

Notice of meeting and agenda

Education, Children and Families Committee

10:00am, Tuesday 22 May 2018

Dean of Guild Court Room, City Chambers, High Street, Edinburgh

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

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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 Currie Community High School Parent Council (in respect of item 7.1 – Update on the Informal Consultation in West/South West Edinburgh Schools)
- 3.2 Comann nam Pàrant (Dùn Èideann) - (in respect of item 7.2 – Outcome of the Informal Consultation on the Future of Gaelic Medium Education)

4. Minutes

- 4.1 Education, Children and Families Committee 6 March 2018 (circulated) - submitted for approval as a correct record
- 4.2 Additional Meeting of Education, Children and Families Committee 29 March 2018 (circulated) - submitted for approval as a correct record

5. Forward planning

- 5.1 Key Decisions Forward Plan (circulated)
- 5.2 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 Update on the Informal Consultation in West/South West Schools - report by the Executive Director for Communities and Families (circulated)
- 7.2 Outcome of the Informal Consultation on the Future of Gaelic Medium Education (GME) - report by the Executive Director for Communities and Families (circulated)
- 7.3 Update on Wave 4 Education Infrastructure Investment - report by the Executive Director for Communities and Families (circulated)

- 7.4 Trialling the Use of Technology to Stream Live Data from the Classroom to Pupil Unable to Attend School - report by the Executive Director for Communities and Families (circulated)
- 7.5 Teacher Recruitment Update - report by the Executive Director for Communities and Families (circulated)
- 7.6 Edinburgh Catering Services – Update on School Meals and the Use of Plastic in Schools - report by the Executive Director of Resources (circulated)
- 7.7 Additional Support for Learning and Special Schools - Inclusion and Engagement of Children, Young People and Families – report by the Executive Director for Communities and Families (circulated)
- 7.8 Educational Attainment in Primary and Secondary Schools 2017 – report by the Executive Director for Communities and Families (circulated)
- 7.9 Child Protection Performance – report by the Executive Director for Communities and Families (circulated)
- 7.10 Choose Youth Work – Participatory Budgeting – report by the Executive Director for Communities and Families (circulated)
- 7.11 City of Edinburgh Education Improvement Plan - report by the Executive Director for Communities and Families (circulated)
- 7.12 Expansion of Early Learning and Childcare from 600-1140 hours by 2020. Current Progress and Next Steps - report by the Executive Director for Communities and Families (circulated)
- 7.13 Family Support Volunteer Service to Safe Families for Children – report by the Executive Director for Communities and Families (circulated)
- 7.14 Communities and Families Grants to Third Parties 2019-22 - report by the Executive Director for Communities and Families (circulated)
- 7.15 One Year Awards 2018-19 – report by the Executive Director for Communities and Families (circulated)
- 7.16 Daylight Impact Assessment Central Library - report by the Executive Director for Communities and Families (circulated)
- 7.17 Framework for Excellence in Health and Wellbeing - report by the Executive Director for Communities and Families (circulated)
- 7.18 Implementing the Programme for the Capital: Coalition Commitments - report by the Executive Director for Communities and Families (circulated)
- 7.19 Child Poverty - School Uniform Grant – report by the Executive Director for Communities and Families (circulated)

8. Motions

- 8.1 If any

Laurence Rockey

Head of Strategy and Insight

Committee Members

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Corbett, Griffiths, Howie, Laidlaw, Rust, Smith and Young.

Added Members for Education Items

Religious Representatives

Rabbi David Rose, Dr Rita Welsh and (Vacancy)

Parent Representative (Non-Voting)

Alexander Ramage

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 1 parent representative (non-voting) 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 Dean of Guild Court Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell or Blair Ritchie, Committee Services, City of Edinburgh Council, Business Centre 2:1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4240 / 0131 529 4085 email lesley.birrell@edinburgh.gov.uk / blair.ritchie@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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Education, Children and Families Committee

10.00am, Tuesday 6 March 2018

Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Child, Corbett, Howie, Laidlaw, Rust, Smith and Young.

Parent Representative

Alexander Ramage (non-voting)

1. Adverse Weather Conditions - Convener's Remarks

The Convener thanked all pupils, staff and parents for their help and cooperation during the recent adverse weather conditions. It was never an easy or popular decision for the Council to close schools but the safety of pupils, staff and parents was the most important thing.

2. Deputation – Trinity Academy

The Committee agreed to hear a deputation from Trinity Academy Parent Council in relation to Councillor Laidlaw's motion regarding Trinity Academy.

The deputation indicated that there still seemed to be a lack of commitment by the Council to invest in Trinity Academy. They highlighted the following three main issues - poor quality of facilities (especially for the physical education department), the poor condition of the school which uniquely combined a Victorian era block, a 1960's block and a 1990's block and finally rising school rolls.

The deputation requested that a detailed planning and business case be prepared as a matter of urgency to address the issues so that pupils at Trinity did not feel disadvantaged compared to pupils at other schools in the City.

3. Deputation – Drummond Community Campaign

The Committee agreed to hear a deputation from Drummond Community Campaign in respect of Gaelic Medium Education (GME) secondary provision at Drummond Community High School.

The deputation indicated that they had requested the deputation because of the informal consultation proposal to transfer secondary-level (GME) to Drummond which, in the longer term, could operate as a dedicated GME secondary school.

Their understanding was that at the engagement event on 27 February 2018, officers and councillors gave them a commitment that Drummond would not become a dedicated GME school and it would remain open to pupils from Broughton, Leith Walk and Abbeyhill Primary Schools. They welcomed this commitment and highlighted the following three requests – to learn from the informal consultation process, to look at all options for secondary GME provision not just Drummond, and to formalise the commitment.

To note that a report setting out all the proposed options for future provision of GME secondary education would be submitted to the meeting of the Committee on 22 May 2018.

4. Motion by Councillor Laidlaw – Trinity Academy

The following motion by Councillor Laidlaw was submitted in terms of Standing Order 16:

“Committee:

Recognises the unacceptable suitability of the built facilities at Trinity Academy and the adverse building condition reports for Trinity Academy and Trinity Primary. Further recognises the complexity of the Trinity Academy/Trinity Primary site and accepts the additional work that is likely to be required to deliver a successful campus model, or to look at alternative solutions, in readiness for any Scottish Government funding scheme.”

Accordingly ask officers for a report in one cycle setting out the next steps in terms of a Business Case and detailed design work for each of:

- (a) Trinity Academy
- (b) A Trinity Academy/Trinity Primary Campus; and
- (c) Bangholm Gym and Pool facilities to support a secondary school of approximately 1200 roll.

The report should identify the resources required to progress each case.”

- moved by Councillor Laidlaw, seconded by Councillor Rust

Decision

To approve the motion by Councillor Laidlaw.

5. Motion by Councillor Miller – Central Library Daylight Impact Assessment

The following motion by Councillor Miller was submitted in terms of Standing Order 16:

“Committee:

Notes that the planned development of the Cowgate gap site to the rear of the Central Library may affect daylight enjoyed by library staff and users.

