

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 7 March 2017

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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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any.

4. Minutes

- 4.1 Education, Children and Families Committee 13 December 2016 (circulated)
Submitted for approval as a correct record

5. Forward planning

- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – March 2017 to June 2017 (circulated)
- 5.2 Education, Children and Families Committee Rolling Actions Log (circulated)

6. Business bulletin

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

7. Executive decisions

- 7.1 Schools and Lifelong Learning Estate Update - report by the Acting Executive Director of Communities and Families (circulated)
- 7.2 Strategic Management of School Places - report by the Acting Executive Director of Communities and Families (circulated)
- 7.3 Update on Attainment in City of Edinburgh Schools 2015-16 – report by the Acting Director of Communities and Families (circulated)
- 7.4 Scottish Attainment Challenge – report by the Acting Executive Director of Communities and Families (circulated)
- 7.5 Update on Positive Action Funding in Primary Schools – report by the Acting Executive Director of Communities and Families (circulated)

- 7.6 Physical Education, Physical Activity and Sport – report by the Acting Executive Director of Communities and Families (circulated)
- 7.7 Additional Support Needs and Special Schools Update 2016-17 - report by the Acting Executive Director of Communities and Families (circulated)
- 7.8 Communities and Families Policy and Guidance on Sponsorship - report by the Acting Executive Director of Communities and Families (circulated)
- 7.9 Communities and Families Small Grants to Third Parties 2017/18 – Proposals for Expenditure - report by the Acting Executive Director of Communities and Families (circulated)

8. Routine decisions

- 8.1 Support to Children and Young People with Disabilities: Annual Progress Report – report by the Acting Executive Director of Communities and Families (circulated)
- 8.2 Parental Engagement: Partnership Schools - report by the Acting Executive Director of Communities and Families (circulated)
- 8.3 Communities and Families Revenue Monitoring 2016/17 – Month Eight Position – report by the Acting Executive Director of Communities and Families (circulated)
- 8.4 Recommendations of the Social Work Complaints Review Committee - 24 February 2017 – report by the Chair of the Social Work Complaints Review Committee (circulated)
- 8.5 Social Work Complaints Review Committee - 1 March 2017
 - 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 Acting Executive Director of Communities and Families (circulated)

9. Motions

- 9.1 None.

Laurence Rockey

Head of Strategy and Insight

Committee Members

Councillors Day (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Bridgman, Child, Nick Cook, Corbett, Jackson, Key, Lewis, Lunn, Main, Milligan, Munro, Redpath, Robson, Rust, Tymkewycz, Burns (ex-officio) and Ross (ex-officio),

For Education items – Marie Allan, Rev Thomas Coupar, Allan Crosbie and Alexander Ramage.

Information about the Education, Children and Families Committee

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

The Education, Children and Families Committee usually meet in the 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

If you have any questions about the agenda or meeting arrangements, please contact Ross Murray, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 469 3870, e-mail 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.

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Item 4.1 - Minutes

Education, Children and Families Committee

10.00am, Tuesday, 13 December 2016

Present

Councillors Day (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Bridgman, Child, Corbett, Jackson, Key, Lewis, Lunn, Main, Milligan, Munro, Redpath, Robson, Rust and Tymkewycz.

Added members for Education matters

Rev Thomas Couper, Allan Crosbie and Alexander Ramage.

1. Rising School Rolls

1.1 Deputation – Victoria Primary School Parent Council

The Committee agreed to hear a deputation from Rachel Hamada, Gillian Meek and Sue Widdicombe on behalf of the parents of Victoria Primary School Parent Council in relation to the report by the Acting Executive Director of Communities and Families on Rising Rolls. The deputation highlighted the following:

- A recent consultation meeting had taken place with parents on three proposed plans for the school. None of these involved keeping the current building in any form.
- No guarantees had been made about the future of the school building, which had great importance from a historical and community perspective.
- It was felt that there had not been the opportunity to fully canvass views of parents before moving into the statutory consultation period.
- Parents were interested in adapting the existing building in some way or creating three smaller schools (to retain Victoria Primary School as a small school).
- There were concerns the loss of facilities promised during the building planning process, the plot size at Western Harbour and the lack of interim plans to last from 2018 to 2020, when the school was predicted to be full and was the earliest date a new school could be built.

The deputation requested the Committee to consider the following.

- A delay before going to full statutory consultation so that a canvass of school community views and feedback could be undertaken.
- A meeting with council officials to present such views and get clarity on questions before the final consultation draft was approved.
- That consideration be given to the future use of the old building if the decision was made to build new premises and for this to be incorporated into the consultation document.

1.2 Report by the Acting Executive Director of Communities and Families

An update was provided on proposals to address accommodation pressures at the following seven primary schools in the City - Bruntsfield, Corstorphine, Liberton, Stockbridge, St Margaret's RC, Trinity and Victoria Primary Schools.

The findings of feasibility work undertaken at Victoria and the former Fort Primary School building were also outlined and approval sought to undertake a statutory consultation proposing the relocation of Victoria Primary School to a new building on a site in the Western Harbour.

Details were also provided of secondary schools which were anticipated to experience more significant rising rolls from 2018.

Councillor Booth was heard as the local member for Leith Ward. He advised that parents at Trinity Primary had expressed concerns and would welcome a sibling guarantee for the children that could be affected by the catchment area change. They would also welcome clarity on what impact any changes in the pupil numbers at Trinity and Victoria Primary Schools would have on the catchment area for Trinity Academy. He also expressed support for the points put forward by the deputation from Victoria Primary School Parent Council.

Decision

- 1) To approve that the projects at Corstorphine Primary School and St Margaret's RC Primary School as detailed in Appendix 1 of the Acting Executive Director's report would be delivered through Hub South East Scotland Ltd.
- 2) To approve a full statutory consultation, beginning at the end of January 2017, proposing the relocation of Victoria Primary School to the site in the Western Harbour allocated for a primary school in the Local Development Plan, could be progressed based on the draft consultation paper attached in Appendix 3 of the Acting Executive Director's report.#
- 3) To note that, in respect of Trinity Primary, it was likely that a very small number of families would be taken out of the current catchment and that Trinity Primary Parent Council had requested a sibling guarantee for those families. Therefore, to agree that, as part of the formal consultation, there would be an option put forward for a sibling guarantee for those who have an elder child in the catchment at the time when the boundary change came into effect.
- 4) That, in the event of the existing Victoria Primary School ceasing to be a school, to agree that consideration be given to the historic school building of Victoria Primary School being retained for use as a community resource and the new annexe/extension to be retained which could be potentially used as a nursery.
- 5) To note the intention to report to Council in June 2017 the outcomes of the statutory consultation proposing the relocation of Victoria Primary School to the site in Western Harbour.

- 6) To note that the funding implications of the proposal for the relocation of Victoria Primary School to the site in the Western Harbour would be reported to the Finance and Resources Committee as part of the Local Development Plan Action Programme update in January 2017.
- 7) To note the intention to report back to Committee in March 2017 on the preferred solution to accommodation issues at Stockbridge Primary School.
- 8) To note the intention to submit a report to Committee in March 2017 seeking approval for a statutory consultation proposing the establishment of a permanent shared annexe for Boroughmuir and James Gillespie's High Schools.
- 9) To refer the anticipated funding deficit of £10.565m to the Council in February 2017 for consideration as part of the capital budget setting process.
- 10) To note that the funding deficit excluded any costs associated with providing a new primary school in the south Edinburgh area which remained an unfunded cost of £12.737m in the Capital Investment Programme 2016-2021 and to refer this unfunded priority to the Council in February 2017 for consideration as part of the capital budget setting process.

(References – minute of the Education, Children and Families Committee 24 May 2016 (item 12); report by the Acting Executive Director of Communities and Families, submitted)

Declaration of Interests

Allan Crosbie declared a non-financial interest in the above item as a teacher at James Gillespie's High School and as a parent of a child at Bruntsfield Primary School.

Councillor David Key declared a non-financial interest in the above item as a parent of a child at Bruntsfield Primary School.

2. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 11 October 2016 as a correct record.

3. Education, Children and Families Committee Key Decisions Forward Plan – March to June 2017

The Education, Children and Families Committee Key Decisions Forward Plan for the period March to June 2017 was presented.

Decision

To note the Key Decisions Forward Plan for March to June 2017.

(Reference – Key Decisions Forward Plan – March to June 2017, submitted.)

4. Education, Children and Families Committee Rolling Actions Log – December 2016

The Education, Children and Families Committee Rolling Actions Log for December 2016 was presented.

Decision

- 1) To approve the closure of actions 2, 4, 5, 6, 8, 9, 19, 20, 21, 22, 23, 24, 25 and 28.
- 2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 13 December 2016, submitted.)

5. Education, Children and Families Committee Business Bulletin December 2016

The Education, Children and Families Committee Business Bulletin for December 2016 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin – 13 December 2016, submitted.)

6. Developing a Vision for the Schools and Lifelong Learning Estate

An update was provided on the action plan which was included in the 2014 Children and Families Asset Management Plan approved by Committee in December 2014. The latest roll projections for primary and secondary schools and their strategic importance to future school estate planning were outlined. It was recommended that roll projections and methodologies were published on the Council's website and then updated and published annually each December.

Trinity Academy Parent Council had emailed Members a written statement outlining their concerns about current capacity issues within Trinity Academy and the perceived lack of planned investment in the school going forward.

The Parent Council urged the Committee to investigate all potential solutions to these current and future issues and provide a secondary school that allowed pupils to achieve their optimum potential now and in the future, was of benefit to the local community and which provided a level playing field for young people in Edinburgh North and Leith. The Parent Council felt that a plan of action was vital and was required now.

The Parent Council further requested that the Committee note the content of their paper and agree that a report on Trinity Academy and an action plan to address its issues be brought to the next Committee meeting.

Decision

- 1) To approve that the school roll projections and methodologies included in appendices 2, 3 and 4 of the report by the Acting Executive Director be published on the Council website, updated and published annually each December.
- 2) To agree that the future asset requirements of Children and Families should be developed in partnership with all relevant stakeholders and integrated into the asset sections of the Locality Improvement Plans.
- 3) To agree to offer to establish working groups at the three schools (Bonaly Primary School, St Ninian's RC Primary School and Trinity Academy) highlighted in the projections as requiring future accommodation solutions and that improvement options be reported back to Committee in March 2017.

(References – minute of the Education, Children and Families Committee 24 May 2016 (item 9); report by the Acting Executive Director of Communities and Families, submitted; submission by Trinity Academy Parent Council.)

7. Local Development Plan Education Infrastructure Update

The anticipated education infrastructure implications of the Local Development Plan, including the requirement to deliver seven new primary schools and a new secondary school, and extensions to many existing schools was outlined.

Approval was sought for a statutory consultation process for the delivery of a new primary school in south east Edinburgh, with associated changes to the catchment areas of existing primary and secondary schools.

Decision

- 1) To note the content of the Acting Executive Director's report which provided an update on the new education infrastructure that was anticipated to be required as a result of the additional pupils that would be generated by new housing development proposed by the Council's Local Development Plan.
- 2) To approve that a statutory consultation be undertaken, as set out in the draft statutory consultation paper, regarding the establishment of a new non-denominational primary school within south east Edinburgh, as well as catchment boundary changes for existing primary and secondary schools.
- 3) To note that a report on the outcomes of the consultation would be presented to the Council for consideration in June 2017.
- 4) To note that the funding implications of the proposal would be reported to the Finance and Resources Committee as part of the Local Development Plan Action Programme update in January 2017.

(References – minute of the Education, Children and Families Committee 24 May 2016 (item 10); report by the Acting Executive Director of Communities and Families, submitted.)

8. Cessation of Placements in the Guthrie Unit – St Katharine’s

An update on the reduction in the usage of secure accommodation by the City of Edinburgh Council, including the decision to implement the cessation of secure placements in the Guthrie Unit within the St Katharine’s campus, was provided.

Decision

- 1) To agree that new secure placements for the Guthrie Unit would cease.
- 2) To agree the savings achieved from the closure be offset against the income target.
- 3) To note the risk and associated costs of buying independent secure beds and requirements for other services to support young people who would no longer be given places in secure accommodation.

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

9. Youth Work Funding 2017-2019

The participative process that had led up to the proposed approach to revenue grants funding for open-access youth work in 2017/18 and 2018/19 was outlined including information on the funding available and how this could be broken down on a citywide and locality basis.

Decision

- 1) To approve the award of grant funding for 2017/18 as set out in appendix 1 of the Acting Executive Director’s report and that £60,000 be made available for distribution citywide through Participatory Budgeting (PB).
- 2) To approve that in 2018/19, the grant award to each of the eight organisations be reduced by 20% to create a budget for universal youth work to be distributed by PB in each locality. In addition, £60,000 be made available citywide for distribution by PB as in 2017/18.
- 3) To approve that from 2019/20 the entire budget for youth work be distributed through PB; the allocation to each locality to be based on identified need, as set out in Table 2 of the Acting Executive Director’s report.

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

10. Breakfast Club Development Fund Update

Progress towards achieving the objective of every child attending a local authority primary school having access to breakfast club provision was outlined. Breakfast clubs had been established in 81 out of 88 primary schools and it was anticipated that 98% of City of Edinburgh Primary Schools would have access to breakfast club provision by 2017.

Decision

- 1) To note the report and approve the distribution of the 'Breakfast Club Development Fund' model proposed.
- 2) To call for a progress report within 2 cycles of the end of 2017/18; the report to include a financial report based on Appendix 2, a report against the agreed measures of success (namely an increase in the number of children from low income and vulnerable families accessing breakfast club provision at no cost) and an increase in the number of schools which support children in SIMD categories 1-4.
- 3) To report to Committee within two cycles on how additional support needs would be met in the transition of children from referred breakfast clubs to universal provision.

(References – minutes of the Education, Children and Families Committee 6 October 2015 (item 19) and 11 February 2016 (item 1); report by the Acting Executive Director of Communities and Families, submitted)

Declaration of Interests

Councillor Cammy Day declared a non-financial interest in the above item as a trustee of Drylaw Neighbourhood Centre.

11. Early Years Disability Services Grant Programme 2017-19

Information was provided on the small grant programme which had been established to replace the support and respite services previously delivered by Capability Scotland for families with a disabled child under 5 years of age.

Two applications had been received and assessed and approval was sought to award a grant of £140,057 to The Yard Adventure Centre.

Decision

- 1) To note the consultation with parents and the resulting grant process.
- 2) To approve the grant award of £140,057 to The Yard Adventure Centre.
- 3) To request that a progress report be brought back to the Committee in six months.

(References – minute of the Education, Children and Families Committee 11 October 2016 (item 7); report by the Acting Executive Director of Communities and Families, submitted.)

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

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 on the implementation of the legislation was provided including details on ongoing work between colleagues at local and national levels to support the development of regulations and guidance.

Decision

- 1) To note the progress on implementation of the legislation in Edinburgh.
- 2) To agree that a report specifically around the transition process from children's to adult services be submitted to the first meeting of the Committee following the Local Government elections in May 2017.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 28); report by the Acting Executive Director of Communities and Families, submitted.)

13. Looked After Children: Transformation Programme Progress Report

The Governance, Risk and Best Value Committee on 25 September 2013 considered a report setting out targets for shifting the balance of care towards more preventative services that reduced the need for children to come into care. This aimed to secure better outcomes for children, avoid a continued increase in costs and deliver cashable savings by 2015/16.

An update was given on progress towards achieving the previously agreed targets to the end of September 2016.

The service was on or ahead of target with the overall number of Looked After Children (LAC), the number of LAC in foster care and the number placed with kinship carers.

The service was behind target on prospective adoptions due mainly as a result of the increased success in placing children with kinship carers.

The service was behind target on the proportion of foster care placements being provided by the Council's own carers and the number of LAC in residential.

One-off measures had been identified to mitigate the financial implications of the areas behind target and work was ongoing to develop sustainable alternative savings in 2017/18 where targets were not expected to be delivered.

Decision

- 1) To note the progress made to date against the targets as set out in Appendix 1 of the Acting Executive Director's report.
- 2) To note the actions in progress to deliver further improvements towards the March 2018 target.
- 3) To note that sustainable alternative savings were currently being developed to address the forecast shortfall against targets in 2017/18.
- 4) To note that the next update would be provided in June 2017.
- 5) To refer the report to the Governance, Risk and Best Value Committee.

(References – minutes of the Education, Children and Families Committee 8 December 2015 (item 13); report by the Acting Executive Director of Communities and Families, submitted.)

14. Energy in Schools Annual Report

An overview of the 2015/16 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, there had been a notable drop in energy consumption across the high school estate due to building refurbishments, building closures and a greater distribution of energy efficient plant.

Decision

- 1) To note the report by the Acting Executive Director of Resources.
- 2) To note that an annual progress report would be submitted to Committee in 2017 on Energy in Schools.
- 3) To agree that additional data detailing information on consumption per unit floor area be included in future reports.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 29); report by the Acting Executive Director of Resources, submitted.)

15. School Meals Update

An annual update on the school meals service and progress updates on Food for Life (FFL) Accreditation and online school payments was submitted.

Decision

- 1) To note the contents of the Acting Executive Director's report and the successful delivery of additional accommodation space in four schools to facilitate implementation of extended entitlement to free school meals to all P1 to P3 pupils.
- 2) To note the successful retention of Food for Life (FFL) Bronze catering mark across the school estate.
- 3) To note achieving Silver FFL Catering Mark in two City of Edinburgh Facilities Management Catering pilot schools (Currie Community High School and Buckstone Primary).
- 4) To request a further report in two cycles on the financial implications arising from moving towards silver and gold standards for all schools.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 22); report by the Acting Executive Director of Resources, submitted.)

16. Communities and Families Senior Management Team Risk Update

Information was given on the Communities and Families Senior Management Team's prioritised risks at November 2016 together with the key controls in place to mitigate these risks.

Decision

- 1) To note the content of the risk register.
- 2) To request that the risk register be presented to Committee on an annual basis.

(References – minute of the Education, Children and Families Committee 3 March 2015 (item 20); report by the Acting Executive Director of Communities and Families, submitted.)

17. Policy and Procedures on Sponsorship of Events Targeted at School Pupils

Progress was reported on the review of the policy and procedures on sponsorship targeted at primary and secondary school pupils through events, visits and partnership working in consultation with parent councils and schools.

Decision

- 1) To note the progress made by officers in reviewing policy and procedures on sponsorship targeted at school pupils.
- 2) To request a further update report on completion of the policy and procedures in March 2017.
- 3) To request a further report on completion of the revised draft of the policy and procedures in March 2017.

(References – minute of the Education, Children and Families Committee 24 May 2016 (item 25); report by the Acting Executive Director of Communities and Families, submitted.)

18. Corporate Performance Framework: Performance to October 2016

An update was provided on Council performance against Education, Children and Families strategic outcomes covering the period to October 2016. The report was presented in line with an update on the Council's Performance Framework approved by the City of Edinburgh Council in June 2016.

Decision

To note the performance for the period to October 2016.

(References – Act of Council No 4 of 30 June 2016; report by the Acting Executive Director of Communities and Families, submitted.)

19. Communities and Families Revenue Budget Monitoring 2016/17 – Month Five Position

The projected month five revenue budget monitoring position for the Communities and Families directorate was outlined. The directorate was continuing to manage significant levels of budget pressure in many areas of the service. The total unfunded budget pressure was currently £5.7m. Mitigating management action had been identified to fully address the budget pressures, resulting in a net residual balanced budget position for 2016/2017.

Decision

- 1) To note the balanced revenue budget position at month five.
- 2) To note that approved savings in 2016/17 totalled £12.9m and that the savings programme was being closely monitored with action taken to address any highlighted risks of non-delivery.

(References – minute of the Education, Children and Families Committee 13 December 2016 (item 13); report by the Acting Executive Director of Communities and Families, submitted.)

20. Recommendations of the Social Work Complaints Review Committee – 23 November 2016

The recommendations of the Social Work Complaints Review Committee (SWCRC) held on 23 November 2016 on a complaint against the Communities and Families Directorate were submitted.

Decision

To approve the recommendations of the Social Work Complaints Review Committee.

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

Key decisions forward plan

Education, Children and Families Committee

[March 2017 - June 2017]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Statutory Consultation to address capacity issues at James Gillespie's High School and Boroughmuir High School	June 2017	All	Acting Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P3 SO3
2	Further update on Local Development Plan Education Infrastructure	June 2017	All	Acting Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P3 SO3

Item 5.2 - Rolling Actions Log

Education, Children and Families Committee

March 2017

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	03.03.15	Integrated Children's Services	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	June 2017		Deferred to June 2017. The Integrated Children's Services Board will have been operating for a year in June 2016. The Board will then conduct a review of its first year of operation. A significant aspect of the integrated children's services agenda relates to locality working and

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							future arrangements for the work of children's service management groups, including improvement planning and improving outcomes. This report is deferred to allow for continuing locality working proposals to emerge.
2	06.10.15	Duncan Place & Leith Primary School	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	Executive Director of Resources	June 2017		Deferred to June 2017. Update report submitted October 2016.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			building which would remain.				
3	01.03.16	Primary School Estate Rising Rolls	That the implications of classroom reconfiguration on the delivery of the recommended two hours of physical education activity per week be included in a future update report.	Executive Director of Communities and Families	June 2017		Recommended for closure – see agenda item 7.6
4	01.03.16	Review of Positive Action Funding in Primary Schools	That a yearly update report be submitted to Committee on the impacts of the review of Positive Action Funding in primary schools.	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda 7.5
5	01.03.16	Scottish Attainment Challenge	To note that an update report would be submitted to Committee once the projects being carried out by the eight schools had been evaluated.	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda 7.4

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
6	01.03.16	Outdoor Centres and Outdoor Learning	To agree to receive a further report in September 2017 following the completion of an organisational review of the performance of the Outdoor Centres in the next full financial and academic year.	Executive Director of Communities and Families	October 2017		
7	01.03.16	Support to Children and Young People with Disabilities - Annual Report	To request a further report on progress in March 2017.	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda 8.1
8	01.03.16	Short-Life Working Group - Admissions and Appeals	To request that the next annual report on school admissions and appeals include an update regarding progress made on the recommendations within the report to the Committee in December 2015, including statistics and data relating to school placements and the	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda 7.2

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			number of out of catchment requests; the number of appeals lodged; the number of common and individual cases won on appeal; in order to build up long term data trends and identify areas of priority.				
9	01.03.16	Short-Life Working Group - Admissions and Appeals	That the next annual report on school admissions and appeals also include an update on the delivery of the action plan.	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda 7.2
10	24.05.16	Educational Attainment 2015	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director of Communities and Families	June 2017		
11	24.05.16	Educational Attainment 2015	To request a follow-up report on measures to:	Executive Director of Communities and Families	June 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> a) close the attainment gap for Looked After Children; b) improve numeracy attainment; and c) close the gap between leavers from the most and least deprived areas. 				
12	24.05.16	Parental Engagement	To request a report on the Partnership Schools Project in October 2017.	Executive Director of Communities and Families	October 2017		A report on parent councils and parental engagement would be presented to Committee in March 2017.
13	24.05.16	Review of Community Access to Schools (CATS)	To request a progress report to Committee in one year's time.	Executive Director of Communities and Families	June 2017		
14	11-10-16	Getting it Right for Special Schools –	To agree that the outcome of the feasibility study be reported to Committee by March 2017.	Executive Director of Communities and Families	June 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Planning for the Future					
15	11-10-16	Arts and Creative learning update	To agree to receive a further report in October 2017 including statistical information on how music provision was allocated across the school estate; the report to include specific examples from pupils receiving music tuition.	Executive Director of Communities and Families	October 2017		
16	11-10-16	Governance Arrangements and Council Support to Community Centre Management Committees - Update	To request that an update report be submitted to Committee in six months time	Executive Director of Communities and Families	June 2017		
17	11-10-16	Duncan Place/ Leith Primary School	To note that a further progress report be	Executive Director of Communities and Families	June 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			submitted to Committee in 2017.				
18	11-10-16	Committee Decisions – July 2015 – July 2016	To note that the next summary report would be presented to the Committee in March 2017	Executive Director of Communities and Families	March 2017		Recommended for closure – see Business Bulletin
19	13-12-16	Rising School Rolls	To note the intention to report to Committee in March 2017 the preferred solution to accommodation issues at Stockbridge Primary School.	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda
20	13-12-16	Rising School Rolls	To note the intention to return to Committee in March 2017 a report seeking approval for a statutory consultation proposing the establishment of a permanent shared annexe for Boroughmuir and James Gillespie's High Schools.	Executive Director of Communities and Families	June 2017		Update provided – see agenda item 7.1

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	13-12-16	Developing a Vision for the Schools and Lifelong Learning Estate	To further agree to offer to establish working groups at the three schools (Bonaly Primary School, St Ninians RC Primary School and Trinity Academy) highlighted in the projections as requiring future accommodation solutions and that improvement options be reported back to Committee in March 2017	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda 7.1
22	13-12-16	Local Development Plan Education Infrastructure Update	To note that a report on the outcomes of the consultation would be presented to Council for consideration in June 2017.	Executive Director of Communities and Families	June 2017		
23	13-12-16	Breakfast Club Development Fund Update	To call for a progress report within 2 cycles of the end of 2017/18, which would include a financial report based on Appendix	Executive Director of Communities and Families	June 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2, and report against the agreed measures of success, namely an increase in the number of children from low income and vulnerable families accessing breakfast club provision at no cost, and an increase in the number of school which support children in SIMD categories 1-4.				
24	13-12-16	Breakfast Club Development Fund Update	To report to Committee within two cycles on how additional support needs would be met in the transition of children from referred breakfast clubs to universal provision.	Executive Director of Communities and Families	June 2017		
25	13-12-16	Early Years Disability Services Grant Programme 2017-19	To request that a progress report be brought back to the Committee in six months.	Executive Director of Communities and Families	June 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	13-12-16	Implementation of the Children and Young People (Scotland) Act 2014 - Update	To agree that a separate report specifically around the transition process from children's to adult services be submitted to the first meeting of the Committee following the Local Government elections in May 2017.	Executive Director of Communities and Families	June 2017		
27	13-12-16	Energy in Schools Annual Report	To agree that additional data detailing information on consumption per unit floor area be included in future reports.	Executive Director of Resources	December 2017		
28	13-12-16	School Meals Update	To request a further report in two cycles on the financial implications arising from moving towards silver and gold standards for all schools.	Executive Director of Resources	June 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	13-12-16	Communities and Families Senior Management Team Risk Update	To note the content of the risk register and request that the risk register be presented to Committee on an annual basis.	Executive Director of Communities and Families	December 2017		
30	13-12-16	Policy and Procedures on Sponsorship of Events Targeted at School Pupils	To request a further update report upon completion of the policy and procedures in March 2017.	Executive Director of Communities and Families	March 2017		Recommended for closure – see agenda 7.8



Item 6.1 - Business bulletin

Education, Children and Families Committee

10.00am, Tuesday 7 March 2017

Main Council Chamber, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Cammy Day</p>  <p>Vice-Convener Councillor Cathy Fullerton</p> 	<p>Cllr Cammy Day (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 Gordon Munro 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 Frank Ross (ex officio)</p> <p>For education items: Marie Allan (religious representative) Rev Thomas Coupar (religious representative) Allan Crosbie (teacher representative) One vacancy (religious representative) Alexander Ramage (parent representative) One vacancy (teacher representative)</p>	<p>Ross Murray Committee Officer Tel: 529 4227</p> <p>Alasdair Oliphant Departmental Adviser to the Convener and the Vice-Convener Tel: 529 3294</p>

Edinburgh Schools Inquiry

Last summer, the City of Edinburgh Council commissioned an independent inquiry after the collapse of a wall at Oxfangs Primary School and the subsequent closure of 17 schools. The decision to close the schools was not taken lightly, but the overriding priority at all times was the safety of pupils and staff.

