24. Gilmerton Community Centre
25. Craigentiny Community Centre
26. Gracemount Youth & Community Centre
27. West Pilton Neighbourhood Centre
28. Northfield Community Centre
29. Nelson Hall
30. Rannoch Community Centre
31. Gorgie Memorial Hall
32. Bingham Community Centre
33. Juniper Green Village Hall
34. Wardie Residents Association
35. Portobello Community Centre
36. Balerno Village Hall
37. Colinton Mains Community Centre
38. Moredun Community Centre

# Education, Children and Families Committee

10am Tuesday 8 December 2015

## Recommendations of the Social Work Complaints Review Committee – 25 November 2015

Item number	8.5.1
Report number	
Wards	All

### Links

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Coalition pledges  
Council outcomes  
Single Outcome Agreement SO2

### Fred Downie

Chair, Social Work Complaints Review Committee

Contact: Carol Richardson, Committee Services

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## Recommendations of the Social Work Complaints Review Committee – 25 November 2015

### Summary

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To refer to the Education, Children and Families Committee recommendations of the Social Work Complaints Review Committee on consideration of a complaint against the social work service within Children and Families.

### For decision/action

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The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the social work service within Children and Families to the Committee for consideration.

### Main report

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- 1 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.
- 2 The CRC met in private on 25 November 2015 to consider a complaint against the social work service within Children and Families. The complainant, her representative and the service representatives attended throughout.
- 3 The complaint comprised the following main points:
  - i) That the social work service had neglected to advise the complainant that she could become a kinship carer for her granddaughter.
  - ii) That had the advice been provided at the appropriate time when the complainant was providing the care, she would not have been left out of pocket.
  - iii) That although a lack of advice to the complainant had been acknowledged by the Council at different stages of the complaints procedure, no retrospective payment had been offered.
  - iv) That the Council had not treated the case with the care it deserves and an explanation and apology is insufficient.
  - v) That it was unclear what guidance prevented the Council from making a retrospective payment if the case had been poorly handled by social work staff.

- 4 The complainant's representative stated that inadequate advice and support had been given to his client throughout the 3 year period over which she cared for her granddaughter. She had been contacted by a social worker from the Sheriff Court and felt that had she not taken her in, her grandchild would be placed in care. She was at no time advised that her status as a kinship carer could be formalised, or of the financial support available in such circumstances.
- 5 His client had moved house and cut her work hours in order to look after her granddaughter. Had she been properly advised of her options the financial strain could have been mitigated. That the complainant had not received the advice she should have had been consistently acknowledged by the Council. Further, it had become apparent that informal kinship carers had been given discretionary payments in some instances.
- 6 He also raised concerns that the situation had not been treated by the Council with the care it deserved. There was no follow-up when the child had moved in with the complainant. Her granddaughter was not apparently considered a 'looked after' child in the technical sense, and yet the social work department had contacted the child's school regarding restricted pick-up arrangements which suggested formal intervention. The complainant was performing a duty of care which would otherwise have been carried out by the Council.
- 7 His client had only later found out about the possibility of receiving kinship payments, and having incurred a degree of financial hardship as a consequence of the period caring for her granddaughter, requested a retrospective payment from the Council. The Council's position was that payments could only be made when someone was still caring for a child; retrospective payments would not be considered. His client had then tried to pursue her claim through the Council's insurers, but this had been turned down due to the lack of a formal arrangement.
- 8 The members of the Committee and the Investigating Officer were given the opportunity to ask questions.
- 9 The Investigating Officer advised Council records indicated that, following the placement of the child with her grandmother, no specific care plan or formalisation of the care arrangement with the complainant had been actioned. He clarified that the criminal justice social worker who had contacted the complainant had done so without the knowledge of the local area practice team. When it was brought to their attention, no formal kinship carer agreement could be found.
- 10 The team social worker who had been allocated the case on a short term basis at the time of the placement had been contacted, and recalled that a voluntary agreement had been arranged within the family for the complainant to look after her granddaughter until such time as her parent could resume care. The social worker felt as an amicable arrangement had been worked out, further measures were not required. Housing assistance received by the complainant had been with the involvement of the social work team.
- 11 The officer indicated that having both formal and informal arrangements could be useful; some families preferred the less intensive intervention an informal

arrangement afforded. He confirmed that the Council did not consider making payments to informal kinship carers retrospectively once the child was no longer with them.