Calls for an independent daylight impact assessment report for the Central Library in one cycle, including but not limited to, recommendations on how to maintain lighting levels in the library.”

- moved by Councillor Miller, seconded by Councillor Mary Campbell

Decision

To approve the motion by Councillor Miller.

6. Child Poverty – School Uniform Grant

Financial options were presented for increasing the school clothing grant and how transaction applications could be streamlined and information processed to ensure that no eligible family missed out on the clothing grants and free school meals they were entitled to.

Motion

- 1) To note the report.
- 2) To commend the excellent work outlined in Sections 3.1 and 3.9 of the report.
- 3) To agree to streamline the criteria for entitlement to a Clothing Grant by aligning it with eligibility for Free School Meals status, making the application process easier for families and ensuring a further 450 – 500 pupils access support
- 4) To agree that the primary school pupil entitlement was the same as the secondary school entitlement which will result in more efficient administrative processes and would provide additional support to around 3,600 families of primary school children
- 5) To agree to increase the clothing grant for all eligible pupils taking account of the financial options presented at 5.
- 6) To agree to implementation of a new transactions system which would allow the Authority to use housing benefits and council tax reduction data to identify eligible pupils and automatically make an award to families reducing the burden for parents/carers to go through duplicate application and verification processes (subject to information governance guidelines).

- 7) To note the Child Poverty Action Group estimate of £129.50 for school clothing and associated items and agree a further report for the Education, Children and Families meeting in May looking at options for and costs associated with meeting that higher figure; the report to also include information on the range of costs of school uniforms from outlets within the City of Edinburgh area.

- Moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To approve the report's recommendations and additionally to note the Child Poverty Action Group estimate of £129.50 for school clothing and associated items and agree a further report for the Education, Children and Families meeting in May looking at options for and costs associated with meeting that higher figure including discussions with schools and Scottish Government on the extent to which a small part of Pupil Equity Funding could be earmarked for further support for school clothing in line with the core aims of the Pupil Equity Fund.

- Moved by Councillor Mary Campbell, seconded by Councillor Corbett.

Voting

For the motion: 6 votes

For the amendment: 5 votes

(For the motion - Councillors Bird, Child, Dickie, Howie, Perry and Young.

For the amendment - Councillors Campbell, Corbett, Laidlaw, Rust and Smith).

Decision

- 1) To note the report.
- 2) To commend the excellent work outlined in Sections 3.1 and 3.9 of the report.
- 3) To agree to streamline the criteria for entitlement to a Clothing Grant by aligning it with eligibility for Free School Meals status, making the application process easier for families and ensuring a further 450 – 500 pupils access support
- 4) To agree that the primary school pupil entitlement was the same as the secondary school entitlement which will result in more efficient administrative processes and would provide additional support to around 3,600 families of primary school children
- 5) To agree to increase the clothing grant for all eligible pupils taking account of the financial options presented at 5.

- 6) To agree to implementation of a new transactions system which would allow the Authority to use housing benefits and council tax reduction data to identify eligible pupils and automatically make an award to families reducing the burden for parents/carers to go through duplicate application and verification processes (subject to information governance guidelines).
- 7) To note the Child Poverty Action Group estimate of £129.50 for school clothing and associated items and agree a further report for the Education, Children and Families meeting in May looking at options for and costs associated with meeting that higher figure; the report to also include information on the range of costs of school uniforms from outlets within the City of Edinburgh area.

(References – Education, Children and Families Committee, 10 October 2017 (item 3); report by the Executive Director for Communities and Families, submitted)

7. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 12 December 2017 as a correct record.

8. Education, Children and Families Committee - Key Decisions Forward Plan

The Education, Children and Families Committee Key Decisions Forward Plan was submitted.

Decision

To note the Key Decisions Forward Plan.

(Reference – Key Decisions Forward Plan, submitted)

9. Education, Children and Families Committee Rolling Actions Log

The Education, Children and Families Committee Rolling Actions Log for March 2018 was presented.

Decision

- 1) To close actions 10, 13, 17, 24 and 25.
- 2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log 6 March 2018, submitted)

10. Business Bulletin

The Education, Children and Families Committee Business Bulletin for 6 March 2018 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin – 6 March 2018, submitted)

11. Schools and Lifelong Learning Estate Strategic Review – West and South West Edinburgh

An update was provided on progress with the strategic review of the schools and lifelong learning estate in west and south west Edinburgh.

Decision

- 1) To note the update on the schools and lifelong learning estate strategic review in the west and south west of Edinburgh and the arrangements for the special meeting of the Education, Children and Families Committee on 29 March 2018.
- 2) To note that the planned consultation and engagement meetings which were cancelled due to the recent adverse weather conditions would be re-scheduled.

(References – Minute of the Education, Children and Families Committee 12 December 2017 (item 6); report by the Executive Director for Communities and Families, submitted)

Declaration of Interest

Councillor Young declared a non-financial interest in the above item as the parent of a young person attending Kirkliston Primary School.

12. School Session Dates Consultation

A summary was provided on responses to a consultation of parents/carers, pupils and staff on the criteria for future school session dates. More than 9,000 people took part in the consultation and the feedback had informed proposed session dates for 2019/20, 2020/21 and 2021/22 which were attached at Appendix 2 of the report by the Executive Director for Communities and Families.

Decision

- 1) To note the response to the consultation.
- 2) To agree the proposed session dates for 2019/20, 2020/21 and 2021/22.
- 3) That future consultation surveys on school sessions dates:
 - i) include information on why parents with children who have severe needs would appreciate a four term model;

- ii) explore potential alternative models and seek views on the timing of summer holidays to allow families to better access Edinburgh Festival events.

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

12. Schools WiFi

An update was given on the number of service related issues and poor coverage which had arisen since the upgrade of the Wi-Fi technologies. This had had a direct impact on schools' ability to connect multiple different devices to the network which could impact on the students' education.

Details were provided of the contributing factors resulting in poor Wi-Fi coverage to the schools. A service improvement plan had been implemented to address the issues.

Decision

- 1) To note the report by the Executive Director for Communities and Families.
- 2) To agree that a progress report on the 28 sites requiring additional work be submitted to the next meeting of the Committee on 22 May 2018.

(References – Education, Children and Families Committee 12 December 2017 (item 2); report by the Executive Director of Resources, submitted)

13. Digital Learning to Schools

The Scottish Government report on Enhancing Learning and Teaching through the Use of Digital Technology was published in September 2016, following which schools in Edinburgh had been encouraged to create their own innovative approaches within a framework for delivery.

Details were provided of progress that had been made in this area.

Decision

- 1) To note the Education Digital Learning in Schools Framework contained in Appendix 1 of the report by the Executive Director of Resources.
- 2) To request an update within nine months on the progress of implementation of each of the key strategic actions contained within the Framework.
- 3) To request an update within nine months on the progress as detailed in the scoping document (Appendix 2 of the report).