The inquiry took six months and was led by respected construction and procurement industry expert, Professor John Cole, CBE. The findings of the report were discussed at a special Council meeting on 9 February.

The inquiry had nine remits, which included:

- reasons for the wall collapse;
- the Council's role in providing quality assurance of the buildings;
- contractual arrangements between the Council and the Edinburgh Schools Partnership (ESP) who manage and run the schools on the Council's behalf; and
- any recommendations for the Council, other bodies and the wider industry.

During the inquiry, Professor Cole interviewed a wide range of people including representatives from those who built the schools, ESP, architects, structural engineers, parents, teachers and former and current Council staff from various departments. He also took evidence from professionals and experts in the procurement and construction industries.

Some key findings [from the report](#) which runs to over 250 pages, include:

- the collapse of the wall was due to poor construction and inadequate supervision/quality assurance of the work carried out;
- the Council made the correct decision to close the 17 schools;

- Insufficient independent quality assurance and poor record keeping by the Council and ESP;
- Ineffective quality assurance measures within the construction industry;
- The alternative education arrangements put in place for over 8,300 pupils was a 'remarkable feat';
- The issues identified in Edinburgh may be more widespread.

The report contains many recommendations for the Council and other bodies, both public and private, as well as the construction industry. These relate to areas such as procurement, construction, training and recruitment, the role of the building standards and independent certifiers and the sharing of information.

The Council now intends to develop an action plan to address all the recommendations the report identified to ensure they are all addressed.

It was pleasing that Professor Cole recognised the scale of the educational arrangements that were required and the outstanding efforts of teachers and other Council staff who pulled out the stops to ensure our children's education could continue.

Governance Review – Early Years and Schools

Thanks to those who contributed to the Scottish Government's consultation on the Education Governance Review which closed on 6 January 2017. The review sought views on how education – from early years to secondary schools – is run to ensure it delivers excellence and equity for all children and young people.

Timescales for implementing the proposals from the Governance Review are not yet confirmed. The Scottish Government has already stated it will seek to make progress without legislative change where possible. A new Education Bill is due to be introduced in the second year of this Parliament and initial consultation on this is due to be held before the summer break.

Further updates will be made available through the Business Bulletin as details emerge and the issue will

also be kept under review at future meetings with the Consultative Committee with Parents.

Pupil Equity Fund

The Pupil Equity Fund will be distributed to schools from the 2017/18 financial year. It is a new £120 million scheme which will allow extra funding to be allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed this funding over the next five years as part of the overall £750m Attainment Scotland Fund. It must be used to support children and young people affected by poverty to achieve their full potential.

Publicly funded primary, secondary and special schools will receive £1,200 for each pupil in Primary 1 to S3, or equivalent, who is eligible and registered for free school meals, as estimated by using data from the Healthy Living Survey. The overall allocation to Edinburgh is just over £7.4 million and the funding levels for each school have been confirmed.

This additional funding will enable schools to carry out more work to tackle the effects of inequality and poverty on pupils. As a Council, we are committed to closing the attainment gap and already have many initiatives in place aiming to give all children the same start in life. Individual schools and head teachers will now assess their funding allocation to decide how money is best spent.

Head teachers have received national operational guidance to support the use of this funding. A range of support will also be in place to assist with the use of this funding. This includes a new framework of practice examples published on Education Scotland's National Improvement Hub; work with the Education Endowment Foundation; and a series of regional events to provide:

- direct access to research and advice and guidance on practice;
- an opportunity to hear from colleagues from across Scotland on their work to close the equity gap; and
- a chance for some early work on school planning for this funding.

More details of [School Level Allocations](#)

Early Years Provision

Edinburgh Early Years has been selected by the Scottish Government as one of the first three locations to trial an increase in the flexibility, quality and quantity of provision available, moving towards 1140 hours.

Edinburgh's proposal is to extend two nursery settings of Early Learning and Childcare provision within the city, with the establishment of a nature kindergarten. Children from Craigentenny and Ferryhill nursery classes will receive half of their entitlement within their nursery setting and half in a nature kindergarten setting, receiving Early Learning and Childcare from 8.30-3.30 daily from January to June 2017.

A class from Craigentenny nursery attended the official launch with Mark McDonald, Minister for Childcare and Early Years.

Business Support in Schools

Budget support savings across the Council identified in September 2015 have resulted in a reduced reduction being applied to schools. This year the savings applied to school business support is limited to 5.8% instead of the expected 20% in 2017/18.

Jazz in Schools Project

The Arts and Creative Learning Team is working with the Edinburgh International Jazz Festival to develop opportunities for schools. The potential for making a joint funding application is currently being explored. It is likely to focus on year round activity in schools, ultimately linking to the Jazz Festival during the summer holidays. The Edinburgh Schools Jazz Ensemble, which is part of the Instrumental Music Service, already has a good partnership with the Festival and proposals will build on this and with emerging school jazz groups. Part of the proposals will be to focus activity on holidays. While a joint application is being developed, the Arts and Creative Learning Team and the Jazz Festival have committed to exploring ways to offer some initial jazz activity for schools.

More information on [Making free childcare more flexible](#)

For more information contact:
Linda.Lees@edinburgh.gov.uk

Youth Work Strategy

Youth and children’s work plays a crucial role in supporting many of our children and young people to achieve their full potential. The City of Edinburgh Council therefore welcomes and supports the launch of a co-produced Youth and Children’s Work Strategy for Edinburgh. The strategy has been developed by the Edinburgh Youth Work Consortium in partnership with statutory and voluntary sector providers of youth and children’s work. It provides a potential framework for the delivery of children and young people’s services, requiring statutory and voluntary providers to actively listen and involve children and young people in the shaping of services, whilst improving collaborative working to maximise the impact of available resources in order to offer better opportunities and outcomes for our young people.

A formal launch event is being organised at the City Chambers, Business Centre for Tuesday 21 March 2017.

Committee Decisions Update

[The Governance, Risk and Best Value Committee on 19 June 2014](#) agreed increased monitoring for the dissemination and implementation of committee decisions by directorates.

Since the last update on committee decisions (October 2016) the Education, Children and Families Committee has taken 15 decisions which are not required to be reported back to committee. 12 decisions have been acted upon and are considered closed. The remaining three are ongoing and an update is provided below:

11.10.16 - Improving Support for Children and Young People in Need in Edinburgh – Consultation on a Proposal to Close Panmure	To approve the re-investment of £200k in the continued development of enhanced provision in school clusters for children and young people	Subject to result of consultation.
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View the [Youth Work Strategy](#)

For further information:

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[Education, Children and Families Committee Decisions – July 2015 – July 2016](#)

St Ann's Special School	with social, emotional and behavioural needs attending mainstream schools in the City of Edinburgh.	
13.12.16 - Youth Work Funding 2017 - 2019	To approve that in 2018/19, the grant award to each of the eight organisations be reduced by 20% to create a budget for universal youth work to be distributed by PB in each locality. In addition, £60,000 be made available citywide for distribution by PB, as in 2017/18.	Ongoing.
13.12.16 - Youth Work Funding 2017 - 2019	To approve that from 2019/20 the entire budget for youth work be distributed through PB. The allocation to each locality should be based on identified need, as set out in Table 2 of the Acting Executive Director's report.	Ongoing.

Education, Children and Families Committee

10am, Tuesday, 7 March 2017

Schools and Lifelong Learning Estate Update

Item number	7.1
Report number	Executive
Executive/routine	
Wards	All

Executive summary

This report provides an update on a number of issues related to the schools and lifelong learning estate as requested at the previous Education, Children and Families Committee on 13 December 2016.

In particular it provides further details of how the Communities and Families input into the asset sections of the emerging Locality Improvement Plans will be developed before being reported back to Committee in June 2017 for consideration.

The report also recommends that a statutory consultation for the final Wave 3 school infrastructure project which is the replacement of St Crispin's Special School should now be progressed.

Links

Coalition pledges	P4
Council priorities	CP1, CP12
Single Outcome Agreement	SO3

Schools and Lifelong Learning Estate Update

Recommendations

- 1.1 Note the update on the schools and lifelong learning estate and the intention to carry out a strategic review to inform the Communities and Families input into the asset sections of the emerging Locality Improvement Plans.
- 1.2 Delegate authority to the Executive Director of Communities and Families to progress a statutory consultation for the final Wave 3 schools infrastructure project which is the replacement of St Crispin's Special School.

Background

- 2.1 The Education, Children and Families Committee on 13 December 2016 considered three reports - [Developing a Vision for the Schools and Lifelong Learning Estate](#); [Local Development Plan Education Infrastructure Update](#) and; [Rising School Rolls](#) - and approved several recommendations which related to accommodation issues in the school estate, requesting updates be provided to Committee in March 2017.
- 2.2 Further to this, an addendum to a report about the new [Queensferry High School](#) considered by the City of Edinburgh Council on 24 November 2016 also requested regular updates on progress with delivery of a West of Edinburgh High School be provided to the Education, Children and Families Committee.
- 2.3 This report provides an update on all of these issues.

Main report

Developing a Vision for the Schools and Lifelong Learning Estate

- 3.1 The report on *Developing a Vision for the Schools and Lifelong Learning Estate* approved that school roll projections would be published online and these are now available at: <http://www.edinburgh.gov.uk/schoolrollprojections>
- 3.2 The report also approved the future asset requirements for Children and Families should be developed in partnership with all relevant stakeholders and integrated into the asset sections of the emerging Locality Improvement Plans. The timescale for development of the first draft of the Locality Improvement Plans is summer 2017 and Communities and Families have established appropriate representation on the Locality Management Board and the Locality Leadership Teams to ensure all future asset requirements are included in these plans.

3.3 It is the intention that the proposed Communities and Families content within the asset sections of the improvement plans will be reported to the Education, Children and Families Committee in June 2017, for consideration before it is finalised. As part of this process a strategic review will be undertaken with regard to the most effective approach to delivery of all future Communities and Families infrastructure including:

- short term “rising rolls” accommodation requirements for August 2018 and August 2019;
- longer term delivery of new schools related to the Local Development Plan or the Wave 4 investment programme;
- early years facilities required to meet the statutory increase in hours for eligible children due to be introduced by the Scottish Government by 2020;
- the future asset requirements to support the emerging 3-18 Gaelic Medium Education (GME) strategy (being developed by a co-production group involving Council officers and members of the Gaelic Implementation Group) which is part of the next Gaelic Language Plan due to be finalised by October 2017;
- the asset requirements for Children’s Services and;
- wider community infrastructure requirements linked to the service delivery remit of Communities and Families, other services and partners.

3.4 To support this review a detailed consultation and engagement programme is being developed with the Council’s Insight and Engagement team which will involve workshops with pupils, teachers, parents and the wider community within each locality to ensure any new infrastructure provided serves the needs of all potential user groups. The involvement of the Council’s corporate engagement expertise will ensure the consultation exercise is fully integrated with any other engagement activity being undertaken through the 2050 City Vision and asset rationalisation programmes. The engagement programme will include children being directly involved in shaping the form and layout of future learning environments. This aspect of the engagement is at the core of the current *Future Schools Project* and will continue beyond the completion of the strategic review to ensure briefing material for new infrastructure continues to evolve to meet the needs of users.

3.5 The outputs of the strategic review will be a set of proposals for shaping the future schools and lifelong learning estate which will include:

- 3.5.1 New schools and associated community facilities required as a result of the housing and associated population growth outlined in the Local Development Plan;
- 3.5.2 Extensions to existing assets which will create a more effective and efficient schools and lifelong learning estate;

- 3.5.3 A list of statutory consultations which will be required for any new policy or catchment proposals thought necessary to support the creation of a more effective and efficient schools and lifelong learning estate;
- 3.5.4 A detailed cost plan demonstrating the overall value of establishing a more strategic approach to provision of future asset requirements, showing the funding which is already available and identifying any funding gaps which will be required to be addressed in the longer term.
- 3.6 The final recommendation in the report to Committee in December was to offer working groups at three schools - *Bonaly Primary School, St Ninian's RC Primary School and Trinity Academy* – which were identified in the projections as potentially requiring solutions to be developed to address rising rolls issues in future years.
- 3.7 Since the December 2016 Committee, Bonaly Primary School has been involved in the *Future Schools Project* and at present a separate working group is not required. Similarly a working group is not yet required at St Ninian's RC Primary School as the registrations recorded in January for August 2017 are lower than expected. A working group has been established at Trinity Academy and two meetings have taken place during January and February.
- 3.8 As Trinity Academy is one of the four schools at which feasibility studies are currently being progressed through the Wave 4 investment programme, the architects working on the feasibility study for the school have been asked to consider what short term investment would be required to address the rising rolls issues and could be designed to be compatible with any longer term investment. The working group is also considering what essential works could be progressed through current capital funding available for asset management that would also be compatible with any future Wave 4 investment. The proposals arising from the feasibility study will be considered as part of the strategic review.

Local Development Plan Education Infrastructure Update

- 3.9 Following consideration of the *Local Development Plan Education Infrastructure Update* report in December 2016 the Education, Children and Families Committee approved that a statutory consultation regarding the establishment of a new non-denominational primary school within south east Edinburgh could be progressed. The consultation period ran from 16 January to 3 March 2017 and two public meetings were held on 31 January and 9 February as part of the consultation process. An *Outcomes of the Consultation* report will now be prepared and submitted to Council for consideration in June 2017.
- 3.10 The report noted that the funding implications of the proposal for the new school would be reported to the Finance and Resources Committee as part of the [Local Development Plan Action Programme](#) update in January 2017. The report to the Finance and Resources Committee confirmed that existing LDP funding could be used to engage the design team for the new school and that a further update on the longer term funding required to deliver LDP infrastructure projects would be provided in six months.

Rising School Rolls

- 3.11 Following consideration of the *Rising School Rolls* report in December 2016 the Education, Children and Families Committee approved that a statutory consultation regarding the relocation of Victoria Primary School to the site reserved in the Local Development Plan for a school in the Western Harbour could be progressed. The consultation period started on 30 January and will conclude on 17 March 2017. Two public meetings were held on 21 and 27 February as part of the consultation process. Following the consultation period an *Outcomes of the Consultation* report will be prepared and submitted to Council for consideration in June 2017.
- 3.12 The Rising School Rolls report noted that the funding implications of the proposal for the new school would be reported to the Finance and Resources Committee as part of the [Local Development Plan Action Programme](#) update in January 2017. The report to the Finance and Resources Committee confirmed that existing LDP funding could be used to engage the design team for the new school and that a further update on the longer term funding required to deliver LDP infrastructure projects would be provided in six months.
- 3.13 The report also noted that an update on the preferred solution to accommodation issues at Stockbridge Primary School would be brought back to Committee in March 2017. The current solution being developed at Stockbridge Primary School is the creation of a two classroom standalone facility for August 2018 and the design team are currently progressing with the preparation of a planning application for this solution so that if it is required it will be able to be delivered on time. However, due to the space within an already limited playground that would be taken up by new classrooms the working group has also requested that all other options to address the accommodation issues continue to be considered. This request will be progressed as part of the strategic review.
- 3.14 The final recommendation in the Rising School Rolls report was that unless an alternative lower cost solution could be identified to address rising rolls issues at Boroughmuir and James Gillespie's High Schools, a statutory consultation proposal to establish a permanent annexe for both schools at the Darroch building would be brought to Committee for consideration. However, due to the ongoing delays with the delivery of the new Boroughmuir High School and the intention to consider the future assets requirements for GME as part of the strategic review, it is still considered to be too early to progress a statutory consultation. Once the new Boroughmuir High School is operational and the strategic review is completed, more suitable and cost effective solutions to the rising rolls issues at both schools are likely to emerge.

West Edinburgh High School

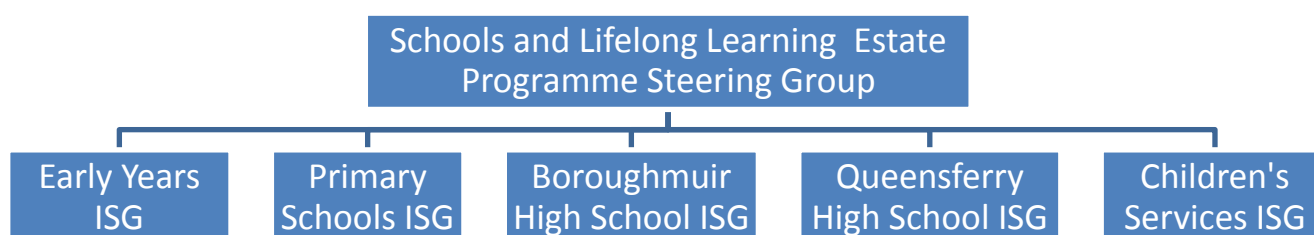
- 3.15 A new West Edinburgh High School is currently identified as a future requirement in the Local Development Plan Action Programme. A report on the replacement of [Queensferry High School](#) to Council on 24 November 2016 noted that in the future it may be necessary to propose a catchment review to transfer

the Kirkliston area from the current catchment area of Queensferry High School to the catchment area for the new West Edinburgh High School.

- 3.16 An addendum to the report was accepted by Council which requested an update within two cycles to the Education, Children and Families Committee (and regular future updates) in respect of the building and funding of a "Kirkliston High School" or West Edinburgh High School to include indicative timescales and reference to any potential opportunities in relation to co-operation with West Lothian Council on catchment or other relevant matters. To date an initial meeting has been held with officers from West Lothian Council to discuss opportunities for co-operation and the potential for the Kirkliston area of Queensferry High School's catchment area to be aligned to the new High School proposed for Winchburgh in West Lothian (which is 2 miles from Kirkliston) was discussed. Further detailed analysis of this opportunity including informal consultation with the families who would be affected is required and will be progressed as part of the strategic review.

Governance arrangements for the Strategic Review and Infrastructure Delivery

- 3.17 In order to oversee the strategic review of the schools and lifelong learning estate and the delivery of current and future associated infrastructure projects the following governance structure which incorporates all Investment Steering Groups for existing schools infrastructure projects has been established.



- 3.18 The Schools and Lifelong Learning Estate Steering Group involves all three Communities and Families Heads of Service and colleagues from Finance, Procurement, Property & Facilities Management, Strategy & Insight and Corporate Communications. The main responsibilities of the steering group will be to oversee the wide ranging consultation and engagement programme, ensure business plans for any new projects reflect the service needs identified through the engagement programme and to consider the most appropriate procurement route for the design and delivery of each infrastructure project.
- 3.19 The business plans for new projects created by the steering group will require to be referred to the new Property Board established as part of the Council's new Corporate Landlord approach to asset management. The investment steering groups which are standard practice for delivery of major projects within the Council have been organised in line with the main categories of schools and lifelong learning infrastructure and will ensure that once approved, each specific project is delivered in line with the agreed scope and budget.

- 3.20 The current investment steering groups for the replacement St John's RC Primary School and Primary School Rising Rolls will be incorporated into the proposed primary school Investment Steering Group. The Wave 4 feasibility studies and secondary school rising rolls issues will be considered by the overarching programme steering group in the first instance with dedicated project steering groups established for each High School as and when required.
- 3.21 The final Wave 3 project which requires to be implemented is the replacement for St Crispin's Special School. A preferred site for the school has been identified which is the former site of the Burdiehouse Primary School and it is now proposed that a statutory consultation for the relocation of the school to this site is progressed.
- 3.22 More detail on the requirements for the new school are provided in the *Additional Support Needs and Special School Update 2016-17* report which is a separate item on the agenda for this Committee. In order that the consultation can be progressed as soon as possible it is recommended that delegated authority is provided for the Executive Director of Communities and Families to progress the statutory consultation including the preparation and approval of an appropriate statutory consultation paper.

Measures of success

- 4.1 A vision for the future of the schools and lifelong learning estate which is fully integrated with the requirements of the whole Council and other key partners.

Financial impact

- 5.1 This report provides a strategic overview and has no direct financial implications. The financial implications of any specific Communities and Families projects are outlined in the appropriate operational report to the appropriate Committee.

Risk, policy, compliance and governance impact

- 6.1 The intention of developing a new vision for the schools and lifelong learning estate is to ensure Communities and Families are fully engaged in a "One Council" approach to the provision of future assets which will assist with the improvement of service delivery. As such any future project led by Communities and Families will be aligned to all the necessary Council risk, policy, compliance and governance requirements.

Equalities impact

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

Sustainability impact

- 8.1 An approach to the provision of Communities and Families assets which is fully integrated with the wider asset priority of the Council and its partners will ensure a sustainable approach to future asset provision.

Consultation and engagement

9.1 The details of the consultation and engagement plan are provided in the main report.

Background reading/external references

Education, Children and Families Committee - 13 December 2016: [Developing a Vision for the Schools and Lifelong Learning Estate](#); [Local Development Plan Education Infrastructure Update](#); [Rising School Rolls](#)
[School Roll Projections](#)

Alistair Gaw

Acting Executive Director of Communities and Families

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Links

Coalition pledges	P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council priorities	CP1 – Children and young people fulfil their potential CP12 – A built environment to match our ambition
Single Outcome Agreement	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	

Education Children and Families Committee

10am, Tuesday, 7 March 2017

Strategic Management of School Places

Item number 7.2

Report number

Executive/routine

Wards

Executive Summary

This report provides an update on the expected P1 and S1 admissions for August 2017 and notes any specific management policies which need to be applied. The report also provides an update on the recommendations made by the Short Life Member Officer Group: School Admissions/ Appeals and includes data relating to the number of out of catchment requests; the number of appeals lodged, the number of cases granted and individual cases won on appeal.

Links

Coalition Pledges [P2, P4](#)

Council Priorities [CP1](#)

Single Outcome Agreement [SO3](#)

Strategic Management of School Places

1. Recommendations

- 1.1 To approve the Reserved Places Policy (appendix 1).
- 1.2 Note the intention to prioritise baptised Roman Catholic pupils into 14 primary schools and into Holy Rood RC High School.
- 1.3 Note the intention to reserve one place per 60 pupils for the S1 intake.
- 1.4 To request an update report on the 2017/18 Admissions and Appeal Process in December 2017.

2. Background

- 2.1 A Communities and Families Working Group meets in January each year as part of the annual P1 and S1 intake process. This process ensures that a consistent and equitable approach is taken to accommodating catchment pupil numbers and, where possible, placing requests across the school estate. The information in this report is based on the most up to date information available, however, the numbers will change prior to the start of session in August.
- 2.2 Further to the information on intakes for August 2017 this report provides an update on school admission and appeals processes. In December 2015 a 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.
- 2.3 The group met four times and interested parties were invited to attend and outline their experience of being involved in the placing process and any issues and challenges that needed to be addressed. Head teachers, a Trade Union representative, Appeal Panel Chairs and Members all attended.
- 2.4 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. 395 returns were received with the majority of respondents 232 identifying themselves as parents/carers.
- 2.5 An action plan was developed and used throughout the process with a number of activities already in place for the start of the 2016 placing process.

- 2.6 In Edinburgh, admissions for P1 and S1 each August are managed by the Placements team. The headteacher is responsible for all admissions at all other stages and for P1 and S1 after August.
- 2.7 It was agreed that an Admissions and Appeals report would be submitted to Committee on an annual basis.

3. Main report

Management of School Places

- 3.1 A Communities and Families Working Group meets each January to review registrations for the following August, consider appropriate S1 and P1 intake limits for each school and agree proposed class organisations for primary schools.
- 3.2 The key issues which have emerged this year are:
- the necessity to prioritise, as in previous years, baptised Roman Catholic (RC) pupils at certain RC schools;
 - the increase in demand for places at the Gaelic Medium Education (GME) primary school Bun-sgoil Taobh na Pàirce;
 - the requirement to increase reserved places in secondary schools.
- 3.3 Given the normal trend of loss of pupils between now and the start of session, it is anticipated that numbers will drop in all Roman Catholic schools to allow the majority of those who have registered to receive a place. However, catchment applications currently exceed places available. Accordingly, prioritisation of baptised Roman Catholic catchment pupils will be necessary at the following schools for August 2017:
- Holy Cross RC Primary School
 - St Andrew's Fox Covert RC Primary School
 - St Catherine's RC Primary School
 - St Cuthbert's RC Primary School
 - St David's RC Primary School
 - St Francis' RC Primary School
 - St John Vianney RC Primary School
 - St John's RC Primary School
 - St Joseph's RC Primary School
 - St Mark's RC Primary School
 - St Mary's RC (Edinburgh) Primary School
 - St Mary's RC (Leith) Primary School

- St Ninian's RC Primary School
- St Peter's RC Primary School
- Holy Rood RC High School

3.4 Demand for places at Bun-sgoil Taobh na Pàirce has increased significantly since last year and there is currently no policy in place to limit the intake at this school. While the demand can be accommodated this year similar intakes in future years will not be able to be sustained at the school. A long term strategy for the growth of GME is required and an update on how this will form part of a wider review of the schools and lifelong learning estate is included in another report on the agenda for this Committee.

Reserved Places

3.5 The Education (Scotland) Act 1980 allows the Education Authority to reserve places in schools for catchment children that move into the catchment area. Reserved places have been used effectively to ensure that children have been able to attend their local catchment school. For the P1 intake into Primary Schools it is proposed to reserve one place per class of 25 pupils and two places in a team teaching class. This is the same as last year. In Secondary schools it is proposed to reserve one place per 60 pupils for the S1 intake. Last year only one place per school was reserved for the S1 intake. In some of our high demand schools reserving one place proved inadequate with a number of schools having to refuse places to incoming catchment pupils, leading to catchment waiting lists. The Education Authority believes that it is important for children and young people to be able to attend their local catchment school. To tackle this issue it is proposed to increase the number of reserved places in secondary schools as outlined above.

Admissions and appeals processes

- 3.6 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. Legal advice has indicated that any significant change to these policies would require a full statutory consultation which would involve consulting with all parents.
- 3.7 Primary schools across the city hold Open Days in November to let new parents see what happens in the school and also to promote local schools for local children. There is also a sustained media campaign to encourage parents to visit their local school and to make clear there will be less likelihood of out of catchment places in the coming year, even for siblings.
- 3.8 We look to ensure the well being and life experience of all children without barriers to achievement in keeping with 2050 City vision **A Fair City**.

3.9 The number of final applications for outwith catchment places is as follows:

Primary 1	
2016	962
2015	995
2014	1141

Secondary 1	
2016	723
2015	787
2014	777

3.10 The number of appeals and the outcomes for the last four years is detailed below:

Primary

Appeals	2013	2014	2015	2016
Number lodged	261	263	236	268
Placed prior to being heard	72	80	56	107
Withdrawn by parents	6	2	1	7
Heard by Appeal Committee	185	186	180	154
Refused	139	136	98	107
Granted	46	43	81	47

Secondary

Appeals	2013	2014	2015	2016
Number lodged	58	17	53	74
Placed prior to being heard	13	1	0	23
Withdrawn by parents	2	0	2	1
Heard by Appeal Committee	43	16	51	50
Refused	37	10	41	43
Granted	6	6	10	7

3.11 It can be seen from the above figures that the issues that led to 39.3% of appeals being granted in 2015 were addressed by the measures recommended by the Working Group. In 2016 26% of Appeals were granted, which is in line with the 2014 figure (25%).

3.12 Each year in February the Pupil and Student Support Committee comprising an elected member from each political party and a religious representative from the Education Children and Families review selected placing requests to decide the priority order for placement.