- 12 The members of the Committee and the complainant were given the opportunity to ask questions.
- 13 In response to questions, the Investigating Officer explained that practice with regard to kinship care had been changed since the complainant looked after her grandchild. He confirmed that current practice would, where formal kinship arrangements were established, require a care plan to be set up, and the carer would be notified of the financial help available. The revised procedures, applied in a formal context, would also involve more intensive intervention.
- 14 Following this, the complainant, their representative and the Investigating Officer withdrew from the meeting.

## Recommendations

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- 15 After full consideration of the complaint the Committee reached the following decisions/recommendations:

To **uphold the appeal**, on the basis that the complainant had not been given any advice about kinship caring, and consequently may have been left financially worse off. The Committee did not have financial information from either side to be able to determine this conclusively. We feel that if it is demonstrated that the complainant has suffered financially, the Council should consider an appropriate ex-gratia payment.

Committee notes that in the time since the complainant was caring for her granddaughter, arrangements for kinship caring have been significantly improved, which should ensure that this does not happen again.

## Background reading/external references

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Agenda, confidential papers and minutes for the Complaints Review Committee of 25 November 2015.

## Links

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### Coalition pledges

### Council outcomes

### Single Outcome Agreement

SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

### Appendices

None.

# Education, Children and Families Committee

10am, Tuesday, 8 December 2015

## Children and Families Response to Complaints Review Committee Outcome

Item number	8.5.2
Report number	
Executive/routine	
Wards	All

### Executive Summary

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This report should be read in conjunction with the report from the Committee Services relating to a Social Work Complaints Review Committee held on 25 November 2015.

Due to the proximity in time of the CRC and this committee, senior managers require time to consider the recommendations.

### Links

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Coalition pledges	<a href="#">P1</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO3</a> , <a href="#">C10</a> , <a href="#">C11</a>
Single Outcome Agreement	<a href="#">SO2</a> , <a href="#">SO3</a>

## Children and Families Response to Complaints Review Committee Outcome

### Recommendations

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- 1.1 The Education, Children and Families Committee is asked to note this report and that a further report will be brought to the next committee.

### Background

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- 2.1 This report should be read in conjunction with the report from the Committee Services relating to a Social Work Complaints Review Committee held on 25 November 2015.
- 2.2 The decisions are set out below. Section 3 informs members of the background.
  - 2.2.1 To uphold the appeal, on the basis that the complainant had not been given any advice about kinship caring, and consequently may have been left financially worse off. The committee did not have financial information from either side to be able to determine this conclusively. The committee felt that if it is demonstrated that the complainant has suffered financially, the Council should consider an appropriate ex-gratia payment;
  - 2.2.2 The Committee notes that in the time since the complainant was caring for her granddaughter, arrangements for kinship caring have been significantly improved, which should ensure that this does not happen again.

### Main report

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- 3.1 Relevant background information is set out in detail in the Council report to the Complaints Review Committee (CRC) dated 25 November 2015.
- 3.2 In upholding the appeal the CRC has taken the view that the allocated social worker should have entered into discussion with the complainant at the time of placement regarding the possibility of the Council deeming the child in her care to be Looked After and Accommodated (LAAC). That is not the view of the managers who have dealt with the case.

- 3.3 Due to the proximity in time of the CRC and this committee, senior managers require time to consider the recommendations.
- 3.4 A further report will be provided to the next committee.

### **Measures of success**

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- 4.1 Not directly applicable to this report.

### **Financial impact**

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- 5.1 Not directly applicable to this report.

### **Risk, policy, compliance and governance impact**

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- 6.1 Not directly applicable to this report.

### **Equalities impact**

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- 7.1 Not directly applicable to this report.

### **Sustainability impact**

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- 8.1 Not directly applicable to this report.

### **Consultation and engagement**

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- 9.1 Not directly applicable to this report.

### **Background reading/external references**

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#### **Gillian Tee**

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## Links

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<b>Coalition pledges</b>	P1 – Ensuring every child has the best start in life
<b>Council outcomes</b>	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. C10 – Improved health and reduced inequalities C11 – Preventative and personalised support in place.
<b>Single Outcome Agreement</b>	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
<b>Appendices</b>	None