- 4) To agree that an update report was submitted to the next meeting of the Committee on 22 May 2018 on progress with desktops.

(Reference – report by the Executive Director of Resources, submitted)

14. Raising Attainment – Framework for Learning

The Scottish Government policy to improve education and life chances for all was detailed through each of the four national improvement priorities and updated annually in the National Improvement Framework (NIF).

Motion

- 1) To approve the first of the six Frameworks for Learning: Equity for Learning, set out in Appendix 1 of the report by the Executive Director for Communities and Families.
 - 2) To approve the establishment of the Equity for Learning Strategic Group.
 - 3) To approve the second of the six Frameworks for Learning: Improving Quality in Learning set out in Appendix 2 of the report.
 - 4) To approve the establishment of the Quality Improvement Strategic Group
 - 5) To request reports from the above groups on an annual basis
 - 6) To note the interim actions contained within the Supporting Children & Young People's Mental Health and Wellbeing in School report and Anti Bullying report which were being reported separately to this meeting (see items 19 and 20 below).
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To approve the recommendations with the following adjustment to the wording at recommendation 5) -

“To request reports from the above groups on an annual basis. The reports should look to measure the impact of the working group's activities.”

- moved by Councillor Mary Campbell, seconded by Councillor Corbett

In terms of Standing Order 20 (7), the amendment was accepted as an addendum to the motion.

Decision

- 1) To approve the first of the six Frameworks for Learning: Equity for Learning, set out in Appendix 1 of the report by the Executive Director for Communities and Families.
- 2) To approve the establishment of the Equity for Learning Strategic Group.
- 3) To approve the second of the six Frameworks for Learning: Improving Quality in Learning set out in Appendix 2 of the report.

- 4) To approve the establishment of the Quality Improvement Strategic Group.
- 5) To request reports from the above groups on an annual basis. The reports should look to measure the impact of the working group's activities.
- 6) To note the interim actions contained within the Supporting Children & Young People's Mental Health and Wellbeing in School report and Anti Bullying report which were reported separately to this meeting (see items 19 and 20 below).

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

15. Teacher Recruitment Update

Information was provided on the feasibility on the feasibility of creating a talent pool using available data from previous applications and current employees.

Motion

To note the report indicating progress on the medium-to longer-term strategic approaches to tackling teacher recruitment issues, and specifically responding to the request for investigation into the creation of a 'talent pool'.

- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To note the inability to track applications using the myjobscotland website and the challenges of canvassing without consent in the light of forthcoming GDPR compliance and asks officers to bring a report back to a future meeting of the Committee on the successful opt-in Supply Teacher talent pool (referenced in 3.4) for longer term vacancies; allowing the Council the opportunity to make sure all qualified participants were being made aware of vacancies.

- moved by Councillor Laidlaw, seconded by Councillor Rust

In terms of Standing Order 20 (7), the amendment was accepted as an addendum to the motion.

Decision

- 1) To note the report indicating progress on the medium-to longer-term strategic approaches to tackling teacher recruitment issues, and specifically responding to the request for investigation into the creation of a 'talent pool'.
- 2) To note the inability to track applications using the myjobscotland website and the challenges of canvassing without consent in the light of forthcoming GDPR compliance and asks officers to bring a report back to a future meeting of the Committee on the successful opt-in Supply Teacher talent pool (referenced in 3.4) for longer term vacancies; allowing the Council the opportunity to make sure all qualified participants were being made aware of vacancies.

(References – Education, Children and Families Committee, 12 December 2017 (item 15); report by the Executive Director for Communities and Families, submitted)

16. Communities and Families Small Grants to Third Parties 2018/19 – Proposals for Expenditure

Details were provided of the recommended awards to organisations submitting small grant applications to Communities and Families for 2018/19. The awards were made for one year and were for a minimum of £1,000 and a maximum of £10,000.

Decision

To approve the awards to organisations outlined in Appendix 1 of the report by the Executive Director for Communities and Families.

(References – Education, Children and Families Committee, 11 February 2016 (item 1); report by the Executive Director for Communities and Families, submitted)

17. Year of Young People 2018 and Child Friendly Edinburgh – Young People’s Contribution to Decision Making

The Year of Young People 2018 aimed to give young people across the country, opportunities to influence decision making on issues affecting their lives and to be involved in cultural, sporting and other participatory activities. An update was provided on one dimension of how young people became more engaged in decision making processes of the Council.

Decision

- 1) To note the report.
- 2) To endorse the approach, co-designed with young people, to meaningfully engage and consult on the best ways of ensuring young people’s views were heard and taken account of.
- 3) To take account of young people’s own suggestions on the best mechanism for their views to be heard, including potential representation on the Education, Children and Families Committee.
- 4) To agree to receive a further report in October 2018, updating the Committee on young people’s views, feedback and suggestions.
- 5) To agree that the report to Committee would be authored and presented by young people.
- 6) To note that officers and members would continue to develop engagement work with children, young people and their families to increase their participation in the life of the city and in guiding the implementation of the Children’s Services Plan 2017-20.

- 7) To agree that the approach to developing a Child Friendly Edinburgh was co-produced with young people and should be developed as part of the Council's 2050 vision.
- 8) To agree that work would commence on the design of a public campaign to promote the Child Friendly Edinburgh brand as part of the Council's communication strategy on 2050 vision, and that children and young people would be involved in designing the approach.
- 9) To refer the report to Corporate Policy and Strategy Committee with a recommendation to endorse the report.
- 10) To ensure young people from the traveller community were included in planned engagement events.
- 11) To request the Executive Director for Communities and Families to arrange a training session for elected members on how engagement with children and young people could be improved in the planning and development of services and policy.

(References – Education, Children and Families Committee 12 December 2017 (item 27); report by the Executive Director for Communities and Families, submitted)

18. Holiday Activity Programmes for Disabled Children and Young People

An update was provided on the discussions which had taken place at the meetings of the Short Life Working Group on the Holiday Activity Programme for Disabled Children and Young People. The service operated during school holidays and was valued by families as a crucial support.

Motion

- 1) To note the report.
 - 2) To request that officers draft a report on the feasibility and financial implications of providing a 6 week allocation for families using the holiday playscheme in the current context.
 - 3) To note that the development of options for the future of the holiday playscheme was being considered by the member/officer working group in consultation with parents. This was part of wider engagement with parents and an outcome report would be submitted to Committee.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To ask officers to report on the feasibility and financial implications of meeting the request for a return to 6 weeks holiday provision and inform committee within two cycles as to how this could be implemented for 2019/2020.

- moved by Councillor Laidlaw, seconded by Councillor Rust.

In terms of Standing Order 20 (7), the amendment was accepted as an addendum to the motion.