3.13 Since the previous update the following aspects were successfully taken forward:

- Recruitment road show to increase the number of Appeal Committee Members and Chairs;

- Enhanced training for everyone involved in the process including Members of Appeal Committees, Chairs and Officers;
- Administration of appeals including the paperwork associated with Stage Appeals and Late Appeals by Committee services;
- All cases on behalf of the Council were presented by a Senior Solicitor;
- The management of 'reserved place';
- Establishing the criteria for 'exceptionality' in the context that all local schools are skilled to meet the needs of children with additional support needs.

3.14 The actions to be taken forward this current year are detailed below:

- Training school administration staff and /or business managers on the appeals process as they often assist Head Teachers;
- Evaluate and identify next steps after each training session;
- Use a Survey Monkey to review the process each year;
- Develop a letter for catchment schools to send out inviting families to visit the school following an out of catchment appeal not being upheld.

3.15 The admissions and appeals process is a high profile area for Communities and Families and rising school rolls in Edinburgh will mean that fewer families will be successful in out of catchment requests.

3.16 It is vital that the admissions and appeals processes operate as efficiently and effectively as possible to ensure a consistent, transparent and fair application of procedures at all times.

4. Measures of success

4.1 There is a consistent and equitable approach to allocating places across the school estate.

5. Financial impact

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

6. Risk, policy, compliance and governance impact

6.1 There are no risk, policy compliance or governance issues.

7. Equalities impact

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

8. Sustainability impact

8.1 There are no sustainable issues.

9. Consultation and engagement

9.1 This will be shared through the head teacher executive and parents will be engaged through locality and Consultative Committee with Parents arrangements.

10. Background reading/external references

10.1 <http://www.legislation.gov.uk/ssi/2010/326/contents/made>

10.2 <http://www.scottish.parliament.uk/parliamentarybusiness/bills/62938.aspx#stageone>

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11. Links

Coalition Pledges	P2. Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations P4. Draw up a long-term strategic plan to tackle both overcrowding and under use in schools
Council Priorities	CP1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Reserved School Places Policy

Reserved Places in Schools

Implementation date: August 2017

Control schedule

Approved by	Education, Children and Families Committee
Approval date	7 March 2017
Senior Responsible Officer	Andy Gray, Head of Schools and Lifelong Learning
Author	Maria Plant, Schools and Lifelong Learning Manager
Scheduled for review	March 2022

Version control

Version	Date	Author	Comment
0.1	14.02.17	Maria Plant	

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
07.03.2017	E,C and F		

Reserved Places in Schools

Policy statement

- 1.1 The Education (Scotland) Act 1980 allows the Education Authority to reserve places in schools for catchment children that move into the catchment area. Reserved places have been used effectively to ensure that children have been able to attend their local catchment school. The Education Authority believes that it is important for children and young people to be able to attend their local catchment school. The Council has discretion as to how many places to reserve.

Scope

- 2.1 The City of Edinburgh Council Primary and Secondary Schools.

Definitions

- 3.1 P1 – Primary one.
- 3.2 S1 – Secondary one.
- 3.3 Team teaching class - This occurs when a primary class has 2 teachers because the number of pupils in the class exceeds the number that one teacher is allowed to teach in terms of The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999.

Policy content

- 4.1 Currently the statutory maximum class sizes in primary schools are as follows:
Primary 1 maximum of 25 pupils
Primary 2 and 3 maximum of 30 pupils
Primary 4 to 7 maximum of 33 pupils
Composite Classes maximum of 25 pupils
- 4.2 The statutory maximum class sizes for secondary schools are:
S1 and S2 33
S3 to S6 30
Practical Classes 20
- 4.3 **Primary Schools** - to reserve one place per class of 25 pupils and two places in a team teaching class for the P1 intake into Primary Schools.

- 4.4 **Secondary Schools** - to reserve one place per 60 pupils for the S1 intake.
- 4.5 **Retention of Reserved Places** – reserved places will be kept until a pupil moves into the catchment area. If an Appeal Committee or a Sheriff grant a placing request to a non-catchment pupil this will have the effect of reducing the number of reserved places at the school as the school roll will rise.

Implementation

- 5.1 August 2017.

Roles and responsibilities

- 6.1 Head Teachers will manage the policy effectively.

Related documents

- 7.1 <http://www.legislation.gov.uk/ssi/2010/326/contents/made>
- 7.2 <http://www.scottish.parliament.uk/parliamentarybusiness/bills/62938.aspx#stageone>
- 7.3 [Placing in schools appeals](#)

Equalities impact

- 8.1 There are no negative equality or human rights impacts arising from this policy.

Sustainability impact

- 9.1 There are no sustainable issues.

Risk assessment

- 10.1 The Council places a priority on local children being accommodated in their local schools. Families can move areas or move into the city between registration and August. Therefore, we need to ensure that catchment children are accommodated in their local schools where this is operationally possible.

Review

- 11.1 Every five years.

Education, Children and Families Committee

10:00, Tuesday, 7 March 2017

Update on Attainment in City of Edinburgh Schools, 2015-16

Item number 7.3

Report number

Executive/routine

Wards

Executive Summary

This report provides an initial overview of attainment in City of Edinburgh's schools for the year 2015-16. For the Broad General Education (ages 3-15), the measures include standardised assessments in reading and mathematics and Curriculum for Excellence (CfE) levels from early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), new national benchmarking measures from the Scottish Government's Insight tool are used to analyse performance. (See appendices 1 and 2.) There continue to be improvements in educational attainment in Edinburgh.

Links

Coalition Pledges [P5](#)

Council Priorities [CP1](#)

Single Outcome Agreement [SO3](#)

Update on Attainment in City of Edinburgh Schools, 2015-16

1. Recommendations

- 1.1 To note the continued improvements in educational attainment in Edinburgh schools;
- 1.2 To note the continued hard work of pupils, staff and parents underpinning the successful implementation of the new national qualifications, improved Curriculum for Excellence (CfE) attainment and Scottish Qualification Authority (SQA) results within a context of national change and challenging local circumstances.

2. Background

- 2.1 This report provides the members of the Education, Children and Families Committee with an initial overview of some the key outcomes in relation to attainment/ improvements in performance in the City of Edinburgh Council schools and establishments for academic session 2015-16.
- 2.2 Attainment data for the Senior Phase has been taken from the Scottish Government's *Insight* analysis tool. Note however that this data is provisional and only accurate as far as September 2016; the figures will be updated with changes resulting from the SQA's "recognition of positive achievement" process, as well as their post-results service, in March 2017. A full attainment report will be provided to the committee in due course, once the full data is available.

3. Main report

Attainment in Primary Schools (Early to Second Level, P1 to P7) - Evidence from Standardised Assessments in Reading and Mathematics

3.1 The table below show the mean standardised scores for Reading and Mathematics in P1, P4 and P7.

Reading	2013-14	2014-15	2015-16
P1 Baseline	103.1	102.6	102.8
P1 Progress	109.4	109.2	109.2
End of P4	99.1	99.8	100.0
End of P7	104.4	105.1	106.1

Mathematics	2013-14	2014-15	2015-16
P1 Baseline	105.5	105.4	106.1
P1 Progress	98.3	98.6	99.2
End of P4	94.5	96.0	95.3
End of P7	95.1	96.0	96.0

3.2 The reading scores have increased year on year for P4 and P7.

3.3 The mathematics scores have increased since 2014-15 for P1, have stayed the same for P7, but have fallen for P4 (although still higher than in 2013-14).

3.4 Note that, with one exception, the figures for mathematics are lower than for reading. This is in line with the national picture.

Evidence from the survey of teacher judgement in literacy and numeracy

3.5 The table below shows the percentage of pupils achieving the expected Curriculum for Excellence levels by the end of P1, P4 and P7 for literacy and numeracy:

Literacy	2013-14	2014-15	2015-16
P1 (Early)	73%	73%	82%
P4 (First)	65%	66%	75%
P7 (Second)	59%	64%	76%

Numeracy	2013-14	2014-15	2015-16
P1 (Early)	77%	77%	87%
P4 (First)	64%	66%	75%
P7 (Second)	59%	61%	73%

- 3.6 Note the increase in session 2015-16 for both literacy and numeracy, compared to the previous two sessions.

Attainment in Secondary Schools

Broad General Education (S1 to S3) - Evidence from the survey of teacher judgement in literacy and numeracy

- 3.7 The table below shows the percentage of pupils achieving the expected Curriculum for Excellence levels by the end of S3 for literacy and numeracy, i.e. the percentage of pupils achieving third level of better:

	2013-14	2014-15	2015-16
Literacy	65%	69%	86%
Numeracy	76%	75%	87%

- 3.8 Again note the considerable increase in session 2015-16 compared to the previous two sessions for both literacy and numeracy.
- 3.9 The Scottish Government published figures from the survey of teacher judgement, by Local Authority, for the first time in November 2016. Appendix 3 shows how Edinburgh's figures sit within the national picture, with "literacy" broken down into three areas: reading; writing; and listening and talking.

Senior Phase (S4 to S6)

Attainment in literacy and numeracy (S4)

- 3.10 The table below shows the percentage of S4 pupils achieving SCQF Level 4 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last five sessions:

Year	Edinburgh, City of	Virtual Comparator	National
2012	52.29	63.17	60.99
2013	54.72	64.81	62.63
2014	80.54	79.20	77.38
2015	84.32	84.36	82.63
2016	85.79	84.65	83.08

- 3.11 Note the improving trend over time. The Edinburgh figures were above the national figures for the past three sessions, and were above the VC for the first time in 2016. However, the differences are not statistically significant.
- 3.12 The table below shows the percentage of S4 pupils achieving SCQF Level 5 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last five sessions:

Year	Edinburgh, City of	Virtual Comparator	National
2012	22.81	27.78	23.70
2013	24.23	28.96	25.05
2014	38.20	42.48	37.64
2015	45.21	48.55	43.51
2016	50.02	52.69	47.57

- 3.13 Again, note the improving trend over time, with an increase of 5 percentage points from 2015 to 2016. The Edinburgh figures were above the national figures for the past three sessions. They were below the VC, but not significantly so.

Improving Attainment for All

- 3.14 The table below shows the average complementary tariff points for S4 pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Establishment (S4)	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	110	315	430
Virtual Comparator	116	327	428
National	106	310	424

3.15 The Edinburgh figures are consistently above the national ones, and above the VC for the highest 20%. The differences are not statistically significant, however. The Edinburgh figures for 2016 have increased since last session.

3.16 The table below shows the average complementary tariff points for S5 pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Establishment (S5)	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	190	595	979
Virtual Comparator	207	628	982
National	188	579	960

3.17 The Edinburgh figures are again consistently above the national ones, and above the VC for the highest 20%. The Edinburgh figures for the middle 60% and lowest 20% are significantly below the VC but have increased since last session.

3.18 The table below shows the average complementary tariff points for S6 pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Establishment (S6)	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	346	872	1427
Virtual Comparator	389	905	1399
National	359	857	1357

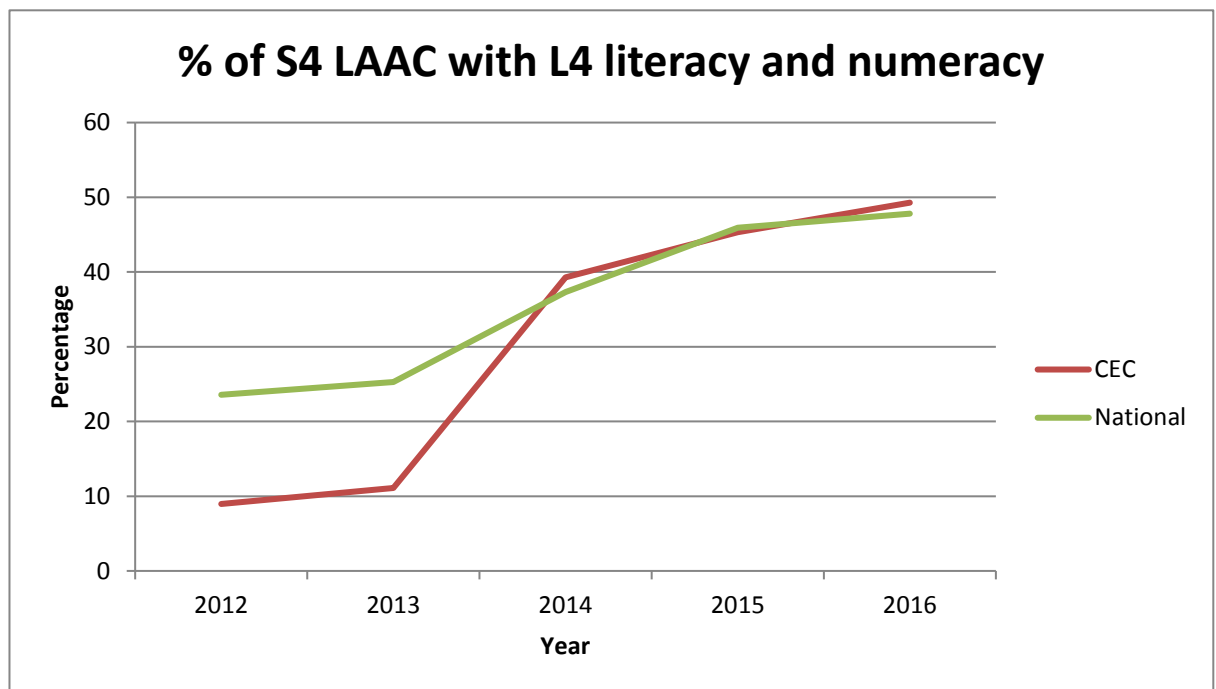
3.19 The Edinburgh figures for the middle 60% and highest 20% are above the national ones, and above the VC for the highest 20%. The Edinburgh figures for the middle 60% and lowest 20% are significantly below the VC but have increased on those for last session. The Edinburgh figure for the lowest 20% is below the national figure and has also decreased since last session.

Attainment of LAAC in S4

3.20 The table shows the percentage of LAAC in S4 in Edinburgh achieving SCQF Level 4 in Literacy AND Numeracy for the last five sessions, compared to the figures for LAAC nationally.

The cohort column indicates the number of LAAC in Edinburgh for each session.

% Level 4 Literacy and Numeracy for LAAC	Year	CEC	National	Cohort
	2012	8.96	23.57	67
	2013	11.11	25.28	72
	2014	39.29	37.33	56
	2015	45.33	45.93	75
	2016	49.28	47.81	69



Positive Destinations

3.21 The data regarding positive destinations for Edinburgh's school leavers from session 2015-16 are not made available until March 2017 and so no update can be given at this time.

4. Measures of success

- 4.1 Overall evaluation of attainment/improvements in performance in primary schools is **good**.
- 4.2 Overall evaluation of attainment/improvements in performance in secondary schools is **good**.

5. Financial impact

- 5.1 There are no financial implications contained in this report.

6. Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising from this report.

7. Equalities impact

- 7.1 There are considered to be no infringements of the rights of the child.
- 7.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

- 9.1 Consultation and engagement took place with school senior managers and officers within the local authority.

10. Background reading/external references

[Attainment Report 2007-2008, 17 March 2009](#)

[Attainment Report 2008-2009, 18 March 2010](#)

[Attainment Report 2010, 25 January 2011](#)

[Attainment Report 2011, 15 November 2011](#)

[Standards and Quality Report 2012, 9 October 2012](#)

[Educational Attainment/Improvements in Performance 2013, 10 December 2013](#)

[Educational Attainment 2014, 3 March 2015](#)

Alistair Gaw

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11. Links

Coalition Pledges	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council Priorities	CP1 Children and young people fulfil their potential
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	Appendix 1: Progression through Curriculum for Excellence levels Appendix 2: List of SQA qualifications included in Scottish Credit and Qualifications Framework Appendix 3: Achievement of CfE Levels across Scotland, 2015-16

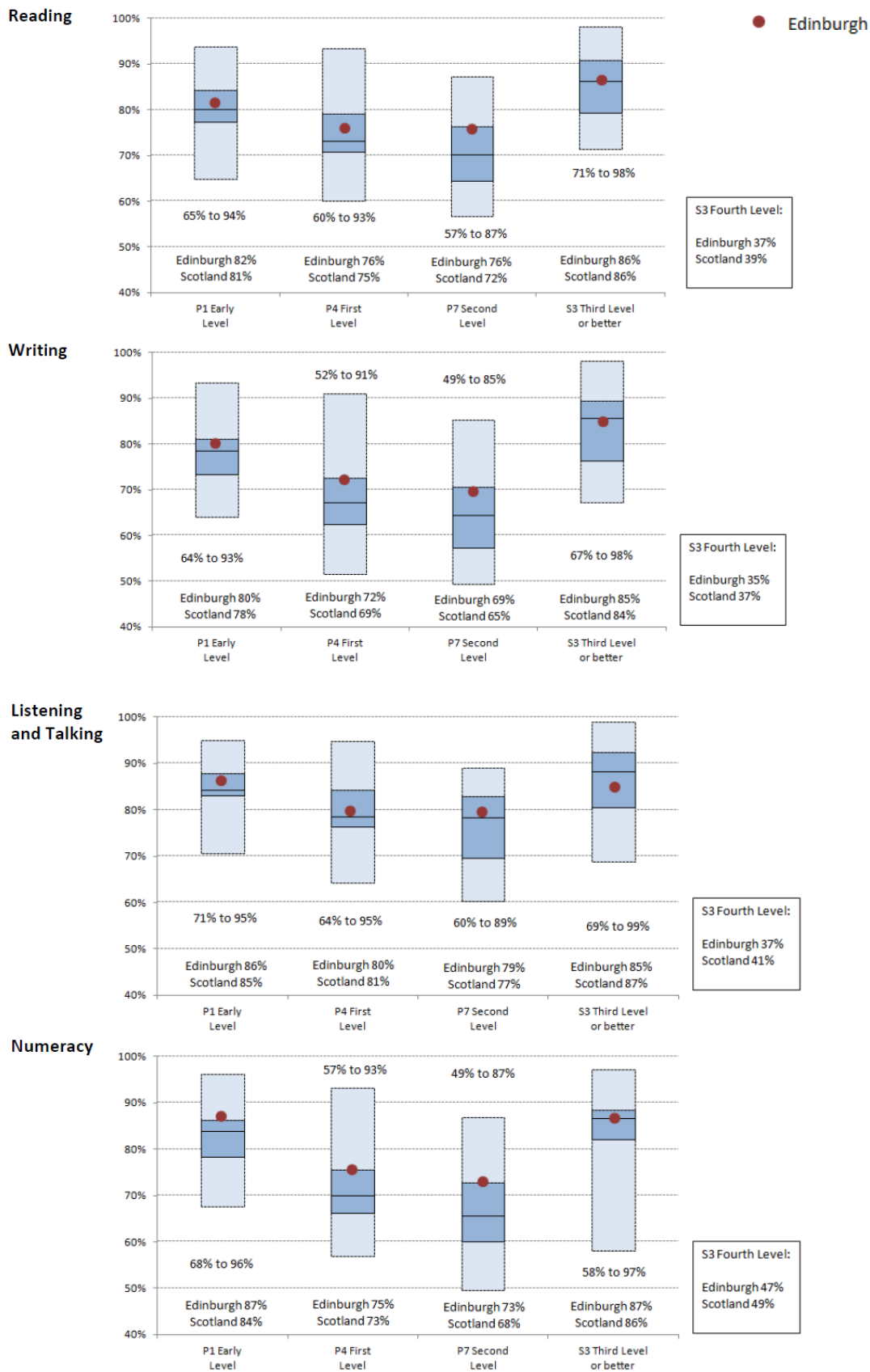
Progression through Curriculum for Excellence levels.

Curriculum Level	Stage
Early	The pre-school years and S1
First	To the end of P4
Second	To the end of P7.
Third/Fourth	S1 to S3 (Fourth level broadly equates to SCQF level 4)
Senior Phase	S4 to S6, and college or other means of study

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level	Qualifications included
Level 3	National 3 (or historical equivalent)
Level 4	National 4 (or historical equivalent)
Level 5	National 5 (or historical equivalent)
Level 6	Higher
Level 7	Advanced Higher

Appendix 3 – Achievement of CfE Levels across Scotland, 2015-16



Note that Scottish Government refer to this data as “experimental”.

Education, Children and Families Committee

10am, Tuesday, 7 March 2017

Scottish Attainment Challenge

Item number 7.4
Report number
Executive/routine
Wards

Executive Summary

This report provides an update on progress and impact in the eight primary schools and four secondary schools in Edinburgh that have been funded by the Scottish Government through the Scottish Attainment Challenge.

The eight Primary schools are Canal View, Castleview, Clovenstone, Craigroyston, Niddrie Mill, Sighthill, St Catherine's RC and St Francis' RC.

The secondary schools joined the programme in August 2016 and as it is too early to evidence impact this report provides an update on their progress in implementing their action plans.

The four secondary schools are Castlebrae, Craigroyston, Wester Hailes Education Centre and Holy Rood RC.

Links

Coalition Pledges [P5](#)
Council Priorities [CP1](#)
Single Outcome Agreement [SO3](#)

Scottish Attainment Challenge

1. Recommendations

- 1.1 Note progress and the impact on the five key priorities identified by Scottish Government in our Primary schools.
- 1.2 Note the interventions now in place in our Secondary schools to address the five priorities.
- 1.3 Note the commitment of officers from Communities and Families supporting the implementation and delivery of the Attainment Challenge in 12 schools (eight primary schools and four secondary schools).

2. Background

- 2.1 The Scottish Attainment Challenge was launched by the First Minister in February 2015.
- 2.2 The aim of the Scottish Attainment Challenge is to raise attainment and reduce educational inequality for all of Scotland's children and young people, by reducing the attainment gap between those young people from lower-income households and those from better off homes.
- 2.3 The Schools Programme supports specific primary and secondary schools. There are eight Scottish Attainment Challenge primary schools in Edinburgh. These are Canal View, Castleview, Clovenstone, Craigroyston, Niddrie Mill, Sighthill, St Catherine's RC and St Francis' RC. The primary schools were selected because over 70% of their pupils live in the 20% most deprived data zones in Scotland. In August 2016, four secondary schools joined the Attainment Challenge. These are Castlebrae, Craigroyston, Wester Hailes Education Centre and Holy Rood RC. The secondary schools were selected because they were the associated secondary schools for the primary.
- 2.4 The priorities for the Scottish Attainment Challenge include:
 - Literacy
 - Numeracy
 - Health and wellbeing
 - Parents and carers
 - Leadership

- 2.5 An attainment advisor has been appointed to work with the City of Edinburgh Council and the 12 identified schools to provide support and challenge on how to raise attainment of children living in deprived areas.
- 2.6 Primary and secondary schools, individually and as an authority group submitted bids to the Attainment Fund. Each bid identified the main focus and detailed plan of the activity, along with the cost across four years, and how sustainability was built in.
- 2.7 Leaders from each school have met regularly throughout the project, supported by the Secondary and Primary Quality Improvement Managers, Principal Psychologist, Primary Quality Improvement Officer, Development Officer for Numeracy and Mathematics and the Attainment Advisor. These meetings allowed schools to share good practice and work collaboratively

3. Main report

Summary Progress and Impact on Key Priorities in the Challenge Schools

Literacy

- 3.1 All eight primary schools have a degree of focus on literacy and almost all schools are using strategies to close the vocabulary gap as well as build the profile of reading for pleasure.
- 3.2 In **Castleview Primary** a focus on P4 reading comprehension was identified, with 91% of pupils increasing their comprehension scores to date. In P6 and P7, 10 pupils were identified for targeted intervention. This focussed on teaching grammar and comprehension through novel studies. 60% of pupils in the group increased their scores to above the 60th centile.
- 3.3 In **Sighthill Primary** P3 reading has been targeted with reading dens established in classrooms and early indications show an increase in motivation, confidence and an ability to identify new vocabulary in reading across the cohort as well as skills beginning to be transferred into writing.
- 3.4 In **Clovenstone Primary**, seven pupils were identified for 1:1 support for 15 minutes per day. Early indications from teachers report an increase in confidence and engagement across the group and all pupils reported feeling more confident about engaging in reading tasks.
- 3.5 **Craigroyston Primary** employed a Speech and Language Therapist to work on focussed listening groups. 45 P1 pupils have been involved in these listening groups and feedback from staff indicates 100% of pupils have improved confidence and engagement. A Bug Club Reading for Enjoyment programme has been established for P4-P7 pupils and 100% of children are now accessing this. This programme links with the First Minister's reading challenge as well as Scottish Book Week.

- 3.6 **Niddrie Mill Primary** identified closing the vocabulary gap across their 51 P1 pupils as a priority, through the use of the “Wordboost” programme. Class teachers have reported 100% engagement from pupils during sessions and a majority of them have been using and understanding the words in class.
- 3.7 In **Canal View Primary** a reading club has been established involving 12 targeted pupils and their parents. After a slow start 50% of the parents have now become involved. All involved parents have reported an increase in their children’s speed and motivation to read.
- 3.8 **St Catherine’s RC Primary** targeted a group of 14 P3 pupils for their Read,Write,Inc intervention and report good progress of 13 of the 14 pupils so far.
- 3.9 **St Francis’ RC Primary** developed a performance programme across the school aimed at improving confidence and creativity in communication. Early observations from all partners identify improvements being made.

Numeracy

- 3.10 Seven of the eight schools have a focus on numeracy. Ongoing SEAL and ASL assessments indicate that all pupils in intervention groups are making progress and are much more confident at taking part in mental agility activities.
- 3.11 **Canal View Primary** has given increased small group targeted support in numeracy using the SEAL intervention. In P4 50% of pupils of the identified pupils have moved up from the figurative phase in SEAL to the Counting On phase with a further 40% making good progress towards the next level.
- 3.12 **Sighthill Primary** is providing targeted Maths interventions for groups run by a STEM teacher or trained PSA. Ongoing SEAL and ASL assessments indicate that all pupils in intervention groups are making progress and are much more confident at taking part in mental agility activities.
- 3.13 **Niddrie Mill Primary** has increased time spent on Maths across the school. 24 children have been targeted for three additional support sessions each week and almost all of these pupils have made good progress and have an increase in confidence.
- 3.14 **Castleview Primary** has focussed on using the new benchmarks in P3 and P4. All P4 pupils made improvements in their Maths assessments from September to December. 91% of pupils achieved above the 60th percentile which represents a significant improvement.
- 3.15 37 out of 104 P1-3 pupils in **Clovenstone Primary** have been identified as requiring targeted support. Programmes of small group work have been established and early indications show an increase in confidence in and enjoyment of Maths from most pupils.
- 3.16 **St Catherine’s RC Primary** report that early indications suggest that 66% of pupils at early level are on track for 1st level as compared with 35% in December 2015.

Health and Wellbeing

- 3.17 A range of health and wellbeing initiatives are helping to increase children's confidence, motivation and engagement.
- 3.18 **Canal View Primary** is using drama workers to develop literacy and health and well-being through drama led play.
- 3.19 In **St Francis' RC Primary** all staff have had training in using the two nurturing class programmes and most now have increased confidence in delivering the lessons and a deeper understanding of the six principles of nurture.
- 3.20 In **Canal View Primary** there has been a very structured and rigorous approach Pupils and staff report an impact on their positivity towards their learning and the learning ethic in the classrooms and parents are beginning to see a change in their children's attitudes towards challenge and the process of learning.