Decision

- 1) To note the report.
- 2) To request that officers draft a report on the feasibility and financial implications of providing a 6 week allocation for families using the holiday playscheme in the current context.
- 3) To note that the development of options for the future of the holiday playscheme was being considered by the member/officer working group in consultation with parents. This was part of wider engagement with parents and an outcome report would be submitted to Committee.
- 4) To ask officers to report on the feasibility and financial implications of meeting the request for a return to 6 weeks holiday provision and inform committee within two cycles as to how this could be implemented for 2019/2020.
- 5) To include a progress update in the Business Bulletin for the next meeting of the Committee on 22 May 2018.

(References – Education, Children and Families Committee 12 December 2017 (item 1); report by the Executive Director for Communities and Families, submitted)

19. Supporting Children and Young People’s Mental Health and Wellbeing in School

An overview was provided of the interventions, preventative approaches, training and initiatives available in Edinburgh schools and provided by staff in Schools and Lifelong Learning to provide support for children and young people with mental health problems.

Decision

- 1) To note the report and the close links with Year of Young People and Child Friendly Edinburgh.
- 2) To recognise the volume and success of work being undertaken by staff across Communities and Families to support children and young people’s mental health and wellbeing in school.
- 3) To recognise that all schools as part of the NIF (National Improvement Framework) priorities were required to address Health and Wellbeing for pupils.

- 4) To endorse the approaches being taken to increase the number of schools that were taking steps specifically towards improving mental health and wellbeing outcomes for of pupils by accessing training, resources and other interventions available.
- 5) To approve the work to update classroom and online resources (e.g. Cool, Calm and Connected and Think Good Feel Good), in consultation with young people, to increase awareness of, and access to better mental health support.
- 6) To agree that young people were involved in the design of a young people's mental health survey for use in schools.
- 7) To agree that staff in consultation with young people, continued to work together to identify a key adult or adults, who children and young people could talk to, and provided a safe space for these conversations to take place.
- 8) To agree that officers in consultation with young people, explored options for a self-referral process for pupils at point of need.
- 9) To agree that the proposed Children's Conference included mental health and wellbeing and was linked to Year of Young People, by ensuring young people were involved in planning the conference and had opportunities to influence the decisions that impacted on their lives.
- 10) To agree that young people were engaged in shaping decisions relating to their mental health through several channels such as focus groups and including but not limited to, Year of Young People and Child Friendly Edinburgh (as detailed in paragraph 7.9 of the report by the Executive Director for Communities and Families).
- 11) To agree to receive a further report in March 2019.

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

20. Anti-Bullying

Respect for All National Guidance had recently been published which highlighted the impact bullying could have on confidence, resilience, participation and attainment, both in the short term and long term.

Motion

- 1) To note the current statistics regarding bullying in schools.
 - 2) To ask for a subsequent report in six months once the current policy and procedures had been reviewed.
 - 3) To ask that, in future reports, incidences of Islamophobia were recorded as a separate reporting strand.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To ask for the subsequent report to highlight resources available for schools that helped with specific forms of bullying, for example ENABLE Scotland's Be The Change Campaign, which provided resources to help tackle bullying of children with a learning disability.

- moved by Councillor Mary Campbell, seconded by Councillor Corbett.

In terms of Standing Order 20(7), the amendment was accepted as an addendum to the motion.

Decision

- 1) To note the current statistics regarding bullying in schools.
- 2) To ask for a subsequent report in six months once the current policy and procedures had been reviewed.
- 3) To ask that, in future reports, incidences of Islamophobia were recorded as a separate reporting strand.
- 4) To ask for the subsequent report to highlight resources available for schools that helped with specific forms of bullying, for example ENABLE Scotland's Be The Change Campaign, which provided resources to help tackle bullying of children with a learning disability.

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

21. South East Improvement Collaborative

The South East Improvement Collaborative Plan was built on extensive collection of data, analysis of current areas of improvement, risk management and consultation with head teachers.

Decision

To approve the collaboration between City of Edinburgh Schools and Lifelong Learning Service to work within the South East Improvement Collaborative

(References – Education, Children and Families Committee 12 December 2017 (item 13); report by the Executive Director for Communities and Families, submitted)

22. Revenue Monitoring 2017/2018 – Month Eight Position

Details were provided of the projected eight-month revenue monitoring position for the Communities and Families Directorate, based on actual expenditure and income to the end of November 2017 and expenditure and income projections for the remainder of the financial year.

Decision

- 1) To note the net residual service specific budget pressure of £0.5m which remained at month eight.
- 2) To note that approved savings in 2017-18 totalled £7.348m and were on track to be delivered in full.
- 3) To note that the Executive Director for Communities and Families continued to seek further savings to deliver a £1m underspend to support the Council's overall revenue position. However due to internal services pressures there was a risk to the delivery of the full underspend.

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

Education, Children and Families Committee

10.00 am, Friday, 29 March 2018

Present

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Child, Corbett, Howie, Laidlaw, Rust, Webber (substituting for Councillor Smith) and Young.

Added members for Education matters

Parent Representative

Alexander Ramage (non-voting)

1. Outcomes of the Informal Consultation in West and South West Edinburgh

(a) Report by the Executive Director for Communities and Families

This special meeting of the Education, Children and Families Committee had been arranged so that members of the Committee could receive a report from officers on the outcomes of the informal consultation on the future of the schools and lifelong learning estate in west and south west Edinburgh.

As part of the informal consultation, proposals for potential alterations to schools and their catchment areas in west and south west Edinburgh had been published on the consultation website <http://www.edinburgh.gov.uk/schoolsreview> .

As a result of the feedback received from engagement events held during the informal consultation period, three alternative options had been developed.

Details and further information of the published and alternative options were provided in the report by the Executive Director of Communities and Families.

Parent Councils and other groups from all the schools and communities involved had been invited to attend the Committee and share any final views and comments on all the options by way of deputations to the Committee.

(b) Joint Deputation - Balerno High School, Currie Community High School, Wester Hailes Education Centre and Woodlands School

Andrea Brewster (Balerno High School), Naomi Barton (Currie High School), Amanda Campbell (Wester Hailes Education Centre) and Julie Main (Woodlands School) gave a joint statement on behalf of their respective parent councils.

They indicated that they were in attendance as Chairs of their respective parent councils of the four secondary schools affected by the proposals and thanked the Authority for engaging with their schools and communities during the informal review process. They outlined their views and hopes for the outcomes of the proposals.

The full content of the presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(c) Kirkliston Primary Parent Association

Gordon Paterson (Chair) Steven Budge and Louise Collingwood spoke on behalf of Kirkliston Primary Parent Association.

The deputation thanked the Committee for the opportunity to share their views on the proposals and the impact on Kirkliston. They welcomed the engagement which had taken place with the parent association and outlined some of the issues affecting Kirkliston.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(d) Joint Deputation from Currie Community High School and Woodlands School

The deputation stated their preferred option of retaining Currie High on its existing site as it was central to the community. If the school was moved there would be more stress and disruption for pupils. Currie High meant lots to pupils and to the community, it represented not only educationally but in terms of community engagement.

The asked the Council to invest in the future of the school as part of the Wave 4 project.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(e) Juniper Green Primary Parent Council

Jane Campbell, Kirsty Cumming and Maria Hargreaves spoke on behalf of Juniper Green Primary Parent Council.

The parent and community councils had been working together and their deputation would focus on the educational aspects of the proposals and also on issues more

specific to Juniper Green Primary School. The preference was alternative option 1 to retain all four schools on their existing sites.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(f) Nether Currie Primary Parent Council

James Nicol spoke on behalf of Nether Currie Primary Parent Council. In his presentation, he referred to the impact of the proposal on catchments and pupil numbers and the need to minimise disruption for pupils. Concerns were expressed about the impact on attainment.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(g) Wester Hailes Education Centre Parent Council

Amanda Campbell (Chair) spoke on behalf of Wester Hailes Education Centre Parent Council. Amongst other issues, it was emphasised that in Wester Hailes, pupils had developed strong relationships with their peers and teachers they knew and were familiar with. It would be detrimental to pupils for them to move to a school which was much larger and less personal.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(h) Balerno High School Parent Council

Andrea Brewster (Chair) spoke on behalf of the Balerno High School Parent Council.

She indicated that it would be helpful to discuss the issues as a high school and the three feeder primary schools together. Mathew Revett spoke on behalf of Ratho Primary Parent Council, Carol Allardyce (Chair) spoke on behalf of Kirknewton Primary Parent Council and Sarah Matheson represented Dean Park Primary Parent Council.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(i) Corstorphine Primary Parent Council

Billy Samuel (Chair) spoke on behalf of Corstorphine Primary Parent Council. He indicated that Corstorphine had a geographically large catchment area, crossing three council electoral wards. He referred to the concerns of parents that their children might have to attend different primary schools, as a result of the proposals, and of concerns regarding travel arrangements and safer routes to schools.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(j) Councillor Graeme Bruce – Local Ward Member

Councillor Bruce provided an overview of the issues involved, including the school catchment review and explained why he thought that option one was the most sensible way forward. The pupils should be looked after by the Authority and that was why he was supporting option one.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(k) Educational Institute of Scotland

Alison Murphy (Local Association Secretary) spoke on behalf of the Educational Institute of Scotland. She indicated that the contributions from parents had been superb, the role of the community was important and school resources were stretched. She thought that option one should be supported and that schools should be at the heart of the community and that the excellent provision that they gave should be maintained.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(l) Balerno Community Council

Richard Henderson (Chair) spoke on behalf of Balerno Community Council. He thought there should be a cohesive community where there was a shared vision and a sense of belonging. Communities could achieve great things, it was necessary to build community resilience and that when building anything, it should be built from the base. He stated that he would support the Authority if it chose to refurbish, rather than rebuild schools.

The presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(m) Currie Community Council

Alistair McKillop and Lisa Syme spoke on behalf of Currie Community Council. They wanted to focus on communities and how they would be affected. A school was more than a building and if a school was to close, it would have a devastating effect on the community as the local store would probably close too and it would also have an adverse effect on local businesses. Schools were therefore vital to communities. It was possible to create a new school, but not a new community.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

(n) Juniper Green Community Council

Aonghas McIntosh spoke on behalf of Juniper Green and Baberton Mains Community Council. He indicated that he was also a member of Save Our Schools Group. The deputation felt there was no clear evidence that any of the proposals would improve the educational attainment across each of the schools. Highlighted points included catchment issues, the possible negative impact that there would be on pupils, on transport and on greenspace and wildlife. Alternative Option 1 was the preferred choice of the community.

The full presentation can be viewed via the link below

https://edinburgh.public-i.tv/core/portal/webcast_interactive/344996

The Convener thanked all the deputations for their excellent contributions.

Decision

1. To note the report.
2. To note all the issues raised by the deputations.

(References – Education, Children and Families Committee 6 March 2018 (item 11); report by the Executive Director for Communities and Families, circulated.)

Education, Children and Families Committee 22 May 2018

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
1	Open Library	14 August 2018	All	Executive Director for Communities and Families Lead Officer: Paul McCloskey 0131 529 6156 paul.mccloskey@edinburgh.gov.uk	
2	Early Years Update	14 August 2018	All	Executive Director for Communities and Families Lead Officer: Janice McInnes 0131 529 6268 janice.macinnes@edinburgh.gov.uk	

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
3	Communities and Families Assurance Framework Report 2017/18	14 August 2018	All	Executive Director for Communities and Families Lead Officer: Michelle McMillan 0131 469 3832 michelle.mcmillan@edinburgh.gov.uk Lead Officer: Duncan Harwood 0131 469 3193 duncan.harwood@edinburgh.gov.uk	
4	Playscheme	14 August 2018	All	Executive Director for Communities and Families Lead Officer: Carol Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	
5	Children's Disability Service – Annual Report	14 August 2018	All	Executive Director for Communities and Families Lead Officer: Carol Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	