Parental Engagement

- 3.21 Increased parental engagement is evidenced across five of the eight schools so far.
- 3.22 **Niddrie Mill Primary** have had a major focus on parental engagement and following a parent needs analysis, 90% of parents requested a Twitter account be set up. 115 parents are now following the school on Twitter. Following on from this the school recently ran their most successful parent/carer event on outdoor learning with the highest ever record of attendance at 156. 38% of parents provided written feedback and 100% of this was positive and requesting more events of this kind.
- 3.23 **Castleview Primary** have run a range of events to encourage parental engagement including Read,Write, count sessions on rhyming and maths and although attendance has been mixed, it often increased between sessions and compared very positively with previous years.

Leadership

- 3.24 The Head Teacher Professional Learning Group has continued to play a key role in ensuring that there is high quality learning, collaboration and sharing of good practice amongst the schools in the programme. The group includes key partners such as Psychological Services and Education Management.

Secondary

- 3.25 The funding and confirmation of the projects for the Secondary schools was completed in November 2016 and so it is too early to evidence impact.

Individual Secondary School Bids

Holy Rood RC High School

- 3.26 Raising Attainment teacher has been in post since October;
- 3.27 Family Learning Room – furniture and equipment ordered SRA/SEAL experiences for parents (targeted using SIMD and standardised testing scores);
- 3.28 Launch of Family Learning again in February;
- 3.29 “Keeping in Touch” day/parent focus group;
- 3.30 Loyalty card idea for attendance at sessions;
- 3.31 Planning of content for next block of family learning events taking place;
- 3.32 Planning to explore Attainment Champions model further;
- 3.33 Show my Homework app.

Craigroyston Community High School

- 3.34 Attainment Champions trained and meeting their assigned 5 pupils for 15 minutes each per week;
- 3.35 Early impact – very positive, attendance same or improving, pupil motivation and engagement with school being raised;
- 3.36 Continuing focus in the BGE on Literacy learning – use of IDL (Social Subjects, French, English) to create 10 periods per week of Literacy rather than discrete subjects in BGE for cohort of learners with a reading age of below 8; 7 periods per week for S3;
- 3.37 Early impact – strong in terms of learners being able to access curriculum, using standardised assessment data to further measure impact;
- 3.38 It is hoped that this cohort, when they go into S4, will be able to participate in a “lifeskills” course as one of their options to extend and enrich this Literacy learning further;
- 3.39 Continuing focus on 16+ aftercare.

Wester Hailes Education Centre

- 3.40 Literacy Coordinator has been appointed – exploring alternative qualifications, targeting 4 at National 3 learners, ESOL awards introduced, looking at the creation of a more bespoke curriculum;
- 3.41 HWB Coordinator will work closely with cluster and promote community working;
- 3.42 Bike Maintenance project;
- 3.43 Equity Officer looking at 1 in 5 as cornerstone of work;

- 3.44 DYW Coordinator looking at how career management skills can be embedded into subjects, “business in the classroom” idea, Bank of Scotland mentoring programme for S5 pupils;
- 3.45 Creation of a 16+ database to support tracking of pupils more closely and stronger partnership working with SDS;
- 3.46 Nurture Coordinator appointed – looking at the early work of the Inclusion Hub, Literacy work, Emotion Talks, SEAL, aim to reduce exclusions and support learners in school more effectively;
- 3.47 Curriculum has been reviewed to meet the needs of the cohort better – new courses and qualifications explored and underway.

Castlebrae High School

- 3.48 Literacy Coordinator in post three days a week- increasing author visits, looking to develop literacy skills, cluster working and transition of skills, vocabulary gap;
- 3.49 PASS survey used with S1/2 as baseline;
- 3.50 Science Development Officer – seconded two days a week from University of Edinburgh, promoting love of science, exploring possible Science Hub in the future, independent evaluation part of this workstream;
- 3.51 HWB – focus on outdoor learning experiences in the BGE, football academy with specialist training, all S2 pupils attending Columba 1400 and workshops at Napier University, Foxlake;
- 3.52 Continuing focus on parental engagement and encouraging parents in innovative ways to be active in the school community;
- 3.53 Football academy having positive impact on literacy/numeracy/behaviour.

4. Measures of success

- 4.1 Overall success is measured using a suite of indicators within the Children and Families Service Plan to ensure that our children and young people are successful learners, confident individuals and responsible citizens, making a positive contribution to their communities.

5. Financial impact

- 5.1 This work is funded from The Scottish Attainment Fund.

6. Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising.

7. Equalities impact

- 7.1 The recommendations in this report should lead to enhanced equalities for children and young people attending City of Edinburgh schools.

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 The work of the Scottish Attainment Challenge schools will take place through partnership working involving learners, practitioners from across services and sectors within educational establishments and Children and Families.

10. Background reading/external references

- 10.1 [Scottish Attainment Challenge Report – Education, Children and Families Committee 1 March 2016](#)

Alistair Gaw

Acting Executive Director of Communities and Families

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11. Links

Coalition Pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council Priorities	CP1 Children and young people fulfil their potential
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	

Education Children and Families Committee

10:00, Tuesday, 7 March 2017

Update on Positive Action Funding in Primary Schools

Item number 7.5
Report number
Executive/routine
Wards

Executive Summary

The purpose of this report is to update the Education, Children and Families Committee regarding the allocation of positive action funding across the City of Edinburgh Council Primary Schools. The changes were agreed at Committee on the 1 March 2016 to ensure the most effective targeting of funding to those children most in need.

Links

Coalition Pledges [P5](#)
Council Priorities [CP1,3,6](#)
Single Outcome Agreement [S03](#)

Update on Positive Action Funding in Primary Schools

Recommendations

Members of the Education, Children and Families Committee are asked to:

- 1.1 request a further report detailing the impact of the funding for the 20 positive action schools;
- 1.2 agree that further work is undertaken to ensure that positive action funding is allocated to those pupils most in need;
- 1.3 note the content of this report.

Background

- 2.1 Previously the method for allocating positive action funding to Primary Schools was based on:
 - 2.1.1 20% on attainment for the number of pupils at P1 where the three year average literacy score was under 85;
 - 2.1.2 80% based on the three year average Free Meal Entitlement as at February for any school where the three year average was greater than 40%.
- 2.2 At its meeting on the 1 March 2016 the Education Children and Families Committee agreed a change to the way in which positive action funding would be allocated across the City of Edinburgh Primary Schools.
- 2.3 For a three year period between 2016-17 and 2018-19 positive action in the primary sector would be allocated to those schools with children living in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation with a weighting of 2:1 to those pupils living in decile 1 and a 40% threshold being used.
- 2.4 Using deciles 1 and 2 was consistent with the approach taken by the Scottish Government in the allocation of funding as part of the Scottish Attainment Challenge. This allowed the targeting of resources for pupils with the greatest need in areas of multiple deprivation.
- 2.5 To let schools have time to deal with the change any significant reductions were tapered over the period giving certainty to schools to consider initiatives over a longer period than one year.

Main report

- 3.1 Currently positive action funding is allocated to 20 primary schools, the allocations for each school is shown in Appendix 1.
- 3.2 In addition eight of these schools (Sighthill, St Catherine's RC, Clovenstone, St Francis' RC, Craigroyston, Niddrie Mill Canal View and Castlevieview) also secured funding from the Scottish Government attainment fund for projects to improve literacy, numeracy, and health and wellbeing. Initially the funding was for a period of four years 2015/16 to 2018/19 however this source of funding will be concluded after two years.
- 3.3 Most recently it was confirmed by the Scottish Government that through the Pupil Equity Funding 86 primary schools will benefit from additional funding for a five year period 2017/18 to 2021/22, the allocations for each school is shown in Appendix 2.
- 3.4 Pupil Equity Funding is allocated directly to schools, targeted at those children most affected by the poverty related attainment gap. In the primary sector it will be distributed on the basis of the numbers of pupils in P1-P7 known to be eligible and registered for free school meals.
- 3.5 Primary Head Teachers were invited to comment on the impact of the changes to the Positive Action allocation. At the time of writing seven replies had been received. The comments are detailed below:
 - There was appreciation of the need to review the allocation of positive action funding;
 - The introduction of a tapering approach which allowed schools to manage reductions over time was valued;
 - There was universal recognition of the need to target additional funding to those most adversely impacted by poverty.
- 3.6 Currently some schools are in receipt of Innovation funding – funding for projects to improve literacy, numeracy and health and wellbeing, positive action funding and pupil equity funding.

Measures of success

- 4.1 At the end of session 2016-17 to evaluate the impact of targeted support and to inform next steps all schools allocated funding will be required to complete the proforma included in Appendix 3. This report will then be evaluated through the annual Standards and Quality Improvement Planning Process by the school Quality Improvement Education Officer.

Financial impact

5.1 No change is proposed to the overall level of Positive Action Funding.

Risk, policy, compliance and governance impact

6.1 There are no risk, policy, compliance or governance issues arising directly from this report.

Equalities impact

7.1 All work within this area seeks to address the imbalance in terms of provision of resources and outcomes for children. There are no negative equality or Human rights impacts arising from this report.

Sustainability impact

8.1 There are no sustainability issues.

Consultation and engagement

9.1 This will be shared through the headteacher executive and parents will be engaged through the normal processes of locality and CCWP arrangements.

Background reading/external references

[A Plan for Scotland: The Scottish Governments Programme for Scotland 2016-17](#)

[Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland](#)

[National Improvement Framework for Scottish Education - achieving excellence and equity](#)

[Review of Positive Action Funding in Primary Schools 1 March 2016](#)

Alistair Gaw

Acting Executive Director of Communities and Families

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Links

Coalition Pledges	P5 - Seek to ensure the smooth introduction of The Curriculum for Excellence and Management Structures within our schools support the new curriculum.
Council Priorities	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 peoples' 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	<ol style="list-style-type: none">1 – Current Positive Action Funding2 – Pupil Equity Funding -Primary3 - Proforma for Recording Outcomes

Appendix I

Adjusted Funding Allocations After Tapering

Primary School	2016/17 Position				2017/18 Position				2018/19 Position					
	2015/16 Allocation	Future Allocation	Variance from current	One-Third Tapering Adjustment	Further Adjustment	2016/17 Allocation	Variance from current	Two-Thirds Tapering Adjustment	Further Adjustment	2017/18 Allocation	Variance from current	No Tapering Adjustment	2018/19 Allocation	Variance from current
Balgreen PS	10,759	0	(10,759)	7,173	0	7,173	(3,586)	3,586	0	3,586	(7,173)	0	0	(10,759)
Broomhouse PS	109,991	70,988	(39,003)	26,002	0	96,990	(13,001)	13,001	0	83,989	(26,002)	0	70,988	(39,003)
Brunstane PS	71,824	46,064	(25,760)	17,173	0	63,237	(8,587)	8,587	0	54,650	(17,173)	0	46,064	(25,760)
Canal View PS	295,335	178,891	(116,444)	77,629	0	266,520	(38,815)	38,815	0	217,706	(77,829)	0	178,891	(116,444)
Castleview PS	227,211	153,651	(73,560)	49,040	0	202,691	(24,520)	24,520	0	178,171	(49,040)	0	153,651	(73,560)
Craigentiny PS	53,604	49,850	(3,754)	0	0	49,850	(3,754)	0	0	49,850	(3,754)	0	49,850	(3,754)
Craigour Paik PS	17,087	0	(17,087)	11,391	0	11,391	(5,696)	5,696	0	5,696	(11,391)	0	0	(17,087)
Craigroyston PS	154,980	88,972	(66,008)	44,005	0	132,977	(22,003)	22,003	0	110,975	(44,005)	0	88,972	(66,008)
Forthview PS	165,480	149,865	(15,615)	10,410	0	160,275	(5,205)	5,205	0	165,070	(10,410)	0	149,865	(15,615)
Gilmerton PS	12,341	0	(12,341)	8,227	0	8,227	(4,114)	4,114	0	4,114	(8,227)	0	0	(12,341)
Leith PS	31,500	0	(31,500)	21,000	0	21,000	(10,500)	10,500	0	10,500	(21,000)	0	0	(31,500)
Niddrie Mill PS	215,733	134,405	(81,328)	54,219	0	188,624	(27,109)	27,109	0	161,514	(54,219)	0	134,405	(81,328)
Pirniehall PS	141,540	84,555	(56,985)	37,990	0	122,645	(18,895)	18,895	0	103,550	(37,990)	0	84,555	(56,985)
Royal Mile PS	26,502	0	(26,502)	17,668	0	17,668	(8,834)	8,834	0	8,834	(17,668)	0	0	(26,502)
Total tapering adjustment required				381,928				190,964				0		
Clovenstone PS	59,329	93,074	33,745	(22,496)	(695)	69,883	10,854	(11,248)	(347)	81,478	22,148	0	93,074	33,745
Ferryhill PS	7,594	49,534	41,940	(27,960)	(863)	20,711	13,117	(13,980)	(432)	35,122	27,528	0	49,534	41,940
Gracemount PS	18,771	127,148	110,377	(73,585)	(2,272)	51,291	34,520	(36,792)	(1,136)	89,220	72,449	0	127,148	110,377
Granton PS	107,874	147,025	39,151	(26,101)	(806)	120,118	12,244	(13,050)	(403)	133,572	26,698	0	147,025	39,151
Sighthill PS	66,389	85,502	19,113	(12,742)	(393)	72,366	5,977	(6,371)	(197)	78,934	12,545	0	85,502	19,113
St Catherine's RC PS	46,735	80,769	34,034	(22,689)	(701)	57,379	10,844	(11,345)	(350)	69,074	22,339	0	80,769	34,034
St David's RC PS	5,696	97,175	91,479	(60,986)	(1,883)	34,306	28,610	(30,493)	(942)	65,741	60,045	0	97,175	91,479
St Francis' RC PS	84,515	107,271	22,756	(15,171)	(468)	91,632	7,117	(7,585)	(234)	99,452	14,937	0	107,271	22,756
St Joseph's RC PS	3,164	85,817	82,653	(55,102)	(1,701)	29,014	25,850	(27,551)	(651)	57,415	54,251	0	85,817	82,653
St Ninian's RC PS	6,845	59,946	53,101	(35,534)	(1,097)	23,315	18,670	(17,767)	(549)	41,630	34,885	0	59,946	53,101
Stenhouse PS	31,500	58,684	27,184	(18,123)	(560)	40,002	6,502	(9,081)	(280)	49,343	17,843	0	58,684	27,184
Totals		1,949,185		11,439	(11,439)	1,949,185		5,720	(5,720)	1,949,185		0	1,949,185	

	A	B	C	D	E	F
1	Appendix 2					
2						
3	School	Equity				
4	Abbeyhill Primary School	£ 38,400				
5	Balgreen Primary School	£ 121,200				
6	Blackhall Primary School	£ 12,000				
7	Bonaly Primary School	£ 7,200				
8	Broomhouse Primary School	£ 127,200				
9	Broughton Primary School	£ 64,800				
10	Brunstane Primary School	£ 110,400				
11	Bruntsfield Primary School	£ 39,600				
12	Buckstone Primary School	*				
13	Bun-sgoil Taobh na Pairce (Parkside F	£ 30,000				
14	Canal View Primary School	£ 223,200				
15	Carrick Knowe Primary School	£ 79,200				
16	Castleview Primary School	£ 196,800				
17	Clermiston Primary School	£ 66,000				
18	Clovenstone Primary School	£ 94,800				
19	Colinton Primary School	*				
20	Corstorphine Primary School	£ 26,400				
21	Craigentenny Primary School	£ 112,800				
22	Craiglockhart Primary School	£ 27,600				
23	Craigour Park Primary	£ 166,800				
24	Craigroyston Primary School	£ 132,000				
25	Cramond Primary School	£ 21,600				
26	Currie Primary School	£ 34,800				
27	Dalmeny Primary School	£ 8,400				
28	Dalry Primary School	£ 86,400				
29	Davidson's Mains Primary School	£ 33,600				
30	Dean Park Primary School	£ 10,800				
31	Duddingston Primary School	£ 49,200				
32	East Craigs Primary School	£ 68,400				
33	Echline Primary School	£ 16,800				
34	Ferryhill Primary School	£ 105,600				
35	Flora Stevenson Primary	£ 60,000				
36	Forthview Primary	£ 176,400				
37	Fox Covert Primary School	£ 26,400				
38	Fox Covert RC Primary School	£ 19,200				
39	Gilmerton Primary School	£ 136,800				
40	Gracemount Primary School	£ 190,800				
41	Granton Primary School	£ 182,400				
42	Gylemuir Primary School	£ 57,600				
43	Hermitage Park Primary School	£ 86,400				
44	Hillwood Primary School	£ 20,400				
45	Holy Cross RC Primary School	£ 49,200				
46	James Gillespie's Primary School	£ 18,000				
47	Juniper Green Primary School	£ 31,200				
48	Kirkliston Primary School	£ 62,400				
49	Leith Primary School	£ 138,000				

	A	B	C	D	E	F
50	Leith Walk Primary School	£ 64,800				
51	Liberton Primary School	£ 76,800				
52	Longstone Primary School	£ 37,200				
53	Lorne Primary School	£ 58,800				
54	Murrayburn Primary School	£ 117,600				
55	Nether Currie Primary School	£ 9,600				
56	Newcraighall Primary School	£ 33,600				
57	Niddrie Mill Primary School	£ 177,600				
58	Oxgangs Primary School	£ 57,600				
59	Parsons Green Primary School	£ 42,000				
60	Pentland Primary School	£ 42,000				
61	Pirniehall Primary School	£ 127,200				
62	Preston Street Primary School	£ 51,600				
63	Prestonfield Primary School	£ 45,600				
64	Queensferry Primary School	£ 28,800				
65	Ratho Primary School	£ 15,600				
66	Roseburn Primary School	£ 15,600				
67	Royal Mile Primary School	£ 51,600				
68	Sciennes Primary School	£ 61,200				
69	Sighthill Primary School	£ 84,000				
70	South Morningside Primary School	£ 12,000				
71	St Catherine's RC Primary School	£ 70,800				
72	St Cuthbert's RC Primary School	£ 46,800				
73	St David's RC Primary School	£ 78,000				
74	St Francis' RC Primary School	£ 97,200				
75	St John Vianney RC Primary School	£ 74,400				
76	St John's RC Primary School	£ 55,200				
77	St Joseph's RC Primary School	£ 68,400				
78	St Margaret's SQ Primary School	£ 15,600				
79	St Mark's RC Primary School	£ 45,600				
80	St Mary's RC Primary School (Edinbur	£ 39,600				
81	St Mary's RC Primary School (Leith)	£ 64,800				
82	St Ninian's RC Primary School	£ 112,800				
83	St Peter's RC Primary School	£ 13,200				
84	Stenhouse Primary School	£ 110,400				
85	Stockbridge Primary School	£ 15,600				
86	The Royal High Primary School	£ 51,600				
87	Tollcross Primary School	£ 52,800				
88	Towerbank Primary School	£ 75,600				
89	Trinity Primary School	£ 70,800				
90	Victoria Primary School	£ 94,800				
91	Wardie Primary School	£ 34,800				
92						
93						
94	* Results have been redacted contact local authority					

Appendix3

Proforma Record: Positive Action funding

School:

Allocation of Funding:

Proposal/Plan: The key strategies and interventions to be implemented, including the evidence base and/or rationale. Link to Quality Indicators.

Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time. Include data. Link to Quality Indicators.

Communication: How the school will engage parents, pupils, staff and the community.

Sustainability: How you will build on this for the following year

Headteacher: Date:

Quality Improvement Officer: Date:

Education, Children and Families Committee

10:00, Tuesday, 7 March 2017

Physical Education, Physical Activity and Sport

Item number	7.6
Report number	
Executive/routine	Routine
Wards	All

Executive Summary

The Sports and Outdoor Learning Unit (S&OLU) provides front line service delivery for children and young people in schools and in community settings.

A key priority is to ensure that Physical Education, Physical Activity and Sport (PEPAS) are well connected and that the PEPAS approach is embedded within all schools across Edinburgh promoting pathways from schools to clubs and communities.

A recognised strength of the Edinburgh position is that all staff are employed in the same Department and this provides a strong collegiate relationship with Physical Education teachers. The S&OLU consists of Active Schools Co-ordinators, Sports Development Officers, Outdoor Learning Instructors, Swimming teachers and other project specific staff members. These members of staff lead the learning and coaching, organise tournaments and festivals, adventure activity trips, coach and support others to do so or are involved in planning aspects of getting children and young people more active, more often.

We currently receive a high level of external funding from a range of partners and particularly the national agency for sport, sportscotland. The Active Schools funding continues to March 2019.

Links

Coalition Pledges	P42
Council Priorities	CP2
Single Outcome Agreement	SO2

Physical Education, Physical Activity and Sport (PEPAS)

1. Recommendations

The Committee is asked to note that:

- 1.1 each school cluster will plan Physical Education as outlined in the PEPAS cluster guidance, in partnership with Active Schools;
- 1.2 an integrated PEPAS plan will be managed, resourced and delivered.

2. Background

- 2.1 The work of the Sport and Outdoor Learning Unit makes a significant contribution to these strategic outcomes: 'Our children and young people are physically and emotionally healthy' and to 'Successful Learners, Confident Individuals'.
- 2.2 In relation to the PEPAS agenda our ambition is that all schools achieve two hours / two periods of Quality PE in accordance with the Scottish Government target. The PEPAS plan seeks to engage all young people including the inactive and disengaged (see under Girls in Active Schools section of report).
- 2.3 The Active Schools team together with the Sports Development Officers support and develop strong pathways between schools and clubs to support the transition from school to community sport.
- 2.4 Young people make a significant contribution to the network of leaders, officials and coaches that support PEPAS.

3. Main report

Physical Education

- 3.1 The Council has committed to achieving the Scottish Government targets of two hours of PE in Primary and two periods in Secondary Schools. We have made significant progress towards achieving this.
- 3.2 We have a part time Physical Education Lead Officer (PELO) responsible for supporting the target and improving the quality of PE delivery in primary schools.

The PELO remit includes organising and conducting working groups, addressing CPD needs, sharing practice, developing cluster work and delivering and developing CPD. The PELO will also focus on any schools not meeting the PE target.

- 3.3 The Scottish Government collects national information on the PE targets as part of their Healthy Living Survey and we provide those results annually.

In 2015/16:

Primary schools: 81 of 88 schools met the PE target = 92%

Secondary schools: 22 of 23 schools met the PE target = 96%

Special schools: 13 out of 13 schools met the PE target = 100%

- 3.4 We are in the process of collecting the data for this year's return, and due to the new school at Portobello we anticipate 100% of high schools to be achieving the PE target. We also anticipate Special Schools to remain at 100%. For the primary schools, we expect the majority of those that did not meet the target last year to now meet it. Classroom reconfiguration does not appear to have had implications on the delivery of the recommended two hours of physical education per week. To date, many primary colleagues have received support for their teaching of PE, particularly in primary 1 and 2. However, the early years (nursery, primary 1 and 2) will remain as a key development area due to their limited access to a PE specialist.

- 3.5 Working collegiately is considered essential in terms of city-wide planning, delivery, assessment and moderation in PE. To achieve this, cluster working groups with representation from the High School, each feeder primary and the Active Schools Co-ordinator are considered good practise. The aim is to drive forward this professional approach to set the context for a progressive curriculum, connections beyond the curriculum for physical activity and sport and generally enhance the experiences and opportunities for all our children and young people. Positively, we currently have 5 clusters that meet regularly: Castlebrae, Firrhill, Gracemount, Holyrood and Royal High School and fifteen other schools are now in the planning stage. We aim to progress this work on an ongoing basis with all schools (see Recommendations).

Active Travel

- 3.6 £11,325 of Smarter Choices Smarter Places funding was put towards cycling projects taking place between August 2016 and March 2017. Three key cycling themes were identified where the funding could bring added value to young people in the city. These were: Bikeability level 3 courses which teach on-road journeying skills; Go Mountain Bike courses which are accredited and teach a progressive skill based programme of mountain biking; and the servicing of the 300+ fleet bikes held in the city's primary schools which are used for cycle training. To date these programmes have been successful and have benefited numerous young people across the city.

- 3.7 Over £20,000 from the Transport budget went towards new bikes to be placed in primary schools. Schools with low bike ownership were targeted. 140 bikes were allocated across 17 schools, including 1 Special School.
- 3.8 For 2016/17 we received £26,000 grant funding from Cycling Scotland to support the delivery of Bikeability level 2 (on road cycle training) for P6 pupils across all primary schools in Edinburgh. We aim to provide cycle training for approximately 2,800 pupils in 2016/17.

Primary Swimming

- 3.9 Sports and Outdoor Learning Unit employs nine teachers (5.1FTE) to deliver lessons across the city in a combination of school pools and public pools. A teacher takes a maximum of 20 pupils per lesson for safety reasons. The aim is to meet the allocation of 20 lessons per pupil over the course of their primary career, and for pupils to reach level Certificate 5 at which point they are considered to be a safe swimmer. We are consistently achieving just over 60% of our pupils leaving school as safe swimmers.
- 3.10 The Edinburgh Primary Schools Commonwealth Swim Relay Gala and Diving competition is held annually at the Royal Commonwealth Pool. The event, which is organised by the Unit's swim team, is a celebration of swimming/aquatics and brings together approximately 45 primary schools and over 500 pupils from across the city each year.

Active Schools

Girls

- 3.11 50% of the 450,000 participant sessions are female. These are girls who predominantly take part in extra-curricular clubs for dance and sports such as netball, basketball, hockey and gymnastics.
- 3.12 The Active Schools girls working group, hosted the first "Girls Day Out" event targeting those girls who do not take part in team sports as it was recognised that there are still a large number of girls not taking part in physical activity. 140 girls in S2-S4 from all 23 high schools attended the day and following the event, and were subsequently invited to attend extra-curricular clubs for girls which are run in all of the High Schools.

Leadership

- 3.13 All 23 High Schools are registered in the Young Ambassador programme, a national initiative where Active Schools work in partnership with Edinburgh Leisure. 46 young people have become ambassadors of sport within their school. The young people are invited to attend a number of workshops, a national conference and a residential weekend in one of the Council run outdoor centres, where lifelong

friendships are formed. There are currently a further 372 senior pupils engaged with Active Schools who support the extra-curricular programmes across the city. These young people are given the opportunity to access training in essential lifelong skills such as First Aid, Safeguarding and Protecting Children and Positive Coaching Scotland courses, through the Active Schools “Fit to Coach” programme. The young people are also given the opportunity to gain UKCC sporting qualifications in their chosen sport. These opportunities not only develop them professionally but also develop their personal skills which support and enhance their life experiences and in some instances their careers.

Disability and Inclusion

- 3.14 There is one Active Schools Coordinator (ASC) who is designated to work across the main stream and special schools to ensure the Active Schools programmes are fully inclusive. This ASC is also responsible for organising Disability and Inclusion training for the many coaches and volunteers, including school staff and parents who work within the Active Schools programmes.
- 3.15 Across the special schools there is currently 34% of the school roll participating.
- 3.16 A number of successful events hosted by Active Schools and run in partnership with Scottish Disability Sport and Lothian Disability Sport are held each year. These include the Boccia Festival, where over 100 pupils attended and the Para Sports Festival where over 65 pupils with physical or sensory impairment attended, from schools across the East Region.

Coaches and Volunteers

- 3.17 There are currently over 1,200 coaches and volunteers, (including teachers and parents) leading or supporting the many Active Schools programmes in the city. The Active Schools programme in Edinburgh has the fourth highest level of volunteers in the country (942 volunteers) and we encourage all our coaches and volunteers to develop further through gaining sports qualifications. To date 621 volunteers have achieved formal coaching qualifications.
- 3.18 The “Fit to Coach” programme was launched for the third year running in August 2016 where all coaches and volunteers are given the opportunity to enrol in a range of associated courses including Safeguarding and Protecting Children, First Aid and Positive Coaching Scotland.