Education, Children and Families Committee

22 May 2018

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	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 building which would remain.	Executive Director of Resources Lead Officer: Peter Watton	May 2018		Update report submitted to Committee on 11 October 2016. Report will be submitted to Committee in May 2018.
	11-10-16	Duncan Place/ Leith Primary School	To note that a further progress report be submitted to Committee in 2017.		May 2018		
2	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	Executive Director for Communities and Families	December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Appendix 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.				
3	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 for Communities and Families	Date to be confirmed		
4	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 for Communities and Families	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	07-03-17	Communities and Families Policy and Guidance on Sponsorship	To review the policy in March 2018.	Executive Director for Communities and Families	May 2018		
6	07-03-17	Support to Children and Young people with Disabilities: Annual Progress Report.	To note that a further report on progress would be presented to Committee in March 2018.	Executive Director for Communities and Families	May 2018		
7	15-08-17	Schools and Lifelong Learning Estate – Strategic Review	To agree that a feasibility study be progressed with colleagues in housing to consider the possibility of additional capacity for Boroughmuir High School being provided on the India Quay site.	Executive Director for Children and Families	May 2018		
8	15-08-17	Educational Attainment in Primary and Secondary Schools 2016	To agree to receive further annual reports on attainment and improvements in performance.	Executive Director for Communities and Families	August 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
9	10-10-17	Child Poverty - Equity Framework	To instruct officers to evaluate the impact of the Equity Framework and bring a further report to Committee in December 2018.	Executive Director for Communities and Families	December 2018		
10	10-10-17	Arts and Creative Learning Update	Agree to receive a further report in October 2018.	Executive Director for Communities and Families	October 2018		
11	10-10-17	Lifelong Learning Service Officers	To agree to receive a further report on the impact of staffing changes, including the total number of activity hours offered at each community centre, within 3 months.	Executive Director for Communities and Families	May 2018		
12	12.12.17	Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation	See appendix for full committee decision.	Executive Director for Communities and Families	March 2018		Update report detailed at item 7.1 on the agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13	12.12.17	Education Governance and the Establishment of a Regional Collaboration	Request an annual update on progress of the South East Improvement Collaborative.	Executive Director for Communities and Families	December 2018		
14	12.12.17	Expansion of Early Learning and Childcare from 600-1140 hours by 2020	To note the intention to return a report on the finalised plan to the Committee in March 2018 when the multi-year revenue and capital funding has been agreed by the Scottish Government.	Executive Director for Communities and Families	May 2018		
15	12.12.17	Unaccompanied Asylum Seeking Children	To request that future reports on LAAC transformation include a section containing data on UASC and progress made in relation to strategies for managing demand for service.	Executive Director for Communities and Families	Not Specified.		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
16	12.12.17	Transfer of the Management of Secondary School Sports Facilities to Edinburgh Leisure	To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools.	Executive Director for Communities and Families	Not Specified		
17	12.12.17	Strategic Management of School Places	Request an Admissions and Appeals update report in December 2018.	Executive Director for Communities and Families	December 2018		
18	12.12.17	Open Library	That an update report by submitted to Committee in six months.	Executive Director for Communities and Families	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	12.12.17	Energy in Schools Annual Report	Notes that an annual progress report will be submitted to Committee in 2018 on Energy in Schools.	Executive Director for Communities and Families	December 2018		
20	12.12.17	Schools Meals Update	<p>In light of the challenges laid out in the report, the committee calls for a further report in two cycles setting out the recommendations to tackle these challenges, including, but not restricted to:</p> <ol style="list-style-type: none"> 1. Extending the number of schools reaching silver accreditation. 2. The impact caused by transport and time delays on the nutritional value of menu items. 3. Options to reduce packaging. 	Executive Director for Communities and Families	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>4. A mechanism for parents to input thoughts into the menu design, with a focus on healthy options.</p> <p>Further, the report should consider how other authorities have been dealing with similar challenges.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	06-03-18	Trinity Academy – motion by Councillor Laidlaw	<p>“Committee: Recognises the unacceptable suitability of the built facilities at Trinity Academy and the adverse building condition reports for Trinity Academy and Trinity Primary. Further recognises the complexity of the Trinity Academy/Trinity Primary site and accepts the additional work that is likely to be required to deliver a successful campus model, or to look at alternative solutions, in readiness for any Scottish Government funding scheme.</p> <p>Accordingly ask officers for a report in one cycle setting out the next steps in terms of a Business Case and detailed design work for each of: (a) Trinity Academy (b) A Trinity Academy/Trinity Primary Campus; and (c) Bangholm Gym and Pool facilities to support a secondary school of approximately 1200 roll. The report should identify the resources required to progress each case.”</p>	Executive Director for Communities and Families	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	06-03-18	Central Library Daylight Impact Assessment – motion by Councillor Miller	“Committee: Notes that the planned development of the Cowgate gap site to the rear of the Central Library may affect daylight enjoyed by library staff and users. Calls for an independent daylight impact assessment report for the Central Library in one cycle, including but not limited to, recommendations on how to maintain lighting levels in the library.”	Executive Director for Communities and Families	May 2018		
23	06-03-18	Schools WiFi	1. To note the report by the Executive Director for Communities and Families. 2. To agree that a progress report on the 28 sites requiring additional work be submitted to the next meeting of the Committee on 22 May 2018.	Executive Director for Communities and Families	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	06-03-18	Digital Learning in Schools	<p>1. To note the Education Digital Learning in Schools Framework contained in Appendix 1 of the report by the Executive Director of Resources.</p> <p>2. To request an update within nine months on the progress of implementation of each of the key strategic actions contained within the Framework.</p> <p>3. To request an update within nine months on the progress as detailed in the scoping document (Appendix 2 of the report).</p> <p>4. To agree that an update report be submitted to the next meeting of the Committee on 22 May 2018 on progress with desktops.</p>	Executive Director for Communities and Families	Update report to meeting on 22 May 2018 December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
25	06-03-18	Raising Attainment – Framework for Learning	<p>1. To approve the first of the six Frameworks for Learning: Equity for Learning, set out in Appendix 1 of the report by the Executive Director for Communities and Families.</p> <p>2. To approve the establishment of the Equity for Learning Strategic Group.</p> <p>3. To approve the second of the six Frameworks for Learning: Improving Quality in Learning set out in Appendix 2 of the report.</p> <p>4. To approve the establishment of the Quality Improvement Strategic Group.</p> <p>5. To request reports from the above groups on an annual basis. The reports should look to measure the impact of the working group's activities.</p> <p>6. To note the interim actions contained within the Supporting Children & Young People's Mental Health and Wellbeing in School report and Anti Bullying report which were being reported separately to this meeting.</p>	Executive Director for Communities and Families	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	06-03-18	Year of Young People 2018 and Child Friendly Edinburgh – Young People’s Contribution to Decision Making	<ol style="list-style-type: none"> 1. To note the report. 2. To endorse the approach, co-designed with young people, to meaningfully engage and consult on the best ways of ensuring young people’s views were heard and taken account of. 3. To take account of young people’s own suggestions on the best mechanism for their views to be heard, including potential representation on the Education, Children and Families Committee. 4. To agree to receive a further report in October 2018, updating the Committee on young people’s views, feedback and suggestions. 5. To agree that the report to Committee would be authored and presented by young people. 	Executive Director for Communities and Families	October 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>6. To note that officers and members would continue to develop engagement work with children, young people and their families to increase their participation in the life of the city and in guiding the implementation of the Children's Services Plan 2017-20.</p> <p>7. To agree that the approach to developing a Child Friendly Edinburgh was coproduced with young people and should be developed as part of the Council's 2050 vision.</p> <p>8. To agree that work would commence on the design of a public campaign to promote the Child Friendly Edinburgh brand as part of the Council's communication strategy on 2050 vision, and that children and young people would be involved in designing the approach.</p> <p>9. To refer the report to Corporate Policy and Strategy Committee with a recommendation to endorse the report.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>10. To ensure young people from the traveller community were included in planned engagement events.</p> <p>11. To request the Executive Director for Communities and Families to arrange a training session for elected members on how engagement with children and young people could be improved in the planning and development of services and policy.</p>				
27	06-03-18	Holiday Activity Programme for Disabled Children and Young People	<p>1) To note the report.</p> <p>2) To request that officers draft a report on the feasibility and financial implications of providing a 6 week allocation for families using the holiday playscheme in the current context.</p>	Executive Director for Communities and Families	Update to May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>3) To note that the development of options for the future of the holiday playscheme was being considered by the member/officer working group in consultation with parents. This was part of wider engagement with parents and an outcome report would be submitted to Committee.</p> <p>4) To ask officers to report on the feasibility and financial implications of meeting the request for a return to 6 weeks holiday provision and inform committee within two cycles as to how this could be implemented for 2019/2020.</p> <p>5) To include a progress update in the Business Bulletin for the next meeting of the Committee on 22 May 2018.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
28	06-03-18	Supporting Children and Young People's Mental Health and Wellbeing in School	<p>1) To note the report and the close links with Year of Young People and Child Friendly Edinburgh.</p> <p>2) To recognise the volume and success of work being undertaken by staff across Communities and Families to support children and young people's mental health and wellbeing in school.</p> <p>3) To recognise that all schools as part of the NIF (National Improvement Framework) priorities were required to address Health and Wellbeing for pupils. Education, Children and Families Committee – 6 March 2018 Page 13 of 15.</p>	Executive Director for Communities and Families	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>4) To endorse the approaches being taken to increase the number of schools that were taking steps specifically towards improving mental health and wellbeing outcomes for of pupils by accessing training, resources and other interventions available.</p> <p>5) To approve the work to update classroom and online resources (e.g. Cool, Calm and Connected and Think Good Feel Good), in consultation with young people, to increase awareness of, and access to better mental health support.</p> <p>6) To agree that young people were involved in the design of a young people’s mental health survey for use in schools.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>7) To agree that staff in consultation with young people, continued to work together to identify a key adult or adults, who children and young people could talk to, and provided a safe space for these conversations to take place.</p> <p>8) To agree that officers in consultation with young people, explored options for a self-referral process for pupils at point of need.</p> <p>9) To agree that the proposed Children's Conference included mental health and wellbeing and was linked to Year of Young People, by ensuring young people were involved in planning the conference and had opportunities to influence the decisions that impacted on their lives.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>10) To agree that young people were engaged in shaping decisions relating to their mental health through several channels such as focus groups and including but not limited to, Year of Young People and Child Friendly Edinburgh (as detailed in paragraph 7.9 of the report by the Executive Director for Communities and Families).</p> <p>11) To agree to receive a further report in March 2019.</p>				
29	06-03-18	Anti-Bullying	<p>1) To note the current statistics regarding bullying in schools.</p> <p>2) To ask for a subsequent report in six months once the current policy and procedures had been reviewed.</p> <p>3) To ask that, in future reports, incidences of Islamophobia were recorded as a separate reporting strand.</p>	Executive Director for Communities and Families	October 2018		



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			4) To ask for the subsequent report to highlight resources available for schools that helped with specific forms of bullying, for example ENABLE Scotland's Be The Change Campaign, which provided resources to help tackle bullying of children with a learning disability.				

Education, Children and Families Committee

10.00am, Tuesday 22 May 2018

Dean of Guild Court Room, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Ian Perry</p>  <p>Vice Convener: Councillor Alison Dickie</p> 	<p>Councillor Eleanor Bird Councillor Mary Campbell Councillor Maureen Child Councillor Gavin Corbett Councillor Callum Laidlaw Councillor Lewis Ritchie Councillor Jason Rust Councillor Stephanie Smith Councillor Louise Young</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Rev Dr Rita Welsh Rabbi David Rose Vacancy</p> <p>Parent Representative Alexander Ramage</p>	<p>Lesley Birrell Committee Services 0131 529 4240</p> <p>Laura Millar Service and Policy Adviser to the Convener and Vice-Convener Tel: 0131 529 4319</p>

Merged files for Looked After/Accommodated Children's Records:

A dedicated team from Data Services, with support from relevant service teams, has been established to review looked after and accommodated children (LAAC) records, with a view to establishing if any records have been merged with an adult file. The team are in the process of identifying the population of potentially merged child/adult files and carrying out analysis and data matching activities across legacy and current systems to determine the current status of LAAC files with respect to retention/disposal. Internal Audit is providing oversight to the project to ensure that the methodologies and processes applied to the analysis are robust. A further update will be provided in June.

EIF Residency - Leith Academy and Arts & Creative Learning

I am delighted that we have been successful in our bid to work with Edinburgh International Festival and the Arts & Creative Learning Team, City of Edinburgh Council on this residency project over the next 2-3 years. We work with many partners on improving outcomes for young people in the community of Leith. One of our values is '*Diversity*' and we believe in '*Success in Learning for All*'. This residency will provide our pupils, staff, community and partners an opportunity to work closely with EIF in achieving just that."

- Mike Irving, Head Teacher, Leith Academy

"This extraordinary opportunity to have the Edinburgh International Festival in residence will certainly bear fruit for the whole school community in Leith Academy and beyond. Their application displayed the values, attitudes and capacity to make the biggest difference for young people and their community. The Arts & Creative Learning Team looks forward to helping shape, supporting and contributing to this, in partnership, to maximum benefit for all.

- Lorna Macdonald, Arts & Creative Learning, City of Edinburgh Council

Learning Professional Award

The Learning Professional Award recognises a teacher or librarian who goes above and beyond the call of duty to pass on the 'reading for pleasure' message to the next generation, and who works tirelessly to inspire children to read and write.

Eileen Littlewood, Head Teacher of Forthview Primary School in Edinburgh, has transformed the reading culture amongst her pupils and their parents. She was nominated for the award by Evelyn Love-Gajardo, Development Officer for Literacy Strategy in Edinburgh.

On her award, Eileen Littlewood said: "I was quite overwhelmed when I heard that colleagues had nominated me for this award and very

excited when I heard I had been selected as winner. I know what commitment to promoting literacy and reading many of my colleagues show every day in their work. Reading for enjoyment is the key to success – academic success and success in life. It is a source of joy I want to share with others. Winning this award is a crowning accomplishment for me.”

To read the full article please click [here](#).

Rights Respecting Schools Silver Award

Firrhill has been accredited with the **unicef UK Rights Respecting Schools Silver: Rights Aware Award**. The second stage of the Rights Respecting Schools Award.

We are the first school in the UK to have achieved Silver under the new UNICEF Rights Respecting Schools criteria. Firrhill again at the cutting edge!

The Silver: Rights Aware Award is awarded by unicef UK to schools who show good progress towards embedding children’s rights in the school’s policy, practice and ethos. We have shown at Firrhill that we are continuing to make progress, learning about rights in natural ways across the curriculum, through training, assemblies and focused events. Our young people are developing as rights respecting citizens, as well as modelling rights respecting attitudes.

The visiting assessors praised the warm welcome they received from staff, parent council and, in particular, our pupils. I would like to extend a huge thank you to the staff and pupil RRS working groups, who have committed a great deal of time each week to ensuring our school continues to develop positive relationships, encourage an ethos of respecting the rights of all within Firrhill, and promoting the principles of dignity, participation, fairness and equality for everyone.

No Worries for Young People Reading about Mental Health

A book encouraging children to talk about anxiety has been written by Edinburgh primary school parents as Children’s Mental Health Week launches across Scotland.

‘No Worries’ tells the tale of a group of primary school children going on school camp, each facing and overcoming their different anxieties. Each of the eight characters’ stories were developed by a parent drawing on their own experiences.

The parents, from Forthview Primary School, were helped in their venture through a series of writing workshops with author Mary Turner Thomson and used money from the school’s Pupil Equity Funding to publish the book with WhiteWater Publishing Ltd.

The launch, which took place today (Monday 5 February) at the National Library of Scotland, was attended by Councillor Alison Dickie, Vice

Convener of Education, Children and Families at the City of Edinburgh Council and Deputy First Minister and Cabinet Secretary for Education John Swinney.