Participation

- 3.19 Active Schools run just under 700 primary school and 345 high schools’ extra-curricular clubs across the 111 schools in Edinburgh. With over 24,000 activity sessions and just under 450,000 participant sessions reported across the year. 32% of the school roll participate in the activity clubs which equates to just over 15,000 distinct participants.

Events

- 3.20 Successful events play a crucial role in inspiring young people to participate in sport and physical activity. Some highlights from our extensive calendar of events include Games @ the Hub where over 1,200 P6 pupils take part in the largest sports day in the city, the Triathlon Event where over 700 pupils from both primary and secondary schools were able to take part in a multi discipline event involving swimming, cycling and running and the Dance Extravaganza where performances from primary and high school dance clubs are able to showcase their ability on the dance floor in front of professional judges. For the first time an event was hosted at Portobello beach; the Beach Games was a multi sport event celebrating the Rio Olympic Games, 16 High Schools attended.
- 3.21 Active Schools hosted an inaugural Rewards and Recognition Celebration evening for all nominated coaches and volunteers working with Active Schools. This event held in March 2016 was attended by over 240 people. There were 16 awards presented to clubs, young leaders, coaches and volunteers all of which were put forward for the national sportscotland awards.

4. Measures of success

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

5. Financial impact

- 5.1 All work is delivered within existing budgets and in the past year new funding has been secured for Active Travel.

6. Risk, policy, compliance and governance impact

- 6.1 There are no risk, policy, compliance or governance issues arising from this report.

7. Equalities impact

- 7.1 A significant number of programmes and projects are specifically targeted at addressing inequality and deprivation.

8. Sustainability impact

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

9. Consultation and engagement

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

10. Background reading/external references

10.1 N/A

Alistair Gaw

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11. Links

Coalition Pledges	P42 Continue to support and invest in our sporting infrastructure
Council Priorities	CP2 Improved health and wellbeing: reduced inequalities
Single Outcome Agreement	SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
Appendices	

Education, Children and Families Committee

10.00, Tuesday, 7 March 2017

Additional Support Needs and Special Schools Update 2016-17

Item number	7.7
Report number	
Executive/routine	Executive
Wards	City wide

Executive Summary

The Council is committed to providing high quality support for children with additional support needs.

The number of learners with additional support needs has grown consistently over the last five years.

The latest Government figures indicate that 23.8% of learners in Edinburgh have additional support needs, which remains close to the national average of 22.5%.

The Council's Vision for Schools reflects its commitment to schools that are effective in meeting the diverse needs of their communities.

The Committee's approved priorities for Additional Support Needs for 2016-19, included:

- Strengthening 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;

Links

Coalition Pledges	P1 P4 P5 P7 P29
Council Priorities	CP1 CP2 CP3 CP7
Single Outcome Agreement	SO3

- Enabling the most effective use of resources using evidence-based approaches;
- Ensuring that our special schools keep pace with changing needs.

Very good progress has been made in the redesign of provision for children and young people with social, emotional and behavioural support needs.

Good progress has continued in the implementation of the literacy strategy including very good progress developing and testing a new model of inclusive support for English as an Additional Language.

Psychological Services has received a very positive report from HMIE following a recent validated self-evaluation process.

A review of the future of Oaklands and Braidburn schools has been successfully completed.

Further work is now underway regard to increasing special school provision for children with Autism including the plans for the new St Crispin's.

Additional Support Needs and Special Schools Update 2016-17

1. Recommendations

It is recommended that the Education, Children and Families Committee:

- 1.1 Notes and welcomes the continued progress in inclusive practice in our schools and its contribution to meeting the needs of all learners, raising attainment and closing the gap.
- 1.2 Notes the progress in planning for the future of our special schools including:
 - 1.2.1 The consultation on the proposed closure of Panmure St Ann's;
 - 1.2.2 The successful outcome of the feasibility study on the future of Oaklands and Braidburn Schools;
 - 1.2.3 The valuable contributions made by parents, school staff and partner agencies to the successful outcome of the feasibility study;
 - 1.2.4 Progress in planning for the new St Crispin's and its key role in the sustainability of authority's provision for children with autism.
- 1.3 Approves the key areas identified as next steps for improvement as follows:
 - 1.3.1 Improve the experiences and outcomes for children with autism, including completion of the review of special school provision and consultation and planning for the new St Crispin's;
 - 1.3.2 Drive forward inclusive practice to enable the needs of all learners to be met, raising attainment and closing the gap;
 - 1.3.3 Test and evaluate new sustainable improvement models for EAL support;
 - 1.3.4 Create dynamic networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs;
 - 1.3.5 Redesign provision for social, emotional and behaviour support needs including a new procurement framework;

- 1.3.6 Develop the inclusive learning culture with schools, services, clusters, localities and other authorities to improve outcomes and promote best value.

2. Background

- 2.1 It is a priority for the Council to provide high quality care and learning for children and young people and wherever possible to make effective provision within the City of Edinburgh.
- 2.2 In line with national trends, the number of learners in Edinburgh with identified to have additional support needs continues to increase (Table 1). The latest Government figures indicate that 23.8% of learners in Edinburgh have additional support needs, which remains close to the national average of 22.3%.

Table 1: Edinburgh population with significant ASL needs

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Pupils with Additional Support Needs	7,127	7,436	7,374	8,506	9,383	9,754	11,549
% CEC school age population	16%	17%	16%	19%	20%	21%	24%

Source Supplementary Summary Statistics for Schools in Scotland 13th December 2016.

- 2.3 Our aim is to provide a range of high quality provision that is suited to the changing needs of children and young people and achieves positive outcomes. Generally, where learners with additional support needs can be supported in mainstream settings they achieve better outcomes. Where learners are not able to benefit from a mainstream school environment, our aim is to make provision in high quality special schools and special classes in Edinburgh.
- 2.4 The Council's Vision for Schools was approved by the Education, Children and Families Committee on 8 October 2013 and updated in March 2015. The vision reflects a commitment to schools that are effective in meeting the diverse needs of their communities. This recognises that where additional support is required, it is most effective when it is built on a foundation of strong universal provision.

Table 2: Projections of Edinburgh school population with significant ASL needs

	2017	2018	2019	2020	2021	2022
Primary pupils	30,553	31,108	31,363	31,555	31,895	32,245
Secondary pupils	18,488	19,026	19,704	20,664	21,550	22,499
Total pupils	49,041	50,134	51,067	52,219	53,445	54,744
Total requiring ASL	11,672	11,932	12,154	12,428	12,720	13,029

- 2.5 Table 2 illustrates a projected increase of approximately 300 to 400 additional learners each year who at current rates will require additional support in the period up to 2022. Over the past four years there have been year-on-year increases in the resources available for additional support needs in Edinburgh (see section 4). However, the increase in resources has been outstripped by the increase in the number of learners requiring additional support. In order to make best use of resources and to meet changing needs, which have increased at a higher rate, we have adopted a series of initiatives to improve the efficiency and effectiveness of our provision.
- 2.6 In December 2015, the authority adopted a twin strategy of investment and measures to secure improvements in quality and performance. This approach is informed by an understanding that more inclusive practice enables more needs to be met by universal provision and the more efficient use of additional support. On this basis the Education, Children and Families Committee approved steps to support the delivery of strategic priorities to improve additional support needs provision within Edinburgh to promote high quality inclusive schools and accessible support and enable our special schools keep pace with changing needs.
- 2.7 The strategy for promoting high quality inclusive schools and accessible support incorporates four inter-related themes:
- 1) Strengthening inclusive provision in our schools;
 - 2) A single approach to supporting children in need and addressing additional support needs within our approach to Getting It Right for Every Child;
 - 3) Strengthening networks of support around schools, school clusters, localities and city-wide on a proportionate basis;
 - 4) Developing an inclusive learning culture to support sharing of effective practice and best use of resources.

3. Main report

- 3.1 The pattern of growth in additional support needs has been apparent across all key areas of need. The biggest area of need is support for English as an Additional Language, where there has been a consistent growth trend. The number of learners requiring support has doubled over a 10-year period.

Table 3 - Pupils supported by Additional Support for Learning Service - Principal Needs

Need/Year	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14*	14/15	15/16
Hearing impairment	73	87	104	112	101	107	133	137	130	153
Visual impairment	87	90	107	126	132	123	127	185	225	270
Learning & Wellbeing (Inc. Health and LAC)	698	611	670	699	799	892	810	810	501	793
Learning, Language & Communication	199	208	255	299	341	409	491	491	632	710
English as an Additional Language	2,542	2,965	3,069	3,373	3,600	3,721	4,252	4,629	5,046	5,491
Total supported by ASL Service	3,599	3,961	4,205	4,609	4,973	5,252	5,813	6,252	6,534	7,417

*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

- 3.2 There is a similar trend in Learning, Language and Communication, which reflects the increase in the population of learners requiring additional support for Autism and related needs. Over the past two years there has also been significant growth in the number learners requiring support for a Hearing Impairment and Visual Impairment.

Strengthening Inclusive Practice – Inclusive Curriculum

- 3.3 The principle of inclusion is embedded within Curriculum for Excellence, which is designed to focus on the needs of the child offering a coherent, flexible and enriched curriculum for all learners aged 3 – 18. Since its introduction in 2010-11 it has offered the opportunity for improvements in the *'quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning.'* (Building the Curriculum 3) p3.

- 3.4 An inclusive approach provides the most effective and efficient way to meet needs and allows us to ensure that the curriculum itself does not create barriers. By contrast a 'one size fits all approach' generates the need for greater levels of additional support to pick up the pieces for those left out or left behind.
- 3.5 In Edinburgh the Integrated Literacy Strategy exemplifies an inclusive approach to the curriculum. Adopting a needs-led approach, it starts with building the foundations in early years, followed by rigorous evidence-based teaching of literacy and a progressive approach to intervention for learners who have persisting difficulties. There is systematic monitoring and tracking of progress and the Literacy and Dyslexia Framework enables progressive intervention for children who require targeted follow-up group programmes, individualised support, specialist teaching and assistive technologies.
- 3.6 The strategy is subject to continuing review and improvement taking into account outcomes, learners' progress, research evidence and practice innovation across the city and beyond. As part of the Integrated Literacy Strategy, there are currently two new programmes underway:
- 3.6.1 **The Visual Support Project** supports the effective use of systemic visual symbol support on a whole school basis. By creating a more accessible environment, visual support enables learners at an early level of language to access the curriculum more independently. This is of particular benefit to learners with lower developmental levels of spoken language as a result of, for example, a hearing impairment, autism, a learning disability or restricted exposure to early language. Almost all inclusive practices bring wider benefits and in this case the systematic use of symbols provides incidental support to learners who are being introduced to English as an additional language, enabling learners to relate their existing language to visual prompts and English language forms.
- 3.6.2 The Programme provides schools with training and consultancy from a multi-disciplinary team of specialists from the Additional Support for Learning Service and Speech and Language Therapy; ready to use consistent classroom resources and materials to support inclusive practice. The programme has now been successfully introduced to 4 early years' settings, 43 primary schools and 5 special schools. It is planned in future to adapt the model for use in mainstream secondary settings.
- 3.6.3 The evidence is that this approach makes the classroom more accessible to learners, supports transitions through use of a consistent approach within and between settings, encourages independent learning, supports language and literacy learning and teaching, reduces learners' distress and decreases disruption in the

learning environment. The use of visual supports also has benefit for children at home and the programme is now being extended to include support for families. The Visual Support at Home project is currently underway, consulting with parents and professionals to develop resources and optimal family support.

- 3.6.4 **Boosting Children’s Language/Vocabulary.** Delay in children’s language and communication is the most common area of concern identified in Health Visitors’ assessments. Research evidence indicates that children from poorer socio-economic backgrounds are more likely to have experienced a more restricted ‘higher order’ vocabulary than their peers. The evidence suggests that restricted vocabulary is associated with a plateau effect in children’s language and learning throughout their school careers and beyond.
- 3.6.5 Speech and Language Therapists and schools in Edinburgh are collaborating in the development of an innovative evidence-based programme to enrich children’s learning through Language Boost, (in the early years), and Word Boost, in primary school. Schools are provided with training and support from a Speech and Language Therapist and ready to use classroom resources. The classroom programme is complemented by specially designed materials which support collaborative working with parents and children at home. This work is funded by the Council as part of its partnership funding agreement with NHS Lothian and is now being shared with our neighbouring authorities.
- 3.6.6 Evidence gathered in an evaluation comparing progress across schools indicates that children who have access to Language Boost and Word Boost successfully develop more competent use of high order vocabulary. This provides encouraging prospects of contributing to closing the vocabulary gap with peers from higher socio-economic backgrounds.
- 3.7 Inclusive practices enable learners with more complex needs to participate meaningfully alongside their peers. Importantly, they also create a supportive environment for children who may have lower order or specific support needs *and* a more productive learning environment for the class as a whole. Because inclusive practice is designed into the overall approach it offers a much more efficient, sustainable and satisfying environment for staff too. The virtue of inclusive practice in helping to raise attainment and ‘close the attainment gap’ is clearly demonstrated by recent developments in an Edinburgh Primary School with a high level of learners with English as an Additional Language.
- 3.8 **English as an Additional Language.** The biggest single group of learners with additional support needs in Edinburgh’s schools require support with English as an Additional Language. In association with this growth there has been a shift in the patterns of first language and the distribution of learners requiring EAL support.

- 3.9 These changes have presented new challenges and the opportunity to adopt new approaches. One example of this is St David's RC Primary School where the pupil profile has changed significantly over the past five years, with a large increase in the number of pupils who have English as an Additional language over a relatively short period of time.
- 3.10 Following a process of self-evaluation, the EAL specialists within the Additional Support for Learning Service working with the school leadership team concluded that it was no longer effective to approach the needs of these learners as an 'add-on' and that, following the inclusive principles of Curriculum for Excellence, a different approach was required. They concluded that approaches to supporting EAL learners needed to inform the school as a whole and the overall approach to teaching in the classroom.
- 3.11 This took the form of a series of related developments:
- 3.11.1 A transition programme involving school, EAL and CLD staff to help inform parents about aspects of the learning experience in P1 and to bring Polish and Scottish families together;
- 3.11.2 Delaying the introduction of phonics in P1 to allow a focused inter-disciplinary learning approach to developing listening and talking and vocabulary. Teachers reported that by the October break, the children were more ready for learning and for the introduction of phonics;
- 3.11.3 Wider development of the school's inclusive ethos, including staff visits to two schools in another authority; hosting ESOL courses (English for Speakers of Other Languages) at the school; running cultural/diversity events; more diverse representation on the Parent Council and appointing bilingual (Polish) staff.
- 3.12 The inclusive approach has proved highly successful in:
- Raising attainment
 - Improving partnership working
 - Increasing staff skills and confidence in teaching bilingual learners
 - Increasing knowledge and understanding of learners and their needs
 - Increasing confidence/pupil voice amongst bilingual learners
 - Increasing parental engagement.
- 3.13 As illustrated in Table 4, the move to a more effective, inclusive approach has raised attainment in the school and made a substantial step towards closing the gap in English and Literacy levels to benefit of the whole school population. Following the success of the approach at St David's this model will be adapted for testing a new approach to providing EAL support more generally by offering cycles of intensive supports to schools to develop inclusive practice.

Table 4: St David's RC Primary School EAL - Impact of an Inclusive Approach on Improving Attainment in Literacy/English (Reading)

By end of	% Pupils achieving expected level and gap			
	2015	Gap	2016	Gap
P1 St David's	27	41	75	7
<i>P1 City</i>	68		82	
P4 St David's	31	33	62	14
P4 City	64		76	
P7 St David's	26	35	78	4
<i>P7 City</i>	61		74	

3.14 These are examples of specific approaches being taken to strengthen inclusive practice in Edinburgh through collaborative approaches. They are by no means exhaustive. As reported in 2015 for example, there are similarly successful initiatives to support inclusion of learners with autism and learners with additional social emotional and behaviour support needs. There are also many very good examples of school-led inclusive practice that are being drawn together within the inclusive practice review. These will be disseminated along with examples from early years and primary schools via the newly establish 'inclusion hub' over the course of 2017.

Strengthening Inclusive Practice – Professional Learning

3.15 In addition to specific curricular and whole school initiatives, there is an extensive programme of Professional Learning and Training that supports more broadly based improvements in practice. A professional learning framework for additional support for learning provides a comprehensive programme of staff development linked to policy priorities and the needs of schools and staff. This allows schools and individuals to plan professional learning for the year ahead.

3.16 Of particular note this session are:

3.16.1 The extension of learning opportunities for Pupil Support Assistants;

3.16.2 The implementation of the CIRCLE programme which includes the distribution of a handbook of inclusive practice for every teacher in Primary and Secondary Schools throughout the authority;

3.16.3 A comprehensive programme of training for Autism which has included almost all Headteachers and whole school training in a number of primary and secondary schools. In addition, there has been a specialist Autism training for key leaders in special schools and special classes.

Strengthening Inclusive Practice – Working with Parents

- 3.17 As previously mentioned, working with parents is a key part of the work undertaken in all of the examples of initiatives to develop an inclusive curriculum. In addition to these initiatives, significant parenting programmes are provided through the Psychology of Parenting and programmes for parents of children with autism.
- 3.18 A range of opportunities is also provided for parents of children with autism these include:
- 3.18.1 Family follow-up meetings with ASL Service and a Speech and Language therapist to provide support following diagnosis;
 - 3.18.2 Courses to help parents understanding and to adapt their communication taking into account their child's autism;
 - 3.18.3 Parent group education and training (8 - 11 sessions) focussed on understanding ASD and support to plan and use positive behaviour strategies;
 - 3.18.4 Emotion Talks training to empower parents to respond to their children's emotions and to create tools tailored to their child's needs;
 - 3.18.5 Pre-school information sessions and Getting Ready for P1;
 - 3.18.6 Primary (P1-3 and P4-7) and Secondary parent information sessions (56 weeks each);
 - 3.18.7 PEERS programmes (S2-S3) to help parents support their child's social development (parallel programme for with young people);
 - 3.18.8 Teen Triple P (ASD) Parent education and training focussed on helping parents/carers cope positively with some of the common issues associated with raising a teenager.
- 3.19 The feedback from parents regarding this programme has been overwhelmingly positive. The parent programme is led by ASL Service Staff, Speech and Language Therapists and Educational Psychologists with input from other partner agencies and services. A valuable element of the parent programme is contributed by parents themselves. Parents and young people have also contributed to the design and content the ASD training for professionals.

Examples of Parent Feedback from ASD Parent Groups/Courses

- 'It has opened my eyes to different ways of doing things/ improving situations to help my child. It has boosted my confidence in helping her.'
- 'I am so much more aware of how to help my son so I am better at facilitating his interactions with other children. He is learning more because of this.'
- 'Some strategies were obvious and reinforced my confidence that I was doing the right things, others were simple, new techniques and ideas I could take on.'
- 'There is a lot of information and understanding that I never knew about Autism. That I feel I have now to carry into the future.'
- 'I (learnt that) am not a bad mother, in fact I now think I am doing a great job.'
- 'Much more understanding/feeling understood HOPE!! And much more.'
- 'My son has lots of great/amazing qualities and his achievements are much larger than I thought.'
- '.... made me less anxious about my son's transition to high school and what to expect. A sense of relief that others are there to help.'
- 'It has been very helpful to meet other parents of autistic children. Felt very supportive. The staff running the course clearly supportive – thank you.'
- 'The sessions have been informative, well-paced, organized and evidenced – which I have learnt from.'
- 'I feel empowered, confident and hopeful the right support can be accessed to 'get it right' for our child.'

A single approach to support and strengthening networks of support

3.20 A refreshed Getting it Right training programme for Named Persons will take place in March 2017 looking at:

- Edinburgh's wellbeing outcomes;
- Preparations for the implementation of the Children and Young People Act 2014 (simplified paper work, data information sharing, increased parental and child rights and updates on updates on Lead Professional and Named Person roles);

3.21 Work is underway to build on existing practice to establish a *team around the cluster approach*. A model using How Good is Our School?(4) is being developed to evaluate current practice to inform collaborative improvement planning. Cluster planning will feed into the locality plans and city-wide planning informing a balanced strategic approach.

- 3.22 The extensive development of integrated child planning and support over recent years has resulted in significant shifts in the way in which parents and children are involved and in the way that support is provided with a positive impact on outcomes.
- 3.23 Strong collaborative working between schools in all sectors, ASL Services, Psychological and third sector partners (particularly Barnardo's and Children First) has led to significant sustainable reductions in referrals for special schools for learners with social emotional and behaviour support needs. Likewise, it has had significant impact on outcomes for children and young people and efficiency and effectiveness of practice.
- 3.24 In 2010/11, placements at Rowanfield School were 56. Following the introduction of the integrated case management approach this was reduced to around 30 on a sustainable basis. A similar trend is now evident in the secondary sector.
- 3.25 Taking into account the earlier reduction in Primary, overall special school placements for additional social, emotional and behaviour support needs have been reduced by almost 50%. This has made a significant contribution to shifting the balance of care and the proposal to close Panmure St Ann's.

Table 5: Special School Placements for social, emotional and behavioural support needs, 2013-17

Special School/Year	2013/14	2014/15	2015/16	2016/17	Feb 2017
<i>Primary - Rowanfield</i>	33	31	28	23*	32
<i>Secondary</i>					
Gorgie Mills	55	53	53	46	51
Panmure St Ann's	57	43	26	14	3
Secondary Total	102	96	79	60	54
Total	145	127	107	83	86

* New placements were suspended for 6 months during and immediately following accommodation problems requiring decant

- 3.26 In light of this success we are now beginning to return some children with more complex needs from outwith the city to our Special schools. Working closely with residential services, the City's special schools are helping to bring about further progress in the balance of care.
- 3.27 In the latest phase the Inclusive Practice working group, comprised of Headteachers from secondary and special schools and partners, is making very good progress reviewing provision and developing a shared vision for

inclusion. This is also informing the procurement of partnership services currently underway.

3.28 The group have identified recommendations for schools and the authority. The recommendations at authority level call for greater consistency in approaches across settings and professions. They are recommending a '*team Edinburgh*' approach to support and challenge, the sharing of effective practice, sharing resources across settings and to meet individual needs. They propose that a collaborative approach will empower us to meet the needs of all children and young people and be less limited by perceived boundaries created by catchments, localities or remits to achieve positive outcomes. Other key recommendations for the authority are that:

3.28.1 **A simple, strong vision of what inclusion means in Edinburgh, stated in plain English for example 'we belong here';**

3.28.2 **High quality core training** for all staff and all establishments, which renews and refreshes knowledge of what works and skills over time and all staff own responsibility for achieving this vision;

3.28.3 **Consistent whole school approaches** linking to the training for all schools and the local authority vision;

3.28.4 When schools are struggling to support learners there needs to be greater **flexibility** in the strategies available, with **proportionate access to additional resources** via locality supports and cross locality/city-wide expertise, and funds to implement tailored and individualised packages of supports;

3.28.5 Schools and their partners need to be supported to continue to develop **local evidence-based practice** through robust evaluation of interventions and data triangulation evidencing impact and improved outcomes;

3.28.6 Greater **flexibility for schools to appoint skilled non-teaching staff to appropriate posts;**

3.28.7 **ICT solutions for tracking and monitoring** that all schools can use;

3.28.8 The roles and effectiveness of **Hostings, Conditional Placements, Exclusions and Part Time Timetables need to be reviewed.**

3.29 **Robust collaborative self-evaluation** should be rolled out across all secondary schools. This should become part of a framework of continued self-evaluation, training and development across all secondary schools.

3.30 The next step will be to consult on these recommendations with school and service leaders for the secondary sector and to undertake wider consultations with Primary Headteachers.

Developing an inclusive learning culture

- 3.31 More children than ever are having their individual needs identified and schools in all sectors are developing richer and deeper understanding of learners' needs. Our aim is to continue to improve effectiveness in meeting needs in all schools through a self-improving inclusive learning culture providing a dynamic and sustainable basis for continued improvement and best value outcomes.
- 3.32 To deliver this we are:
- 3.32.1 Devolving more resources to schools;
 - 3.32.2 Establishing service cluster teams;
 - 3.32.3 Continuing to develop our infrastructure strategic improvement for literacy, numeracy, professional learning, CIRCLE, Emotion Talks, a Virtual Learning Environment and potential Learning Hubs;
 - 3.32.4 Developing collaborative approaches to self-evaluation, shared planning and co-production with schools via the team around the school and cluster approach;
 - 3.32.5 Developing learning networks between practitioners, schools, clusters and communities including links with other authorities, national and international networks.

Quality Improvement

- 3.33 How Good is Our School?(4) includes specific indicators, 3.1 Ensuring wellbeing, equality and inclusion and 3.2 Raising attainment and achievement, which are central to improving outcomes for learners with additional support needs. The level 5 illustration for 3.1 reflects a very good standard of 'inclusive practice applicable in any type of school' which demonstrates that:
- We ensure inclusion and equality lead to improved outcomes for all learners;
 - All learners are included, engaged and involved in the life of the school;
 - All children and young people feel very well supported to do their best;
 - Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner;
 - We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement;
 - We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked

after and those with additional support needs.’ Education Scotland, HGIOS? 4 page 49.

- 3.34 Primary and Secondary Schools will undertake self-evaluation in relation to 3.1 Ensuring wellbeing, equality and inclusion later in the session. As part of this process schools are expected to take into account feedback from parents, learners and partners in the self-evaluation process. School returns will be monitored and offered proportionate support and challenge in relation to their performance as part of our quality assurance arrangements.
- 3.35 A new review process for special schools has been introduced and to date it has been successfully implemented with six special schools. This review has allowed the sharing of good practice across special school and has identified next steps for schools in preparation for the improvement planning process. This will continue for all Special schools. Special schools are now clearer on their journey to improvement. Educational Psychologists and ASL services have been involved in this process working closely with the school leadership teams and the Quality Improvement team for Special Schools.
- 3.36 An improvement framework for special classes has been put into effect identifying strengths and areas for improvement. This has included Professional Learning opportunities for staff; establishing Positive Behaviour Management and behaviour clinics; and a programme of improvements to learning environments in Language and Communication Classes.
- 3.37 Psychological Services Self Evaluation was validated by Education Scotland in November 2016. They found that the Principal Educational Psychologist and Depute Principal Psychologists have shown very good leadership and have achieved a shared understanding with EPs and other partners.
- 3.38 Education Scotland found that Psychological Services is using data very effectively to inform practice and measure improvement. Likewise, data produced by Psychological Services is helping to inform strategy and policy within the Education Authority.
- 3.39 Education Scotland highlighted examples of data on the inclusion of children with Autism in secondary schools, and emerging patterns of data from staged intervention referrals linked to *Getting it Right for Every Child*, is helping to target referrals more effectively. They also noted positively that the use of Collaborative Action Enquiry is being used more in schools and in the service to help inform practice.
- 3.40 HMIE noted that leadership in the effective use of data and research methods is very strong and that this is evident in many of the whole authority interventions such as raising attainment in numeracy and literacy. The data collected from these interventions is helping to inform the next steps of the authority and the service for improvement. They concluded that the service demonstrates a very strong capacity for continuous improvement.

Special Schools Planning for the Future

- 3.41 The Council is committed to providing high quality support for children with additional support needs in Edinburgh. This includes high quality special schools for children who require them.
- 3.42 Successive reports to Education, Children and Families Committee, most recently in October 2016, have highlighted the growth in the population of children who require additional support in school in recent years. The Council has adopted a strategy for Additional Support Needs that takes into account these demographic pressures and policy priorities.
- 3.43 Significant growth in the needs of children with autism has been reported, as too has the progress in making more effective inclusive local provision for children with social, emotional and behavioral support needs.
- 3.44 Measures are now underway to reduce capacity where it is no longer required, align existing capacity with current and emergent patterns of need, improve the quality of school environments and plan new developments to address priority needs.

Panmure St Ann's

- 3.45 The Council's strategy for Additional Support Needs, with its emphasis on inclusion and strengthening support in localities, has resulted in the need for fewer placements in special schools for learners with social, emotional and behaviour support needs. At the same time there has been a reduction in mainstream school exclusions.
- 3.46 Against a background of sustained reduction in demand for secondary placements and continued progress in the development of inclusive practice and support for learners in their local community, in October 2015 committee agreed to consult on the proposed closure of Panmure St Ann's School. The formal consultation process commenced on 10 January 2017. To date there have been meetings with pupils, parents and staff in addition to a public meeting. In addition, a number of questionnaires and other written submissions have been received.
- 3.47 Subject to the outcome the consultation process, it is proposed that Panmure St Ann's will be closed before the start of the new school session in August 2017.

Braidburn and Oaklands Schools

- 3.48 A feasibility study to consider the future of provision at Braidburn and Oaklands School has been successfully completed. The study benefitted from extensive and thoughtful input from parents, school leaders and key NHS partners. It also involved visits to/information from schools in other authorities.
- 3.49 The study concluded that Oaklands School will continue a high quality setting for future provision for children with complex needs who require a sensory curriculum. The school benefits from sufficient flexibility to accommodate a

reasonable increase in roll capable of accommodating anticipated projections for the future. In addition, the school has also demonstrated excellent flexibility in helping to accommodate short term pressures and currently hosts a class of St Crispin's pupils pending the availability of accommodation in the new St Crispin's.

- 3.50 Braidburn School has catered well for a diverse and changing population of pupils since its opening. The study concluded that changes in the pattern of pupil needs at Braidburn can continue to be managed in a planned and phased way over time whilst maintaining continuity for existing pupils. Changes to the pupil profile is likely to involve an increase in the number of learners with autism will be best managed through natural transition points.
- 3.51 More detailed planning to address the implications for the school is now underway. This will include an assessment of the building identified options for creating discrete zones which would support a variety of learners' needs to be met. Planning is now commencing to identify any required modifications in more detail with Amey.
- 3.52 Although, the study was understandably unsettling and anxiety provoking for some parents, it could not have been as effective without their contributions and in particular the active engagement of the two Parent Councils. The feedback from parents in both schools has been positive as illustrated in an unsolicited message from an Oakland's parent:

"thank you for all your hard work and for listening to the parents' views. We really felt properly listened to and are very happy with the outcome."

New St Crispin's

- 3.53 St Crispin's Special School meets the additional support needs of pupils with severe and complex learning disabilities and Autism Spectrum Disorder that cannot be met in mainstream Schools. In 2008 the then nine class room school was prioritised for replacement as part of the Wave 3 school replacement programme.
- 3.54 Over the period since the original plans were made there have been significant changes in the profile of needs. These can be summarised as follows:
- 3.54.1 An increase in the number of pupils with Autistic Spectrum Disorder identified as requiring a special school environment, including an increase in the St Crispin's population to its current capacity of 10 classes;
- 3.54.2 An increased awareness of the importance of maintaining children's entitlement to school education and avoiding school exclusions and part-time timetables;
- 3.54.3 Experience of the importance of having dedicated safe environments for children who are unable to manage the demands of a conventional classroom environment;

- 3.54.4 The impact that managing challenging behaviours in a conventional school environment has upon the efficiency and effectiveness of the school for the wider school population;
 - 3.54.5 The benefits of an integrated approach to managing the needs of learners and sharing resources through collaboration between schools within the authority;
 - 3.54.6 A policy priority in favour of supporting children in Edinburgh to maintain family and community links and facilitating progression towards positive post school destinations;
 - 3.54.7 A best value case for preventing costly out of council residential school provision;
 - 3.54.8 Operational, best value and equalities imperatives in favour of anticipatory planning of provision for children with complex disabilities.
- 3.55 As a result of these considerations, the current requirements for the new school include:
- 3.55.1 An increase in capacity to accommodate the additional one class (currently hosted at Oaklands School);
 - 3.55.2 Two behaviour support units to accommodate children from St Crispin's and from other special schools to enable learners needs to be met and prevent the requirement of out of authority provision;
 - 3.55.3 One additional behaviour support unit and two additional classrooms in anticipation of projected demand for future expansion.
- 3.56 A prospective location for the new school has been identified at the site of the former Burdiehouse Primary School. Before it can be confirmed that a new school will be delivered it is necessary to progress a statutory consultation. The authority to progress a statutory consultation is requested in the Schools and Lifelong Learning Estate update report which is being considered as a separate item on the agenda of this Committee.
- 3.57 To oversee the statutory consultation process and any construction phases which may follow an Investment Steering Group (ISG) has been established for the project, following the Council's standard governance procedures. Subject to the outcome of the consultation the ISG will also consider options for delivery of the increased requirements outlined above including phased approaches to delivery. The ISG will be responsible for development of business cases as necessary in line with the Council's new corporate landlord approach to asset investment. Subject to the outcome of the consultation it is expected to seek planning approval by the last quarter of 2017. Following planning approval, the estimated timescale for delivery of the new school is approximately 2 ½ years.

- 3.58 There has been some considerable delay in taking the proposals for a new school to completion. During this time the accommodation on the current site has been stressed. In light of the projected timescales, a number of interim improvements to the existing school are in hand, this includes testing aspects of the model to inform the detailed planning of the new school.

Key areas for improvement in 2017-20

- 3.59 Improve the experiences and outcomes for children with autism, including completion of the review of special school provision and consultation and planning for the new St Crispin's.
- 3.60 Drive forward inclusive practice to enable the needs of all learners to be met, raising attainment and closing the gap.
- 3.61 Test and evaluate sustainable improvement models for EAL support.
- 3.62 Create dynamic networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs.
- 3.63 Redesign provision for social, emotional and behaviour support needs, including a new procurement framework.
- 3.64 Develop an inclusive learning culture with schools, services, clusters, localities and other authorities to improve outcomes and promote best value.

4. Measures of success

- 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.

5. Financial impact

- 5.1 The Council has summarised the growing scale and complexity of needs and took this into account in the budget processes over the past five years, thereby enabling demography-based growth in funding to support measures to address the principal pressures and the benefits of early intervention. The current projected increases in the school population for the period 2016-18 indicate the prospects continued growth (table 5).

5.2 The funding for Additional Support for Learning is reflected in a number of budgets. The key areas and funding over the past seven years are summarised in Table 6.

Table 6: Funding for Additional Support for Learning and Special Schools 2012-17

Annual Approved Budget	2012/13	2013/14	2014/15	2015/16	2016/17
ASL*	£16.4m	£16.6m	£17.2m	£17.9m	£18.8
Special Schools and classes	£16.6m	£16.7m	£17.6m	£18.5m	£18.2 **
Total	£33m	£33.3m	£34.8m	£36.4m	£37m

ASL* Includes: Additional Support Funding to Schools, ASL Service, Psychological Service and Speech and Language Therapy

** Reductions as approved in 2016/17 budget

5.3 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 in this report above.

6. Risk, policy, compliance and governance impact

6.1 There are statutory duties to meet additional support needs and equalities requirements which are taken into account in this report and the associated budget processes.

7. Equalities impact

7.1 The findings and recommendations in this report are directed towards promoting equalities for children and young people for whom the City of Edinburgh Council is responsible.

8. Sustainability impact

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

9. Consultation and engagement

9.1 Consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from lead officers in a range of services and schools from Communities and Families and Education Scotland.

10. Background reading/external references

[Getting it Right for Special Schools – Planning for the Future – Report to Education, Children and Families Committee 11 October 2016](#)

[ASN Planning and Performance Update Report Dec 2015](#)

[Improving Support for Children and Young People in Need in Edinburgh – Consultation on a Proposal to Close Panmure St Ann’s Special School, 11 October 2016](#)

[How Good is Our School? \(4\) 2015](#)

[HMI Report on Psychological Services February 2017](#)

Alistair Gaw

Acting Executive Director Communities and Families

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11. Links

Coalition Pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care 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 P7 Further develop the Edinburgh Guarantee to improve work prospects for school leavers P29 Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work
Council Priorities	CP1 Children and young people fulfil their potential CP2 Improved health and wellbeing: reduced inequalities CP3 Right care, right place, right time CP7 Access to work and learning
Single Outcome Agreement	SO3. Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	

Education, Children and Families Committee

10.00am, Tuesday, 7 March 2017

Communities and Families Policy and Guidance on Sponsorship

Item number	7.8
Report number	
Executive/routine	
Wards	

Executive Summary

The Education, Children and Families Committee on 13 December 2016 received a progress report on the review of the policy and procedures on sponsorship targeted at primary and secondary school pupils through events, visits and partnership working. Committee requested a further report on completion of the policy and procedures in March 2017.

Links

Coalition Pledges	P1
Council Priorities	CP1 CP28
Single Outcome Agreement	SO3

Communities and Families Policy and Guidance on Sponsorship

1. Recommendations

That the Education, Children and Families Committee:

- 1.1 Approves the revised policy and guidance for Communities and Families establishments on sponsorship as detailed in Appendix 1 of this report.

2. Background

- 2.1 The Education, Children and Families Committee on 24 May 2016 noted a motion by Councillor Main on commercial sponsorship aimed at school children and requested that officers review policy and procedures on sponsorship targeted at primary and secondary school pupils through events, visits and partnership working, in consultation with parent councils and schools and provide a report for consideration of Committee within two cycles. Committee received an update report on 13 December 2016 on the progress made by officers.

3. Main report

- 3.1 The City of Edinburgh Council fully supports well managed sponsorships that accord with our principles and contribute to achieving our objectives as outlined in our Service Plan.
- 3.2 The Council welcomes the involvement of all well regulated businesses in the delivery of our continuously improving services. However, the service should not make agreements with any organisation, parent or subsidiary companies whose activities products or business may be in conflict with the Council's policies and procedures and/or detrimental to our aims, principles or interests of those the Council services.
- 3.3 It is recognised that schools need clear policies and procedures in place to support them in implementing the overarching principles of the Council with regards to sponsorship.
- 3.4 Communities and Families have revised and updated our Sponsorship Policy and Guidance for Schools as well as developing clear guidelines as to how to take any sponsorship forward.

- 3.5 Fundamental to these guidelines are the following principles:
- 3.5.1 Sponsorship should only be accepted from suitable partners;
 - 3.5.2 Sponsorship should be accepted only after engagement with the school's Parent and Pupil Councils;
 - 3.5.3 A parent has a right to withdraw their child from a sponsored event;
 - 3.5.4 Sponsorship should only be accepted if there is a benefit to the pupils of the school;
 - 3.5.5 Any sponsorship of more than £5,000 should be approved by a Schools and Lifelong Learning Service Manager.

4. Measures of success

- 4.1 The policy is implemented successfully in Communities and Families establishments.

5. Financial impact

- 5.1 There are no financial impacts associated with this report.

6. Risk, policy, compliance and governance impact

- 6.1 There are no known risks associated with this report. The revised policy would replace any previous guidance if approved by Committee.

7. Equalities impact

- 7.1 There are no known equalities impacts associated with this report.

8. Sustainability impact

- 8.1 There are no known sustainability impacts associated with this report.

9. Consultation and engagement

- 9.1 Full consultation with stakeholders through Head Teacher meetings and Parent Council Chairs has taken place.

10. Background reading/external references

10.1 [Education, Children and Families Committee 24 May 2016](#)

10.2 [Education, Children and Families Committee 13 December 2016](#)

Alistair Gaw

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11. Links

Coalition Pledges	P1 Ensuring every child in Edinburgh has the best start in life
Council Priorities	CP1 Children and young people fulfil their potential CP 28 Further strengthen our links with the business community by developing and implementing strategies to promote and protect the economic well being of the city
Single Outcome Agreement	SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Sponsorship Policy and Guidance

Communities and Families Department

Sponsorship Policy and Guidance

Implementation date: 7 March 2017

Control schedule

Approved by	Education, Children and Families Committee
Approval date	7 March 2017
Senior Responsible Officer	Andy Gray, Head of Schools and Lifelong Learning
Author	Sheila Paton, Schools and Lifelong Learning Service Manager
Scheduled for review	March 2022

Version control

Version	Date	Author	Comment
0.1	06.02.2017	Sheila Paton	
0.2	27.02.2017	Sheila Paton	

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
13.12.2016	E,C and F	Report	Minute

Sponsorship Policy and Guidance

Policy statement

- 1.1 Community and Families supports appropriate well managed sponsorships that contribute to achieving our objectives as outlined in the Education Service Plan.

Scope

- 2.1 For the purposes of this policy, the term 'Service' applies to either the whole or part of, the City of Edinburgh Council, Communities and Families Department and can mean an individual school, community education centre or other educational establishment.

Definitions

What Is Sponsorship?

- 3.1 Sponsorship is a commercial transaction between the Education Service and a business. In a Sponsorship transaction, the Service provides the business with an opportunity to achieve its commercial objectives by promoting its corporate brand, its goods or its services.
- 3.2 In return for this opportunity, the business provides the Service with a financial contribution, or other resources, which the Service can use to achieve its educational objectives.

Are there types of business that would make unsuitable partners?

- 3.3 Sponsorship should not be accepted from any organisation with any links to activities, products or business that may conflict with the Council's moral or ethical standards. It is not possible to provide a comprehensive guide as to what would not be acceptable but a cautious and common sense approach should be adopted and guidance should be sought from a line manager before accepting sponsorship if there are any concerns. Examples of sponsorships that are likely to be of concern are sponsorships that promote a brand of alcohol, a political party, or a company involved in animal testing.

Who can decide to accept sponsorship?

- 3.4 A Head Teacher can decide whether to accept sponsorship, but they must engage with the school's Parent and Pupil Councils prior to making the decision. If the amount (or the equivalent value) of sponsorship from one sponsor exceeds £5,000 in any one year then prior approval is required from a Schools and Lifelong Learning Service Manager.

What can sponsorship money be used for?

- 3.5 Sponsorship should not be used for essential items for core curriculum activities that would normally be paid for out of the school's budget. Sponsorship should be used for items or activities that enhance the normal learning experience of pupils.

Transparency

- 3.6 Head Teachers should make it clear to parents in advance any time an event or other activity is sponsored. This includes arrangements where the school may benefit if the parents purchase a product promoted through the school.

Sponsored events not organised by the school

- 3.7 If the school is participating in an event organised by an outside company the Head Teacher should make reasonable inquiries to ascertain who is sponsoring the event and where possible advise parents of this in advance. Where possible any relevant website relating to the event should be mentioned in a permission letter for the pupil's participation in the event to allow a parent to check the position regarding sponsorship.

Parents right to withdraw pupils from sponsored events

- 3.8 Individual parents/pupils may have personal beliefs or reasons for objecting to particular companies that may be sponsoring events. Parents have the right to withdraw their child from a sponsored event or activity.

Policy content

Principles

- 4.1 Sponsorship should only be accepted from suitable partners.
- 4.2 Sponsorship should be accepted only after engagement with the school's Parent and Pupil Councils.
- 4.3 A parent has a right to withdraw their child from a sponsored event.
- 4.4 Sponsorship should only be accepted if there is a benefit to the pupils of the school.
- 4.5 Any sponsorship of more than £5,000 should be approved by a senior education manager.

Implementation

- 5.1 Education, Children and Families Committee approval sought 7 March 2017.

Roles and responsibilities

What is the role of Head Teachers and Service Managers?

- 6.1 Head teachers should seek appropriate sponsorship opportunities. They should engage with their users, staff, Parent and Pupil Councils and representative bodies in respect of sponsorship opportunities.
- 6.2 Head Teachers and Service Managers will liaise with the Department as appropriate.
- 6.3 Head Teachers and Service Managers will promote the activities they manage to the business world as appropriate and in keeping with their service development plans.
- 6.4 Head Teachers and Service Managers will develop and deliver sponsorship opportunities at a local level where they offer best value to their users and in keeping with their service development plans.

How is the Service accountable for sponsorship?

- 6.5 Communities and Families are accountable for the development of policy and good practice. They will be responsible for the implementation of this policy and for all sponsorship activity at service wide level.
- 6.6 Head Teachers and Service Managers are accountable to their users for the delivery of their service by the maintenance of proper records, and for the stewardship of their resources in the usual manner, for example, in consultation with Parent Councils. They will be responsible for the implementation of this policy and for all sponsorship activity within their establishments.
- 6.7 Head Teachers and Service Managers will seek the endorsement of the Department for any sponsorship agreement which may be contentious, or which exceeds £5,000 in value.

Good Practice Guidelines

- 6.8 Integral to this policy is the provision of good practice guidelines. These guidelines are provided in the format of checklists.
- 6.9 It is important to note that the checklists cover the full range of activities required in developing a variety of sponsorship agreements. Not every criterion or question will be appropriate for every project. However, all questions should be considered and used as an opportunity to test whether a project meets the identified needs – and at the same time is sponsorable. If the project matches the appropriate criteria, Head Teachers and Service Managers can be confident that the project meets good practice guidelines. If there is any doubt, advice is available from the Department.

Support

- 6.10 Community and Families are aware that those with responsibility for raising and managing sponsorships, in particular Head Teachers and Service Managers, will require support. Advice and support can be sought from the Department's contacts in the Communications Team who can also seek additional advice.

Related documents

- 7.1 [Education, Children and Families Committee Report 13 December 2016](#)
7.2 [Sponsorship Checklist \(appendix 1\)](#)

Equalities impact

- 8.1 There are no known equalities impacts associated with this policy.

Sustainability impact

- 9.1 There are no known sustainability impacts associated with this policy.

Risk assessment

- 10.1 There are no known risks associated with this policy.

Review

- 11.1 Review after five years.

Communities and Families Sponsorship Checklist

March 2017

School Name –

Headteacher's Name –

Date -

	Yes/No	Notes
Is this sponsorship in accordance with the Children and Families Education Service Sponsorship Policy?		
Has engagement taken place with your Pupil Council?		
Has engagement taken place with your Parent Council and/or the Department about how appropriate this activity is?		
Does the activity promote equity?		
Does it add value to the service you deliver to your users?		
Is the activity relevant to the ages and abilities of your users?		
Does it avoid encouragement to buy branded products?		
Does it avoid merchandising or promotional material?		
Have you considered ways in which a business could benefit from sponsoring this activity?		
Is the activity realistically likely to generate much interest from the press or the broadcast media?		
As well as considering positive publicity, consider whether the sponsorship link could in any way lead to negative coverage		
Are you sure none of the sponsor's activities are in conflict with Council policy?		
Are you sure they don't contravene current ethical/moral standards?		
Are you being expected to promote the sponsor? If yes, in what way?		
Did you need to discuss this with a Schools and Life Long Learning Manager? If yes, provide details		

Education, Children and Families Committee

10am, Tuesday, 7 March 2017

Communities and Families Small Grants to Third Parties 2017/18 – Proposals for Expenditure

Item number	7.9
Report number	
Executive/routine	
Wards	All

Executive Summary

This report details the recommended awards to organisations submitting small grant applications to Communities and Families for 2017/18. The awards are made for one year and are for a minimum of £1,000 and a maximum of £10,000.

Links

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

Communities and Families Small Grants to Third Parties 2017/18 – Proposals for Expenditure

Recommendations

The Education, Children and Families Committee are asked to:

- 1.1 Approve the awards to organisations outlined in Appendix 1.

Background

- 2.1 This is the second time that Communities and Families have offered a Small Grants Programme, following the first programme in 2016-17. The recommendation to have a Small Grants Programme was made by the Member Officer Working Group set up to review the Main Revenue Grants Programme and reported to Committee on 19 May 2015, 6 October 2015 and 11 February 2016.
- 2.2 At its meeting on 11 February 2016, the Education, Children and Families Committee agreed to reconvene the Third Party Payments Short Life Working Group to discuss lessons learned. EVOC was also co-opted onto the group. This group also considered the Small Grants Programme and reported to Committee on 11 October 2016.
- 2.3 A number of changes have been made to this programme based on the recommendations of the Third Party Payments Short Life Working Group. Two questions were added to take into account previous experience and efforts to seek funding from other sources. A third question was amended to ask for information about links to the local community and beneficiaries.
- 2.4 Another recommendation from the Third Party Payments Short Life Working Group was that a large majority percentage of the small grants fund be set aside for small organisations, where small is defined based on Charity Finance Regulations. In this programme small is set at under £500,000 turnover (for 2015-16) and the percentage set aside is 80%.

Main report

- 3.1 A closing date of 30 December 2016 was set for applications to the Small Grants Programme. A total of 50 applications were received with a total value of £430,316. The total budget available is £108,000.
- 3.2 The Small Grants Programme will make awards of between £1,000 and £10,000. These awards are made for one year.
- 3.3 As with the first programme, the Small Grants Programme can be used for revenue funding, project funding, testing new approaches, and capacity building for organisations.
- 3.4 Applications were assessed against agreed criteria and according to an approved assessment process. The guidance for applicants is less prescriptive than the Main Grants Programme but still retains a focus on outcomes. Each application was assessed by three officers from Communities and Families. Moderating of scores was undertaken by officers from Health and Social Care and Communities and Families.
- 3.5 The organisations recommended to receive awards, and the corresponding amounts, are listed in Appendix 1.

Financial impact

- 4.1 The total figure for the grant awards recommended in Appendix 1 is £108,000 which is the allocation agreed by Committee on 11 February 2016.

Risk, policy, compliance and governance impact

- 5.1 The grant process has been run in line with the previous Main Grants programme (2016-19) and changes as recommended in the [Lessons Learnt report](#) approved by Committee in October 2016.

Equalities impact

- 6.1 The funding of activity by third parties through grant aid contributes to the Council's delivery of its Equality Act 2010 duty to seek to eliminate unlawful discrimination, harassment and victimisation, and to advance equality and foster good relations.

Sustainability impact

- 7.1 The awarding of grants to third parties enables the Council to meet Climate Change (Scotland) Act 2009 Public Bodies Duties as well as contributing to the city's Sustainable Edinburgh 2020 objectives.

Consultation and engagement

- 8.1 There was engagement involving stakeholders to review the third party grants process throughout 2016. Specifically, this included reforming the Elected Members Working Group and an online consultation with third party organisations. This work resulted in the [Lessons Learnt report](#) approved by Committee in October 2016.

Background reading/external references

[Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme Education, Children and Families Committee 11 October 2016](#)

Alistair Gaw

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Links

Coalition pledges	.
Council priorities	CP1 - Children and young people fulfil their potential
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Appendix 1 – Small Grants to Third Parties 2017/18

Small Grants to Third Parties 2017/18

Organisation	Area Partnership	Project Description	Recommended Award
Edinburgh Rape Crisis Centre	Citywide	The STAR project, part of Edinburgh Rape Crisis Centre, provides emotional support, counselling, art psychotherapy and advocacy for young people aged 12-18 who have experienced rape, sexual assault and childhood sexual abuse/exploitation.	£10,000
People Know How	Leith, Portobello/Craigmillar	Young people identified as disengaging or disengaged from learning at secondary school will be provided with person centred support for them and their family to "learn together". Supported by a volunteer befriender/mentor they will gain confidence, resilience, skills and maintain a positive relationship; toward improving their attainment and ensuring a positive destination.	£10,000
Canongate Youth	City Centre, Liberton/Gilmerton, South Central	To provide three weekly sessions of free outdoor "free" play using a Play Ranger model aimed at improving the physical and emotional wellbeing of 100 City Centre/Southside based children under 12.	£9,454
YMCA Edinburgh	Citywide	Plusone is an award winning early-intervention mentoring programme for young people at-risk of offending or school disengagement. Through matching young people with volunteer mentors to take part in weekly meetings over a one year period, goal setting and positive role modelling takes place in a supportive relationship accessing community resources.	£9,285
Citadel Youth Centre	Craigentiny/Duddington, Leith, Portobello/Craigmillar	This is a new youth club for young people (11-18) in North East Edinburgh with an interest in gaming to meet each other in a safe space. The club will be open access, but we will also accept referrals for young people who are socially isolated, unemployed or not attending school.	£9,852
Multi-Cultural Family Base	Leith, Liberton/Gilmerton, Portobello/Craigmillar, Western Edinburgh	Community based support to children (7-9yrs) and families from Black and Minority Ethnic Backgrounds (BME) to encourage their use and inclusion in local services and youth provision. A small group work approach will be taken to combat barriers to access and lack of BME uptake identified by community based service providers.	£9,201

Positive Realities	Liberton/Gilmerton	The pilot project offers medium-term support to young care leavers from St Katherine's Centre to achieve sustainable, positive onward housing. A dedicated support worker will assist care leavers attain relevant independent living skills over a minimum 3-month period e.g. managing a household, paying bills and encouraging positive relationships and activities.	£9,984
Jack Kane Community Centre	Portobello/Craigmillar	Disability in Action – is a community led disability service which inspires and motivates children, young people and their families to learn through positive social interactions and play.	£8,649
Home-Start Edinburgh West and SW	Almond, South West, Western Edinburgh	Employ a Group Worker to manage and assist trained volunteers and staff to deliver 30 parenting groups in the existing area of service including Gorgie/Dalry/Drumbrae /South Queensferry Cluster. Courses include PEEP, baby massage and parenting support.	£9,492
Firsthand	Citywide	Support for families with child/ren with disability delivered in the family home and local community giving parents regular time away from their caring responsibility whilst their child is supported and encouraged to access/participate in activities in their local community. Sessions of 3-4 hours for a maximum of 75hrs per family.	£9,996
Broomhouse Centre	Citywide	To help establish a new children and youth service for looked after children and young people struggling to cope in kinship care across Edinburgh.	£9,557
Total Allocation			£105,470
Total Available			£108,000
Balance			£2,530

Education, Children and Families Committee

10:00, Tuesday, 7 March 2017

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

Item number 8.1

Report number

Executive/routine

Wards

Executive Summary

In March 2016, the annual report on Support to Children and Young People with Disabilities provided an overview on performance and planning in relation to support to families who have a child with a disability. This purpose of this report is to update the Committee on progress over the last 12 months.

Links

Coalition Pledges	P1
Council Priorities	CP1, CP2, CP3
Single Outcome Agreement	SO2, SO3

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

1. Recommendations

- 1.1 Note the progress made within the social work services for children and young people with disabilities.
- 1.2 Note that a further report on progress will be presented to Committee in March 2018.

2. Background

- 2.1 The Children (Scotland) Act 1995 requires local authorities to:
 - 2.1.1 Minimise the effect on a disabled child within the authority's area;
 - 2.1.2 Give children who have a disability the opportunity to lead lives as normally as possible;
 - 2.1.3 Carry out an assessment of the child/young person and family if asked to do so by the child's parent or guardian.

3. Main report

Self-directed Support

- 3.1 The [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) came into effect on 1 April 2014 and placed a number of new duties on local authorities, mainly to offer more choice to families in the arrangement of supports.
- 3.2 Aileen Campbell, MSP, officially launched the Scottish Government 2016-2018 Self-directed Support National Implementation Plan on 1 December 2016 and emphasised the Scottish Government commitment to normalising self-directed support as Scotland's approach to social care.
- 3.3 The City of Edinburgh Council Children with Disabilities Team was in a position to meet the requirements of the legislation for all new referrals from 1 April 2014 with the implementation of a new Funding Allocation System. Given the scale of transformational change involved and the major shifts required in practice and culture, the arrangements put in place continue to be reviewed and revised in the light of experience, monitoring and evaluation.

- 3.4 The Funding Allocation System which was implemented from 1 April 2014 is currently under review as we seek to develop a unified self-directed support approach in relation to all children in need, rather than a specific funding allocation system for disabled children. The aim is to move away from a points-based resource allocation system to an equivalency model which can be applied across children and families and is more asset-based than deficit-led. The challenge is to apply this in a fair and transparent manner within limited funds and resources. The service plans to implement the proposed framework (see Appendix One) by 1 July 2017.
- 3.5 Disabled children, young people and their families who are eligible for self-directed support now have an outcome focused assessment, are offered an indicative budget according to their level of assessed eligible need, and have as much involvement as they wish in the planning, arranging and managing of supports to meet their needs and agreed outcomes.
- 3.6 The following statistics were submitted to the Scottish Government in August 2016 in response to information requested for the 2016 Social Care Survey:
 - 3.6.1 160 self-directed support plans were started for children, following an assessment of their needs between 1/4/15 and 31/3/16.
 - 3.6.2 The total value of the support within these plans amounted to £422,050.28;
 - 3.6.3 In terms of how families chose to arrange and pay for their support:
 - 3.6.4 99 families out of the 160 selected Option 1 to arrange part of or their entire support plan (Direct payment where the family choose the support, arrange and pay for it);
 - 3.6.5 46 families out of the 160 selected Option 2 to arrange part of or their entire support plan (Family choose the support and the council arrange and pay for it);
 - 3.6.6 47 families out of the 160 selected Option 3 to arrange part of or their entire support plan (Council choose the support and arrange and pay for it- usually the 'traditional' service delivery);
- 3.7 These figures reflect the findings of the 2016 National care Survey which also found that the number of people choosing a Direct Payment to purchase their supports continues to increase.
- 3.8 Our Children with Disability Team has a Key Performance Indicator in place stipulating that all children who were receiving support on 31 March 2014 should have been transferred to one of the four options of self-directed support within a period of three years from the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013.
- 3.9 67 children receiving a service as of 31 March 2014 have now had a review under the new SDS legislation. Progress has been slower than expected due to the demands of undertaking assessments for new referrals and undertaking their

subsequent annual reviews of support. The total number of children within the disability team who now have an SDS plan is 155 (this includes children who received a service post March 2014). All of these children have an annual review within the 12- month period which is the target stipulated in the SDS Statutory Guidance.

- 3.10 The implementation of self-directed support legislation aligns with the Council's continued commitment to the Getting It Right for Every Child (GIRFEC) approach which is being embedded into legislation through The Children and Young People (Scotland) Act 2014.
- 3.11 Self-directed support is not a separate pot of money, but an approach which asks for more flexibility, choice and control for children and their families around how available funds are used to meet eligible need and achieve identified wellbeing outcomes of all children in need.
- 3.12 The approach also involves maximising best use of universal, family, community and existing commissioned resources and adopting an asset-based rather than a deficit-led approach.
- 3.13 The framework in Appendix One aims to demonstrate the proposed approach which builds on the GIRFEC and self-directed support principles of children and their families receiving appropriate, proportionate and timely support when they need it.
- 3.14 City of Edinburgh Council is committed to embedding an outcome-focused approach to the delivery of social care across all children in need, embedding the values and principles of self- directed support legislation as a way of doing things with people, not to or for them.
- 3.15 A separate progress report on the implementation of self-directed support within Communities and Families will be delivered to elected members at a future Education, Children and Families Committee in 2017.

Disability Practice Team

- 3.16 The Disability Practice Team consists of 1 Manager; 2 Team Leaders; 3 Senior Practitioners, 3 Social Work Assistants and 7.5 Social Workers.
- 3.17 The team undertakes the full range of statutory duties for children with a disability and their carers. The team works primarily with children with a significant physical disability or learning disability.
- 3.18 The Practice Team based at Royal Hospital for Sick Children (RHSC) also provides a similar service to children affected by disability alongside other aspects of hospital based social work.

	Disability Practice Team	Neighbourhood Hospital Service (figure includes all cases dealt with by hospital teams including New Royal Infirmary and Child and Adolescent Mental Health)
Caseload	413	176
Allocated cases	283	146
Unallocated cases awaiting initial assessment visit -new cases to the team	2	1
Unallocated cases awaiting a full assessment but no funded support under SDS in place	5	1
Families receiving a service to be annually reviewed	122	2
Children on Child Protection Register	5	14
Looked After and Accommodated Children	27	43
Looked After Children at Home	8	3

*Figures as of January 2017

- 3.19 All families referred to the Team are visited by a social worker to carry out initial assessment and to determine if further detailed assessment is required. In response to feedback from parents, the team now offers an information session to explain what is available in Edinburgh for children/young people who have a disability in Edinburgh. In many cases this results in an initial offer of a universal service which meets the needs of the child and family.
- 3.20 If a full social work assessment recommends that additional services are needed after family, community and universal supports have all been explored, this is

referred to a panel of managers to ensure consistency of decision making in allocation of resources. This is similar to practice in other Scottish local authorities.

- 3.21 If, following assessment, the family requires supports to meet eligible needs and outcomes, a budget/service level is agreed and offered to the family. The family and the allocated social worker then draw up a support plan outlining the package of support they want to put in place to meet the agreed outcomes for the child as well as outlining how they would wish this support to be arranged and paid for (the four Options).
- 3.22 All packages of support are reviewed within a year, or earlier if the family situation changes.
- 3.23 Workers within the Disability Practice Team have specialist knowledge in disability and a good awareness of the impact of disability on children and their families. The team has knowledge of local resources including third sector provision and supports families to find available resources. Workers also offer consultancy to locality practice teams, particularly in relation to children with autism and no learning disability.

Residential and Day Care Support Services

Seaview

- 3.24 Seaview is the only in-house residential service for children in Edinburgh, following the closure in 2015 of Hillview residential unit which provided a service to families in crisis or for longer term care placements due to family or carer breakdown. The impact of the closure, limited availability of foster care placements for children with significant disability, and the implementation of SDS have changed the pattern of demand for Seaview's 9 residential beds. There are more requests for shared care and less for short breaks. The team leader has led a strong team of staff who are highly committed to their children and effective in meeting a wide range of needs. The risk of closing Hillview was that it would limit our ability to respond to crises such as family breakdown and would create an associated risk that we will on occasion require to purchase residential resources from other providers. However, we have not admitted any children with disability to other residential units in the last year. There is some capacity becoming available at Seaview due to children moving on to other services.
- 3.25 Seaview currently provides a combination of residential short breaks and full time care for 38 children/young people, four of whom are looked after and accommodated on a full time basis.

Barnardo's Caern Short Breaks

- 3.26 The City of Edinburgh Council has commissioned services with Barnardo's Caern since 2003. Following the implementation of self-directed support legislation, the Council is moving incrementally from a block contract to individual contracts allowing families to exercise more choice. This has released monies to support more creative use of funds where requested

Action for Children

- 3.27 Action for Children is a residential respite unit for children/young people who have autism, a learning disability and severe and challenging behaviour. The unit is funded jointly by City of Edinburgh and the other Lothian local authorities and NHS contributes 50%.
- 3.28 Children/young people attend Action for Children when they are assessed with a high level of risk and need. This is a relatively intense type of service provision which aims to support families to maintain their resilience in order to avoid the need for full time accommodation of children. The service has in-house Psychology and offers all the families weekly outreach work to build their capacity to cope with challenging behaviour at home.

Day Services

- 3.29 The Disability Family Support Service is integrated with Seaview. It offers the following:
- 3.29.1 A small behaviour support team. This team can work in the family/carer's home to support families with the care/behaviour of their child. This can involve for instance ensuring pictorial communication systems are in place for the child, modelling or offering strategies to cope with different behaviours and sleep counselling. This service is supported by NHS and we receive consultation from the Children and Family Mental Health Learning Disability Team.
- 3.29.2 A small team of staff offers home or community support between 7am and 9pm, 7 days a week to families who are in crisis, hospital discharge, have welfare concerns or family health issues. The service either offers support for a short period of time until the crisis eases or the family are assessed for longer term support. This small team is currently the only team in Edinburgh to be able to offer early morning support. This appears to be a gap in the market whereby third sector providers find it difficult to recruit staff with sufficient flexibility to work early in the morning for a short time to support families with getting their son/daughter ready for school.
- 3.29.3 The Team runs a club at the weekend which is at full capacity for children aged 5 -12 years old. This offers families around 78 hours of short breaks per annum and gives the children the opportunity to have a social and play opportunity with other children of a similar age.

Play schemes

- 3.30 Easter 2017 will see the end of the first tendered contract for the Playscheme service. INC consortium delivers this contract and is currently made up of the Action Group, Fabb Scotland, Kidzcare Ltd, Lothian Autistic Society and The Yard.
- 3.31 The contract aimed to offer up to six weeks of service to 400 children and young people. The following shows the rate of uptake:

PLAYSCHEME UPTAKE					
	6 weeks	5 weeks	4 weeks and less	Average	Total number of children
Year 1	98	65	295	3.5 weeks per child	458
Year 2	121	75	275	4.2 weeks per child	471
Year 3 (year to date)	96	59	183	4.02 weeks per child	338 (at time of writing)

3.32 INC Consortium repeated a satisfaction survey in 2016 with all parents and carers whose child currently attends the play scheme service. This survey was also undertaken in 2015. Headline findings below show parent/carer satisfaction levels to be overall very positive.

	Rating Choice of: Very happy, Happy, OK, Not happy, Very unhappy	2015 % (no. of responses)	2016 % (no. of responses)
Overall how would you rate the service you and your child received from the INC Consortium play scheme?	Very happy or Happy	93% (100 out of 108)	93% (81 out of 87)
Did the play scheme make positive differences to you and your child?	Very happy or Happy	93% (103 out of 110)	90% (78 out of 87)
Did your child enjoy the activities that were offered?	Very happy or Happy	94% (101 out of 107)	89% (79 out of 89)
Were the transport arrangements suitable for your needs?	Very happy or Happy	75% (78 out of 104)	77% (65 out of 84)
Did our staff team communicate well with you?	Very happy or Happy	80% (86 out of 108)	81% (72 out of 89)
How did you find our booking service?	Very happy or Happy	82% (92 out of 111)	70% (62 out of 89)

3.33 In order to establish dialogue about service improvements, INC established a Parents Reference Group to raise any areas of concern and develop an action plan.

- 3.34 In addition to the playscheme service delivered by INC consortium we also fund:
- A small play scheme service for four children with severe and significant challenging behaviour. This is currently delivered by Action for Children for 6 weeks of the year. This provides a high staffing ratio for children who struggle in a larger group setting and who often need an individualised programme;
 - Contribution towards the Family play sessions at The Yard during the school holidays;
 - Family Fun Swim sessions delivered by Edinburgh Leisure.
- 3.35 Edinburgh Leisure delivered two family drop-in swimming sessions during Easter 2016 and 5 sessions in summer 2016 with up to 25 families accessing each session. This is an improvement from the three families who accessed it in the previous year and is possibly due to the service now running on a Saturday instead of mid-week. The service area intends to continue this service in discussion with Edinburgh Leisure for 2017.
- 3.36 The Playscheme service is now out to tender and the process will be ongoing as this report is made public. It is intended the new provider will commence delivery in August 2017. To ensure there is no break in service the current provider, INC consortium has agreed to extend their current contract to deliver a service in summer 2017.
- 3.37 To prepare for the tender the service area undertook an extensive co-production exercise with stakeholders including:
- An open discussion with INC partners to determine what worked, what didn't work and what could be improved;
 - an online survey for parents/carers asking them to highlight what has worked, what hasn't worked and detailing some of the current financial/demand pressures for the service and seeking their suggestions for solutions;
 - two sessions with colleagues to determine 'what we do well, what we need to improve and what we can change and how';
 - three focus groups for parents/carers to feedback and fine tune their suggestions;
 - a briefing event for prospective providers to facilitate a solution focussed discussion using parent/carer suggestions; and
 - two newsletters throughout the process for families to ensure ongoing communication.
- 3.38 The service has experienced the following pressures which have had an impact on capacity levels and costs: increasing demand, increase in support needs of individual children leading to an increase in staffing ratios and an increase in staff costs due, in part, to the introduction of the National Living Wage. The Council, in discussion with the Provider, has managed to date to balance these pressures within the budget available, however, this may need to be reviewed in the future.

- 3.39 In addition to these commissioned contracted services, we also have a number of grant funded projects which support disabled children and their families and the three year grant funded projects are detailed in Appendix 2.

4. Measures of success

- 4.1 Meeting the requirements of the Social Care (Self-directed Support) (Scotland) Act 2013 which will be evidenced by:
- 4.1.1 Compliance with the principles underpinning the legislation;
 - 4.1.2 The ability to offer people who are eligible for social care support, the four options as to how that support is organised and manage;
 - 4.1.3 The ability to notify people eligible for the four options of self-directed support of an estimate of the cost of meeting their care needs and support needs;
 - 4.1.4 The emergence of new types of services to meet care and support needs.
- 4.2 Reducing the number of children with a disability having to become looked after and accommodated.
- 4.3 Preventing disabled children from having to be placed in an out of council placement

5. Financial impact

- 5.1 The implementation of self-directed support involves a shift in the way in which budgets for service delivery are allocated with the introduction of indicative budgets (estimates of the cost of meeting a person's eligible needs and agreed outcomes) and the right of individual services users to determine how those budgets are utilised
- 5.2 The implementation of self-directed support across Edinburgh is regarded by the Scottish Government as cost neutral. It continues to be necessary to monitor and calibrate any resource allocation system to meet the eligible needs of individuals within budget.

6. Risk, policy, compliance and governance impact

- 6.1 The implementation of the requirements of the Social Care (Self-directed Support) (Scotland) Act 2013 requires a change in the way in which support is currently provided to children, young people and families eligible for assistance. Rather than providing or arranging services to meet the assessed need, the Council is required to provide to families an estimate of the cost of meeting their eligible social care needs and to then support them to exercise as much choice and control as they wish in meeting these needs, within the resources available.

- 6.2 The operation of our Funding Allocation System has been closely monitored over the past year to evaluate the following factors:
- 6.2.1 The Funding Allocation System is sufficiently flexible to be adjusted in response to issues identified through experience in operating the system;
 - 6.2.2 The Funding Allocation System is calibrated in order both to meet the needs of individuals and remain affordable to the Council.
- 6.3 As stated in 1.3, the Funding Allocation System which was implemented from 1 April 2014 is currently under review as we seek to develop a unified self-directed support approach in relation to all children in need, rather than a specific funding allocation system for disabled children. The new resource allocation system will also emphasise a pathway which maximises the best use of universal, family, community and existing commissioned targeted resources and adopting an asset-based rather than a deficit-led approach (see Appendix One).
- 6.4 The number of families choosing to take a Direct Payment has increased by over 150% since self-directed support has been implemented. The current Direct Payment Policy and Procedure is currently being reviewed. It is the plan to roll out training sessions to practitioners in order to satisfy the Council that Direct Payment Regulations and the policy and procedure are known to, and adhered to by practitioners and that there is a clear audit of the spending of public funds when a direct payment has been given.
- 6.5 A review of the transition policy and procedure is still outstanding, pending the outcome of organisational reviews within Health and Social Care. This will be undertaken within the next year.

7. Equalities impact

- 7.1 The fundamental principles of self-directed support are choice and control, enabling people to choose how to live their life and have control over the way in which their care needs are met. The Social Care (Self-directed Support) (Scotland) Act 2013 seeks to ensure that the principles of human rights and equality are central to the delivery of social care by placing a duty on local authorities to have regard to inclusion, collaboration and dignity when carrying out their duties. This report gives some detail to the manner in which it is proposed that these principles are embedded in Edinburgh.
- 7.2 There is an overall Equality Rights Impact Assessment (ERIA) which has been completed in respect of the Personalisation Programme.
- 7.3 An ERIA summary report for the Committee has been completed, summarising the above (see Appendix 3).

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 The SO3 disability sub group of the Children's Partnership implemented the use of a standard question, about a family's experiences as a whole, as to how well we are meeting the needs of the families of children with a disability in Edinburgh. Partners are being invited to use and report back on this question when undertaking a review of their services.
- 9.2 A newsletter has continued to be developed and issued on a four monthly basis through a school-bag drop to all children who receive special or additional education services. The purpose of this newsletter is to keep children and their families up to date with self-directed support and service developments.
- 9.3 There have continued to be regular engagement and consultation sessions, over the past year, with providers who support children with a disability in Edinburgh to aid the implementation of self-directed support and facilitate forward thinking in promoting a diverse and flexible market place for children and families in Edinburgh.
- 9.4 There have also been presentations to established carers/parents groups across the city.
- 9.5 As detailed in section three, there has been an extensive co-production exercise in relation to the evaluation of the playscheme contract, prior to writing the new service specification which is now out for tender.

10. Background reading/external references

- 10.1 A Whole Systems Approach to Self-directed Support in Edinburgh
- 10.2 [National Self-directed Support Strategy 2010-2020](#)
- 10.3 [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#)
- 10.4 [The Children and Young People \(Scotland\) Act 2014](#)
- 10.5 [Support to Children and Young People with Disabilities: Annual Progress Report](#), Education, Children and Families Committee (March 2016)
- 10.6 [Progress on the Implementation of Self-Directed Support in Children and Families](#), Education, Children and Families Committee (May 2015)

- 10.7 Extension of Short Residential Breaks at Barnardo's Caern Contract, Finance and Resources Committee (February 2016)
[http://www.edinburgh.gov.uk/download/meetings/id/49686/item_78 -
 _extension_of_short_residential_breaks](http://www.edinburgh.gov.uk/download/meetings/id/49686/item_78_-_extension_of_short_residential_breaks)
- 10.8 Self-directed Support Strategy 2010-2020, Implementation Plan 2016-2018
<http://www.gov.scot/Publications/2016/12/5432>

Alistair Gaw

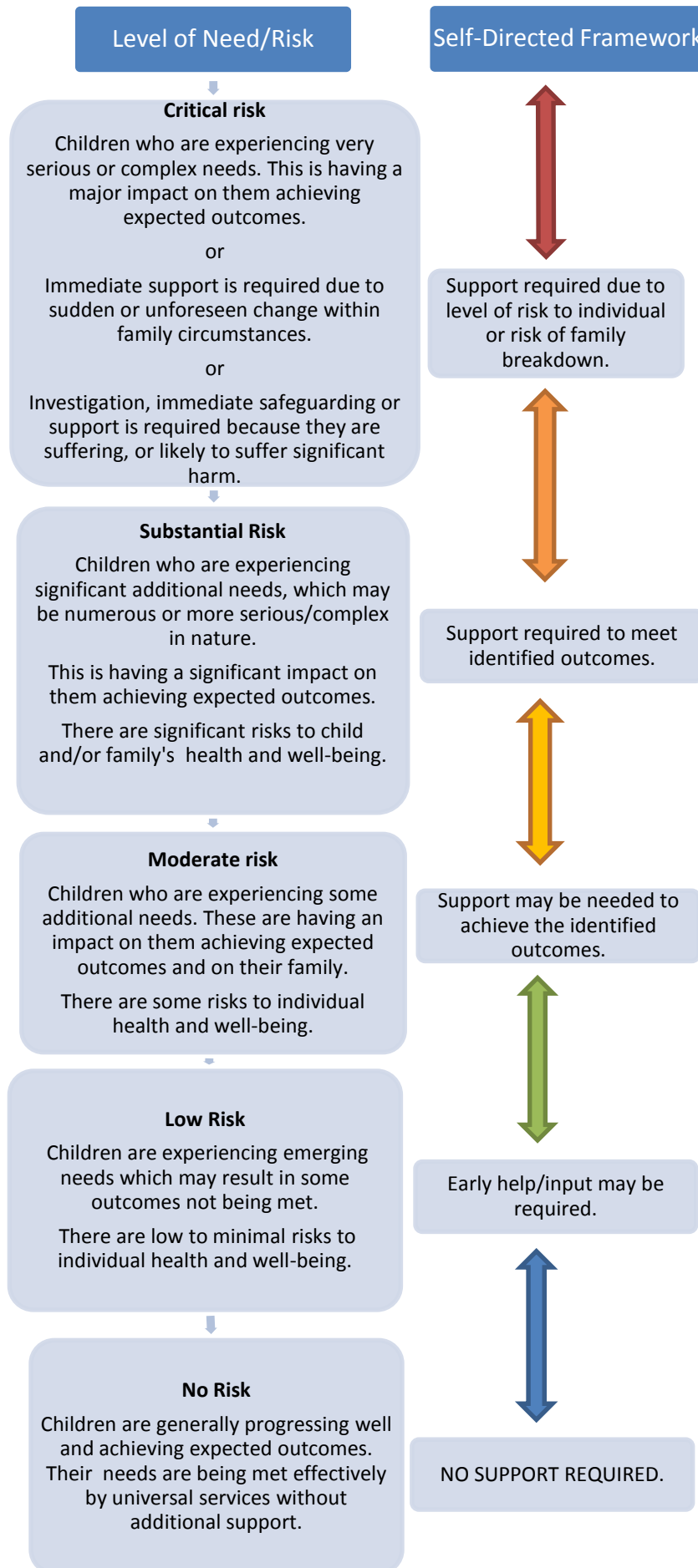
Acting Executive Director of Communities and Families

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11. Links

Coalition Pledges	P1 Increase support for vulnerable children, including help for families so that fewer go into care
Council Priorities	<ol style="list-style-type: none"> 1. Children and young people fulfil their potential 2. Improved health and wellbeing: reduced inequalities 3. Right care, right place, right time
Single Outcome Agreement	<p>SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health</p> <p>SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<ol style="list-style-type: none"> 1 Framework 2 Three-Year Grant Programme 2015-2018 3 ERIA Summary Report for Council Decision Makers



City of Edinburgh Council Three-Year Grant Programme 2015-2018

- The Council contributes funds to the following projects with a remit for supporting Children with a Disability.
- These descriptors are summarised from the grant applications and/or the public websites. Please contact the organisation directly or visit their website for the most accurate/up-to-date information on their respective services and supports.

Project	Short Descriptor
The Yard	The Yard runs adventure play services for disabled children, young people and their families in the east of Scotland. We offer disabled children and their siblings the chance to experience creative, adventurous indoor and outdoor play in a well-supported environment.
The Yard from 1 January 2017	A programme of targeted therapeutic and developmental play and activity sessions, where children with disabilities, developmental delay and life-threatening conditions, who have faced barriers in accessing essential early years services, can receive the support they require.
Sleep Scotland	Sleep Scotland promotes healthy sleep in children and young people through sleep awareness, sleep counselling, and education.
Fabb Scotland	Fabb Scotland works to give disabled children and young people access to sport, leisure and outdoor adventure. They raise awareness of disability among young people, breaking barriers to participation and facilitating access to community services.
Firsthand - Family Support	Firsthand deliver flexible and tailored respite to meet both the needs of the parents/carers, child/ren with a disability and their siblings. This whole family approach, delivered in the family home where children feel secure and comfortable, save parents/carers time, planning and the challenges of travel to access respite services for one child with a disability.
Lothian Autistic Society – The Summit Awards	Basecamp offers a wealth of opportunities to help develop skills in social communication and social interaction. Based in a local venue, the club focuses on themes which aim to develop your child's ability to cope in group setting over a 22-week programme.
Kindred	Kindred's vision and actions are to develop and maintain high quality specialist advocacy services which will be able to support families with complex needs and campaigning for families of children with additional support needs. The aim of the project is to provide support through information, assisting with forms and attending meetings with families.

ERIA SUMMARY REPORT

ERIA Summary Report for Council Decision Makers

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

Annual Report to Education, Children and Families Committee on support to children and young people with disabilities – 1 March 2016.

ERIA assessments have been carried out in relation to:

Progress on the Implementation of Self-directed Support to Education, Children and Families on Self-directed support – 20 May 2014

Review of Children & Families Occupational Therapy Team – 5 June 2014

The Organisational Review of Family Focus and KidzOwn – 9 July 2014

Personalisation Programme City of Edinburgh Council August 2014

Re-provisioning of Hillview (crisis care) and Seaview (respite) for Disabled Children- 23 October 2015

What are the main impacts on rights?

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

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

To deliver more appropriate and personalised supports to children and their families as a result of co-production and through consultation and evaluations.

Productive and Valued Activities – Access to a range of supports that help children to feel valued, included and to enjoy their childhood i.e. play schemes, that enhances their quality of life and allows them increased opportunities for play and social inclusion.

Individual, family and social life – to enhance access to social opportunities, and promoting the right to family life when it is safe to do so

Self Directed Support has enhanced equality by ensuring in legislation that children and their families are treated fairly and equally, and this is done specifically to their needs and from this, care packages are developed and arranged on an individual and person centred basis, thus allowing families to choose the support that makes sense to them.

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

What are the main impacts on equality?

Given the requirements of the self-directed support legislation, the Council is changing the way in which children and families are assessed/reviewed and the way in which decisions about the support they receive are made. This is being done to ensure better outcomes for individuals and ensure greater consistency and transparency in how decisions are reached.

The approach to assessment/review is:

- person-centred – focussed on strengths, abilities and needs
- outcome focused – goals that are important to the individual
- conversational in nature
- collaborative (involving the person, carer, professional, others)

What are the main ERIA recommendations?

1. Continue with the key performance indicator identified in relation to self-directed support planning to ensure that all eligible children and their families have a personalised co-produced support plan.
2. Continue with clear communication plans with children and their families and stakeholders affected by any changes to services such as the reprovisioning of Hillview and Seaview and the future delivery of the playscheme service.
3. Support practitioners within Council to achieve a balance between people's rights to take risks and harm minimisation, a Risk Enablement Framework be developed that incorporates the [FAIR approach](#) to human rights into the assessment and support planning process.
4. To improve the Council's ability to publish equality outcomes and report progress, given the existing gaps in data and need to monitor experience of self-directed support implementation, integrate equalities monitoring into a Personalisation Programme Performance Management Framework.
5. To ensure changes as a result of self-directed support are not having a negative impact, the Council will continue to monitor, in an ongoing way, the experience of children and families using self-directed support.

Further Information

Carol Chalmers, Senior Manager 0131 469 3348

Education, Children and Families Committee

10:00, Tuesday, 7 March 2017

Parental Engagement: Partnership Schools

Item number	8.2
Report number	
Executive/routine	
Wards	

Executive Summary

The purpose of this report is to provide an update on the Partnership Schools Project.

Links

Coalition Pledges	P1
Council Priorities	CP1
Single Outcome Agreement	SO3

Parental Engagement: Partnership Schools

1. Recommendations

- 1.1 To note the content of the report.

2. Background

- 2.1 The 2050 Edinburgh City Vision making Edinburgh a great city for young people will ensure that future generations are healthy, happy and able to enjoy their lives. Children who grow up with great care, support, experiences and opportunities will become confident individuals, effective contributors, and responsible citizens. A key driver to supporting children and young people's progress is parental engagement.
- 2.2 The City of Edinburgh Council is committed to help parents and communities to understand and to support children's education, influence attainment, encourage achievement and to identify and address barriers to parental engagement to ensure that all parents can be involved in their child's education.

3. Main report

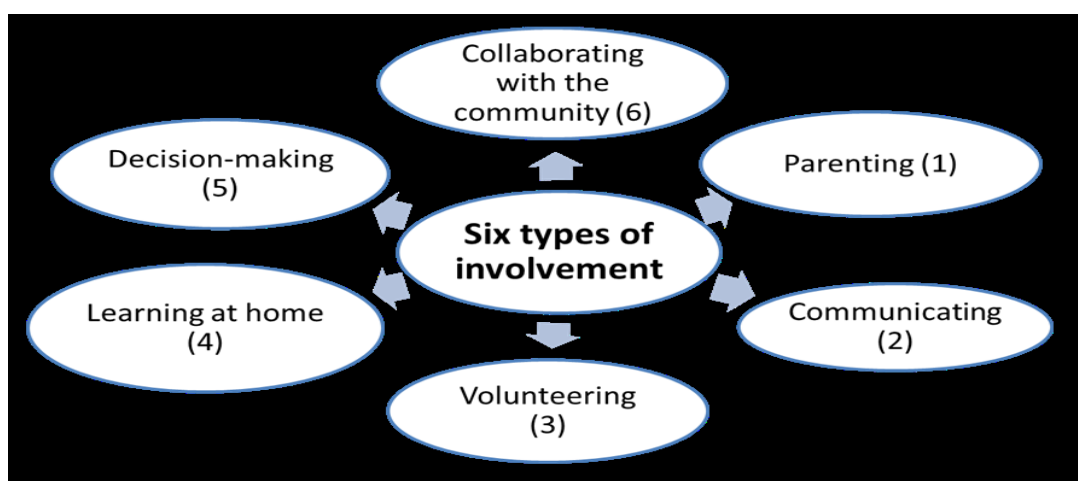
- 3.1 Research shows that developing and maintaining a strong partnerships approach improves outcomes for learners and is integral to the way an effective school works. Within the City of Edinburgh Council's Parental Engagement Strategy the six key areas are:
- Strengthening of all parent and carer engagement in their child's learning
 - Development of parent/carers and pupil voice
 - Assistance to parents and carers through parenting support when required
 - Development of effective partnership working and opportunities for, and the removal of, barriers to parental engagement
 - Development of effective communication and consultation
 - Strengthening of parent councils and forums
- 3.2 Throughout Communities and Families there continues to be extensive work carried out on a partnership basis e.g.
- Parent /Carer Involvement in Children's Learning:
- Parent Councils
 - Parent Locality Groups
 - City Wide Special Schools Group

- Consultative Committee With Parents
- Parent and Carer Support
- Improved Communication
- Family Learning

3.3 In March 2015 the City of Edinburgh Council joined with the Scottish Parent Teacher Council [SPTC] in a Partnership Schools project. The project aims to develop school, family and community partnerships to support school improvement. The programme is evidence-based developed in America, adapted and trialed by SPTC for Scottish schools. It was designed, developed and evaluated by a team based at Johns Hopkins University in the US over almost 30 years.

3.4 SPTC is a long-standing parent-led membership organisation and charity providing help, advice and support to parents up and down the country. Their focus is on making parental engagement with education as good as it can be, by supporting parents and working with local authorities, schools and other stakeholders to build and share good practice.

3.5 Within the Partnership Schools framework there are six types of Involvement:



3.6 The programme supported by Skills Development Scotland (SDS) has delivered the first year of the project across three local authorities: Angus, Edinburgh and Glasgow. Castleview Primary is the first school in Edinburgh to work with the Action Team for Partnership and have worked successfully together, forming relationships and taking forward their planned goals from their School Improvement Plan as detailed below:

Goals	Activities and Types of Involvement	Outcome & impact
Goal 1 Learning: Improving Numeracy.	Organise SEAL event to provide information and to give parents access to resources (communicating, learning at home).	Good levels of attendance: photos posted.

	Develop a SEAL Information Pack for parents (communication, learning at home).	Although there was initial reluctance from parents on the Action Team, they helped to organise events and are now taking a lead on the numeracy goal for 2016/17.
Goal 2 Learning: Improved literacy.	Organise whole school Career's Day with links made to literacy and lifelong learning (communicating, collaborating with the community).	Feedback being gathered from questionnaire to find out what jobs pupils would like to do.
	Develop a SEAL Information Pack for parents (communication, learning at home).	To be completed
Goal 3 Wellbeing: Create a no-smoking zone within school grounds and at school gates.	Create fliers to be handed out by parent volunteers (communicating, volunteering, and collaborating with the community).	The team reports a noted decrease in people smoking at the gates and no smoking within the school grounds; we will continue to reinforce the message
Goal 4 Partnership: Increased engagement between parents and teaching staff.	Parent members on the ATP will plan different ways to deliver Golden Time to include input from parents and others (volunteering, decision-making, collaborating with the community).	Work in progress
	Improve transition (parenting, decision-making).	Work in progress

* SEAL Stages of Early Arithmetical Training

- 3.7 A number of schools have shown interest in learning more and later in the session they will start to collate their action plan. In conclusion, through their involvement they will reap the benefits of planned and focused family and community partnerships, ensuring it is sustainable and has a plan for growth.

4. Measures of success

- 4.1 Increased percentage of parents / carers who say they are involved in their child's education.

5. Financial impact

- 5.1 No financial risk. The work on Partnership Schools is delivered within existing budgets.

6. Risk, policy, compliance and governance impact

- 6.1 Parent / carer input would be lost.

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Parent Locality Groups, City Wide Special Schools Group, and the Consultative Committee with Parents and working groups.

10. Background reading/external references

- 10.1 [Parent Council Resource: A guide to gathering views and ensuring parents' voices are heard in your school 2013 Scottish Government](#)
- 10.2 <http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

Alistair Gaw

Acting Executive Director of Communities and Families

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11. Links

Coalition pledges	P1 Ensuring every child has the best start in life
Council priorities	CP1 Children and young people fulfil their potential
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	

Education, Children and Families Committee

10am, Tuesday, 7 March 2017

Communities and Families Revenue Monitoring 2016/17 – month eight position

Item number	8.3
Report number	
Executive/routine	Routine
Wards	All

Executive summary

The report sets out the projected month eight revenue budget monitoring position for Communities and Families. Significant service pressures continue to be managed. The total unfunded budget pressure is currently £6.4m. Mitigating management action has been identified to fully address the budget pressures, resulting in a net residual balanced budget position for 2016/17.

Links

Coalition Pledges	P01 , P02 , P03 , P04 , P05 , P06 and P30
Council Priorities	CP1
Single Outcome Agreement	SO3

Communities and Families Revenue Monitoring 2016/17 – month eight position

Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee notes:
 - 1.1.1 the balanced revenue budget position at month eight;
 - 1.1.2 that approved savings in 2016/17 total £12.9m; the savings programme is being closely monitored with action taken to address any highlighted risks of non delivery.

Background

- 2.1 The total 2016/17 revised net budget for Communities and Families is £337.9m.
- 2.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2016/17 at month eight of the financial year.

Main report

- 3.1 Communities 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.

Unfunded Budget Pressures - £6.4m

- 3.2 To date, projected unfunded budget pressures of £6.4m have been assessed. The main service areas affected are out of Council residential placements and secure units. Further pressures have emerged from unachieved savings relating to the Schools and Lifelong Learning review and fostering services. Management action of £6.4m has been identified, inclusive of the use of reserves, staff vacancies, temporary use of Early years funding, and anticipated Scottish Government residual funding relating to the teachers' induction scheme. This is forecast to result in a net balanced budget position for 2016/17. Appendix 1 provides further details of the most significant areas of pressure and mitigating action.

Approved Budget Savings 2016/17 - £12.9m

- 3.3 The approved savings for Communities and Families in 2016/17 total £12.9m. Progress in the delivery of the savings programme is reviewed regularly, with

replacement savings identified where difficulties in delivery have been recognised.

- 3.4 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. At month eight this indicates that £10.5m (81%) of savings are assessed as green. A further £2.4m of savings (19%) are assessed as red and unachievable in 2016/17. Unachieved savings are included in the forecast budget pressure for month eight.

Further Management Action

- 3.5 The total projected budget pressure, including undelivered savings, is currently £6.4m. To date, mitigating management action to deliver further savings of £6.4m has been identified, resulting in a forecast balanced budget. This also assumes full delivery of all green approved savings of £10.9m.
- 3.6 Many of the management actions which have already been identified are one-off in nature, meaning that they assist in addressing the immediate challenge in 2016/17 only. The 2017/18 revenue budget, approved at Council on 9 February 2017, allows for sustainable solutions to these pressures, largely through provision of additional funding allocations.

Measures of success

- 4.1 The measure of success will be the achievement of a balanced revenue budget position for Communities and Families for 2016/17.

Financial impact

- 5.1 The report's contents project a balanced budget for the year. This position is subject to active monitoring and management of risks.

Risk, policy, compliance and governance impact

- 6.1 The delivery of a balance budget outturn for the year is the key target. The risks associated with cost pressures, increased demand and savings delivery targets are regularly monitored and reviewed and management action is taken as appropriate.

Equalities impact

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

Sustainability impact

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

Consultation and engagement

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

Background reading/external references

None.

Alistair Gaw

Acting Executive Director of Communities and Families

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Links

Coalition pledges	<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>
Council priorities	<p>CP1 – Children and young people fulfil their potential</p>
Single Outcome Agreement	<p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>1 Forecast areas of budget pressures and management action</p>

Forecast Areas of Budget Pressure and Management Action

Area of pressure/(action)	£m	Notes
Out of Council Residential Care	1.8	Projection based on known cases and estimated leaving dates. Nothing has been included for potential new cases as alternative care packages are being explored.
Secure Care	1.6	The budgeted level of secure beds is eight at present. The service has been operating at an average of 12 since the beginning of April although this has reduced to seven at present. The forecast takes account, however, of the planned cessation of new admissions to the Guthrie secure unit from December which will impact on income. The forecast assumes usage will continue at 7 with no beds being sold to other authorities.
Schools and Lifelong Learning Review	1.3	The saving required is £2.8m in 16/17. £1.5m is deliverable this year but a pressure remains for 16/17. This is expected to be fully deliverable in 17/18 following the conclusion of the service review.
Fostering	0.5	Overall numbers are 30 below target which is delivering £600K in annual savings. However, a pressure remains due to the number of placements being purchased from independent agencies which is higher than the target set. This is being caused by the high number of permanent foster placements resulting in reduced levels of turnover. The saving requires turnover of independent places and new placements being made with CEC carers.
Other forecast pressures across a range of service areas	1.2	Reflects projected pressures of £0.5m or less, across a range of service areas
Total Gross Pressure	6.4	

Early Years	(1.3)	Staff vacancies/ estimated temporary unused funding for implementation of flexible hours.
Scottish Government Funding – teacher’s induction scheme	(0.4)	Estimated residual Scottish Government funding allocation
Special Schools	(0.8)	One off savings from lower than budgeted classes for April - June and additional savings from Panmure due to the reduced school roll.
Application of Reserves	(0.9)	Application of departmental reserves
Other forecast savings/ management action	(3.0)	Reflects forecast savings across a range of service areas
Net Residual Pressure	0.0	

Education, Children and Families Committee

10am Tuesday 7 March 2017

Recommendations of the Social Work Complaints Review Committee of 24 February 2017

Item number	8.4
Report number	
Wards	All

Links

Coalition pledges	
Council outcomes	
Single Outcome Agreement	SO2

Gerrard Clark

Chair, Social Work Complaints Review Committee

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Recommendations of the Social Work Complaints Review Committee of 24 February 2017

Summary

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 the Communities and Families Directorate.

For decision/action

The Social Work Complaints Review Committee has referred its recommendations on complaints against the social work service within Communities and Families to the Committee for consideration.

Main report

- 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 are required to be objective and independent in their review of responses to complaints.
- 2 The CRC met in private on 24 February 2017 to consider a complaint against the social work service within Communities and Families. The complainants and the service representatives attended throughout.
- 3 The complainants remained dissatisfied with the Council's response to complaints about accident and incident handling and reporting procedures in respect of an injury sustained by their daughter at her playscheme service.
- 4 The complaint comprised the following main points:
 - i) the complainants stated that the Council's response to them was inaccurate as she did not receive information on other appropriate community resources;
 - ii) the complainants remained dissatisfied that their daughter was not prioritised by the Consortium for an alternative playscheme. The complainants felt they were being victimised for making a complaint; and
 - iii) the complainants stated that they could not understand how their daughter's broken tooth was not noticed by playscheme staff following the incident.

- 5 The complainants acknowledged that, although they had accepted the apology provided by the Chief Social Work Officer, they felt that the service provided had fallen below the standard expected. It was accepted that improvements to procedures had been implemented and steps taken to ensure this did not happen again.
- 6 The complainants explained they wished to highlight two key areas within the investigation which they felt had not been adequately addressed. Firstly, their daughter had been allocated 1-1 care and they could not accept that over a 2-hour period no-one had noticed her injuries or reported them. Secondly, following the incident and after removing their daughter from the playscheme, the complainants then were neither prioritised nor offered another place in an alternative playscheme for their daughter for a period of time thereafter and she was placed at the bottom of waiting lists.
- 7 The complainants felt that their daughter should have been prioritised for a place within an alternative playscheme due to service failure within the playscheme where the incident had occurred.
- 8 Members of the Committee were then given the opportunity to ask questions of the complainant.
- 9 The Investigating Officer confirmed that the playscheme service for disabled children and young people was a universal and non-assessed service which operated on a first come first served basis. Families chose to book places direct through the service provider and paid a contribution towards the cost of their child attending. The Council was not required to offer a replacement.
- 10 The Investigating Officer advised that the Consortium dealt with a huge range of children with differing levels of disabilities and needs and it was not easy to simply move one child from one service to another. Each child's individual needs required to be risk assessed and children were offered places based on the service's ability to meet those individual requirements.
- 11 The Council had provided the complainants with information on other community resources.
- 12 The Investigating Officer confirmed that the complaint had been upheld by the service provider and that the response to their daughter's accident had been unacceptable. A number of service improvements had been identified by the service as a result of this to prevent a similar issue recurring.
- 13 Members of the Committee were then given the opportunity to ask questions of the Investigating Officer.
- 14 Following this, the complainants and the Investigating Officer withdrew from the meeting to allow the Committee to deliberate in private.

Recommendations

After full consideration of the complaints the Committee reached the following decisions/recommendations:

- 1) The Committee did **not uphold** the complaint set out in paragraph 2.1 of the report by the Acting Executive Director of Communities and Families. However, the Committee felt that more information and explanations could have been given to the family. The Council had provided the information on community options but this did not constitute an equivalent service. Unfortunately there was no equivalent option available through the Consortium.
- 2) The Committee did **not uphold** the complaint set out in paragraph 2.2 of the report by the Acting Executive Director of Communities and Families. The Committee was of the view that whilst the Council did not give the complainants' daughter priority, there was no evidence of victimisation. There was also insufficient evidence available to conclude that prioritisation would have provided a solution to the problem.
- 3) The Committee did **not uphold** the complaint set out in paragraph 2.3 of the report by the Acting Executive Director of Communities and Families. The Committee believed this part of the complaint had arisen from the inadequate assessment and reporting which had been investigated and had been the subject of an apology.

The Committee also noted that the Care Inspectorate report had accepted the improved accident and incident handling and reporting procedure and had not made any further recommendations.

Background reading/external references

Agenda, confidential papers and minute of the Complaints Review Committee of 24 February 2017.

Links

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 7 March 2017

Recommendations of the Social Work Complaints Review Committee of 1 March 2017

Item number	8.5.1
Report number	
Wards	All

Links

Coalition pledges	
Council outcomes	
Single Outcome Agreement	SO2

Sandra Mair

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Recommendations of the Social Work Complaints Review Committee of 1 March 2017

Summary

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 the Communities and Families Directorate.

For decision/action

The Social Work Complaints Review Committee has referred its recommendations on complaints against the social work service within Communities and Families to the Committee for consideration.

Main report

- 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 are required to be objective and independent in their review of responses to complaints.
- 2 The CRC met in private on 1 March 2017 to consider a complaint against the social work service within Communities and Families. The complainants and the service representatives attended throughout.
- 3 The complaint related to the complainant's dissatisfaction with the Council's response to a complaint which comprised the following main points:
 - i) The complainants remained dissatisfied with the Council's response to their complaint regarding the social work placement of their daughter following her discharge from the Child and Adolescent Mental Health Service, Inpatient Unit (YPU), Royal Edinburgh Hospital. They stated that their daughter had been placed in a Young People's Centre against their wishes, without their consent and that this open unit was a dangerously inappropriate setting given her mental health, self-harming and suicidal behaviour. The complainants did not accept that that social work staff were not aware that the NHS was planning to discharge their daughter from hospital until forty eight hours previously. They disputed that a sound risk assessment was completed and sought further clarity around the discharge process as it occurred, including the Council's challenge of the NHS decision to go ahead with the discharge.

- ii) They disagreed with the Council's rationale for refusing their offer to fund specialist care for their daughter in the short term. This was on the grounds that the initial assessment of care needs and risk was sound and that when a young person was first placed away from home local resources should be used rather than ones outwith the authority.
 - iii) They were dissatisfied with the care planning provided including the lack of written information around their daughter's care and medication needs from the NHS to the Council and the absence of available details describing the information provided by social work staff to staff at the Young Persons Centre. They advised that no additional support had been put in place for their daughter until a week after her discharge when a nurse was allocated. It was further advised that no changes were made to their daughter's care plan until a week after she absconded from the Centre.
 - iv) They disagreed with the decision of social work not to examine all evidence including information from their daughter's phone and reviewing and revising plans in light of new information. They did not accept that actions taken by social work in examining the available information were reasonable and proportionate.
 - v) They disagreed that social work reports were of a satisfactory quality, balanced and fair. Further to this they did not agree that factual inaccuracies identified in reports were corrected by social work staff and did not impact subsequent decision making.
 - vi) They were dissatisfied by the lack of social work review into their daughter's case and believed that no review would have been undertaken had they not submitted a complaint.
- 4 The complainants indicated that their daughter had been admitted to the Child and Adolescent Mental Health Service Inpatient Unit in December 2015 with low mood and suicidal thoughts. She had been referred to social work in late December 2015 and early January 2016 following allegations of historical abuse at home. A child protection case conference had been held in respect of both of their children following further allegations made in February 2016. At this time there was insufficient evidence to confirm significant risk of harm and the decision had been taken not to place the children's names on the child protection register.
- 5 The complainants indicated that during February and March 2016 their daughter had assaulted a nurse in an attempt to get into a medicine cabinet, violently attacked a nurse, breaking her arm and assaulted another resident and nurse.
- 6 The complainants advised that on 21 March 2016, the social work services had been advised that their daughter's clinician felt that she no longer met the criteria for the Young Person's Unit and would be discharged from their care within 48 hours. A place had been identified at a Young People's Centre but the complainants felt that the placement was not suitable to meet their daughter's needs.

- 7 The complainants indicated that their daughter had absconded from the Centre on the day after her arrival and had to be returned there by the police who had expressed concern at their daughter's mental state. The complainants felt that their daughter should have been placed in secure accommodation at this time and that not enough priority was being given to her mental health issues. Following two further episodes of running away from the Centre, during the second of which she placed herself in danger, she had been placed in secure accommodation for her own safety.
- 8 The complainants stressed that they felt that many of the reports into the health of their daughter were not balanced and that Social Work reports had contained inaccuracies. They further felt that the risk assessment carried out was neither sound nor robust and that the decision to place their daughter in a Young People's Centre was not rational.
- 9 Members of the Committee were then given the opportunity to ask questions of the complainant.
- 10 The Investigating Officer confirmed that the clinician at the secure unit had decided that the complainants' daughter no longer needed or met the criteria for secure accommodation and that a placement in the Young Person's Centre would be suitable. This had been based on the assessment of the child's needs with additional support being provided on an outpatient basis.
- 11 The Investigating Officer acknowledged that the move to the Young People's Centre had had a huge detrimental effect on the complainants' daughter but confirmed that the discharge from a medical facility was the responsibility of the clinician involved and that the social work services were unable to prevent this from happening. He indicated that managers within the service were confident that the Centre would be suitable with the correct outpatient input.
- 12 The Investigating Officer indicated that the Council were working towards agreeing discharge protocols with the NHS and that they would feed back to the family on the outcome of these discussions.
- 13 The Investigating Officer stressed that during the investigation into allegations of abuse, they were unwilling to access the complainants' daughter's phone messages as they were trying to build a relationship with the child and felt that this would be a breach of their trust.
- 14 The Investigating Officer believed that there was documented evidence that the complainants had been interviewed and listened to in regard to their daughter's situation and the investigation had found that the complainants had been kept informed at all stages. She stressed that the language used within the investigation was standard language and that she felt that the wording did not reflect badly on the parent but were presented objectively.
- 15 She stressed that factual inaccuracies had been altered but did not change the decision making process.

- 16 Members of the Committee were then given the opportunity to ask questions of the Investigating Officer.
- 17 Following this, the complainants and the Investigating Officer withdrew from the meeting to allow the Committee to deliberate in private.

Recommendations

After full consideration of the complaints the Committee reached the following decisions/recommendations:

- 1) The Committee did **not uphold** the complaint set out in paragraph 3 (i) above.
The Committee felt that the Council had completed a risk assessment and found appropriate accommodation with out-patient mental health support. When this NHS support failed to materialise, the Council had secured mental health nurse support.
The Committee recommended that the NHS and Council Social Work Service review discharge and handover procedures to ensure that they were jointly agreed and completed with the safety of the child being paramount.
- 2) The Committee did **not uphold** the complaint set out in paragraph 3 (ii) above.
The Committee felt that the accommodation provided was appropriate for the complainants' daughter's needs.
- 3) The Committee did **not uphold** the complaint set out in paragraph 3 (iii) above.
The Committee's recommendation in decision 1) above, also applied in this case.
- 4) The Committee did **not uphold** the complaint set out in paragraph 3 (iv) above.
The Committee felt that this was seen as a breach of practice and that the Social Workers involved were trying to develop a relationship with the complainant's daughter.
- 5) The Committee did **not uphold** the complaint set out in paragraph 3 (v) above.
The Committee believed that there had been inaccuracies in the report which had been corrected. The inaccuracies had been minor and had not impacted on the decisions.
The Committee recommended that reports be issued timeously to allow the family time to comment and make any changes.
- 6) The Committee **partially upheld** the complaint set out in paragraph 3 (vi) above.
The Committee believed that a Social Work review would have taken place even if a complaint had not been received. However, communication from the Social Work Services on this had been confusing and misleading.
The Committee also noted that the Department had agreed that the outcome of the inter-agency review would be communicated to the complainants and hopefully this would provide assurance that lessons had been learned.

Background reading/external references

Agenda, confidential papers and minute of the Complaints Review Committee of 1 March 2017.

Links

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, 7 March 2017

Education, Children and Families Committee Response to a Complaints Review Committee Outcome

Item number	8.5.2
Report number	
Executive/routine	
Wards	

Executive Summary

This report outlines the actions taken by Communities and Families following the recommendations of a Complaints Review Committee held on 1 March 2017.

Links

Coalition Pledges	P1
Council Priorities	CP3
Single Outcome Agreement	SO2 SO3

Response to a Complaints Review Committee Outcome

1. Recommendations

- 1.1 The Education, Children and Families Committee is recommended to note the actions taken in relation to the decision of the Complaints Review Committee on 1 March 2017.

2. Background - Complaints Review Committee Findings

- 2.1 Following the Complaints Committee the complainants alleged inconsistencies between the written report and statements made by the presenting officer about whether their child met the conditions for a secure placement. They contended that these inconsistencies had fundamentally prejudiced their right to a fair hearing. The point in question was that the Council's written response to the complainants had stated that the criteria for admission to a secure unit had not been met in their daughter's case; whereas the officer in attendance at CRC, when asked, accepted that the secure criteria had been met. The differences between these two statements are differences in use of language and they do not indicate any disagreement between the written response and the officer's comments in CRC about the risk assessment in this case.
- 2.2 An explanation has been offered advising that in the legislation there are conditions and circumstances that require to be met before a child can be admitted to a secure unit. There is no mention of "criteria", although we have tended to use that term in Edinburgh to describe the conditions for secure admission. The question asked by the CRC to the senior officer present at the meeting was "do you accept that the secure criteria were met", to which he replied "yes". In doing so, he was referring to what the law describes as the conditions for secure admission.
- 2.3 These conditions are set out in the section 70 of the Children (Scotland) Act 1995, as amended by the Children's Hearings (Scotland) Act 2011:
- (4) The conditions are—
- (a) that the child has previously absconded and is likely to abscond again and, if the child were to abscond, it is likely that the child's physical, mental or moral welfare would be at risk;
 - (b) that the child is likely to engage in self-harming conduct;
 - (c) that the child is likely to cause injury to another person.

Many young people meet these conditions. In our service we have a tendency to refer to a young person meeting these conditions as “meeting the secure criteria”. However the following circumstances, set out in the regulations accompanying the legislation, also need to be met before a child can be admitted to secure.

(3) The circumstances are—

(a) that the chief social work officer and the head of unit are satisfied with respect to the child that one or more of the conditions referred to in paragraph (4) is satisfied and that placement in secure accommodation is in the best interests of the child;

(b) that the chief social work officer is satisfied in relation to the placing of the child in the residential establishment providing the secure accommodation that the placement in that establishment is appropriate to the child’s needs having regard to the residential establishment’s statement of functions and objectives.

- 2.4 This is a question of professional judgement and the guidance essentially requires us to be satisfied that we have done everything else possible other than use a secure placement. In this case, the child had not been previously looked after, she had only been known to the social work service for three or four months, the advice from NHS consultant was that her needs could appropriately be met in local authority care with additional mental health support, and it was therefore reasonable and appropriate for the council to care for her in an open unit in the first instance. It was by no means obvious that secure care was in her best interests at the point of her transfer from NHS care to council care.
- 2.5 A further offer of a meeting with the complainants to discuss this has been made. Officers do not accept that the Complaints Committee was misled at any stage, and invite the Committee to consider the CRC’s recommendations.
- 2.6 The Committee partially upheld the complaint set out in paragraph 2.6 of the report by the Acting Executive Director of Communities and Families.
- 2.7 The Committee believed that a social work review would have taken place even if a complaint had not been received. However, communication from the social work services on this had been confusing.
- 2.8 The Committee also noted that the Department had agreed that the outcome of the inter-agency review would be communicated to the complainants and hopefully this would provide assurance that lessons had been learned

3. Main report - Improvement Actions

- 3.1 The complainants advised of their dissatisfaction in relation to the lack of social work review into their child’s case and belief that no review would have been undertaken had they not submitted a complaint.

- 3.2 The complainants were provided with conflicting information in relation to whether or not a review of their child’s case would be undertaken. In a letter dated 24 May 2016 from the Acting Children's Practice Team Manager they were advised that there had been a previous miscommunication by staff in informing them that an enquiry into the events that led up to their child’s discharge from the YPU would be undertaken by the department. In the complaint response letter dated 28 October 2016 the complainants were advised that the investigation determined that a case review was requested with NHS Lothian on 19 April 2016 due to the concern about lack of partnership working with at the time of their child’s discharge from the YPU.
- 3.3 A joint review is ongoing between the Council and NHS and the outcome will be communicated to the complainants.

Alistair Gaw

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4. Links

Coalition Pledges	P1 Increase support for vulnerable children, including help for families so that fewer go into care
Council Priorities	CP3 Right care, right place, right time
Single Outcome Agreement	SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	