It was one of several events involving City of Edinburgh Council schools and young people across the Capital to highlight Children's Mental Health Week. These include:

Pupils from St Catherine's Primary School contributing to a short film on mental health and a singing workshop at Tynecastle High (both also supported by Place2Be) and a young people's event exploring social anxiety and young people as part of the Council's Growing Confidence programme.

Forthview parent, Yvonne Thompson, said: "Writing this book has been a positive experience for each of us, as mental health has an impact on ourselves, our families and within our community. We supported each other through the process of making this book and learnt about the process of writing a book, how we structure stories, use proper grammar and punctuation.

"Writing the book has been somewhat therapeutic for some of us, as we thought about our own anxieties and how they affect us so that we can help our children deal with their worries - it was a great sense of achievement being able to help our children."



Commonwealth Games

Congratulations to our three sporting stars from Communities and Families. Sixteen-year-old Firrhill High School pupil Kenna MacInnes.



Craig Howieson, Teacher of PE in table tennis, Broughton High School



Mel Coutts, Strategic Development Officer (Sport and Physical Activity) in Beach Volleyball.



Duncan Place - Community Asset Transfer Update

The Education, Children and Families Committee on 6 October 2015 agreed that a Working Group be set up to take forward discussions with the Duncan Place Management Committee, to progress the possibility of a community asset transfer of the remaining part of the Duncan Place Resource Centre building. The Working Group was established and officers have been working with the renamed Duncan Place Volunteer Management Committee (DPVMC) to apply for funding to enable the asset to be renovated to a habitable condition and transferred to DPVMC.

Considerable refurbishment works are required to bring the building back into a habitable condition. External funds have been

sourced to meet the cost of the refurbishment, including environmental and energy efficient upgrades to reduce the carbon footprint of the building. Council officers in conjunction with DPVMC have been successful in applying for funding for the building works as follows:

Scottish Government Regeneration Capital Grant Fund

(RCGF): £1.2m to fund building refurbishment works. The Scottish Government has recommended this funding for approval.

Scotland's Energy Efficiency Programme Phase 2 (SEEP2):

this funding has been approved and will meet 50% of the cost of energy efficiency improvement works, the total cost of which is £529,500.

Salix Finance: the remaining 50% of the cost of energy efficiency improvement works will be met by an interest free Government loan which is being applied for. Repayments are to be funded by efficiencies accrued from energy savings arising from the improvement works and the loan repayments will form part of the Asset Transfer negotiations.

Big Lottery Fund: DPVMC is applying for funding to meet the cost of furnishing the building, including equipment required for community use. The funding will also meet the cost of legal and financial advice for the acquisition of the building, together with the cost of staffing and initial revenue outlay over the first five years of the project. This includes the cost of a project development officer in the first year whilst building works are undertaken. The sum is anticipated to be in the region of £600,000-£700,000 and the Big Lottery Funding Officer has confirmed that DPVMC are at a sufficiently advanced stage to move forward to a full application for this funding.

DPVMC will be in a position to proceed with the asset transfer once their Big Lottery grant application has been submitted and is in the pipeline for consideration. They have advised that they will likely not be in the position to take occupancy of the Duncan Place property prior to September 2020.

In accordance with Council policy, Community Asset Transfer matters are to be considered by the Finance and Resources Committee and a full update report has been submitted to that Committee on 12 June 2018.

Update on The Holiday Activity Programme for Disabled Children

The Holiday Activity Programme contract was awarded to the organisation FABB from October 2017 last year. This programme (usually known as the “playscheme”) works with disabled children with complex and diverse care needs.

Following the change of provider, a number of issues were raised by parents including the amount of provision available per child, and quality of the provision during to the October week. A parental delegation to the Education, Children and Families committee in October led to the formation of a member/officer group which met with parents to discuss the way forward. One outcome of this has been an increase in budget to assist the council to raise the level of provision.

Edinburgh Council staff worked closely with FABB to support the running of the programme, but due to the ongoing management difficulties of the provider, the council took over managerial responsibility for the provision in February 2017, with staff recruitment still undertaken by FABB under the existing contract. The council has now ended the contract with FABB and is in negotiation with another provider to undertake recruitment in the short term for our summer holiday provision.

The October, February and Easter Holiday Programme have all been delivered but have run below capacity, partly due to the management difficulties, but mainly due to the difficulty experienced in recruiting the high numbers of staff required. Due to the seasonal nature of the work, staff are employed on short term contracts, they are mainly students, and current indications are that there is a shortage of labour supply in the market for this type of work. The council is investigating all options to increase recruitment, including direct approaches to colleges and universities.

The aim is to extend provision for up to 6 weeks for children but under current conditions we have not been able to provide 4 weeks to all families who wanted it. We are holding a waiting list of 60-70 families who have not received a service since summer last year. We are aiming to increase capacity for the summer provision, dependent on recruitment of sufficient staff and the ratios required for children attending.

Future Way Forward

We are exploring two possible alternatives for the future.

The council will engage with the market to seek interest in a new contract. The initial Public Information Notice has gone out and this will be followed up by a meeting with any interested Providers. We want to share the many facets of this service and to also feed in the consultation views from families to the process.

We will fully involve parents in consultation about what the future service should look like. We have held one parental consultation meeting and there are two more on the 18 and 25 April 2018. We have also issued a parental questionnaire which closes on the 26 April 2018.

The Provider meeting will be on the 26 April 2018. The new contract will then be put out to tender with a closing date of the 7 May 2018.

Alongside this process, we are also looking at the possibility of bringing the service in house. This involves work with HR and Finance to consider the opportunities and risks. This will include an assessment of the relative costs of in house provision against third sector provision; and risk assessment of the operational impact of running the service alongside other statutory services which have to be provided by our children's disability service.

Easter Break

The Easter Holiday programme has gone well. We sent out questionnaires to families for the 1st week and have had very favourable responses. Scoring on 1-5 basis (5 = very good) we have received many 4's and 5's alongside appreciative text.

A full report will be provided for the August committee, at which point we will be in a position to report on progress in the implementation of the summer playscheme, and future options for delivery.

Schools WiFi update

At the meeting of the Education, Children and Families Committee held on 6 March 2018 the Council's Head of ICT and Chief Information Officer provided an update on Schools WiFi and the associated remedial works across schools to improve WiFi access. Within that report it identified the specific sites within the learning and teaching estate that required remediation, those sites that had work carried out and those sites where additional work was

required. The Committee was advised that the Council's ICT partner, CGI, were expected to have completed all the WiFi remediation work by June 2018 and that the progress of this would be tracked carefully by the Council's ICT service.

Given concerns that Council has previously expressed about CGI's delivery of ICT change projects, including the WiFi upgrade, these issues have been formally escalated and are reviewed by the Council and CGI during the weekly executive review meetings.

Digital Learning to Schools

A feasibility study has been underway. This is to identify the feasibility of public WiFi supporting learning and teaching for senior pupils within James Gillespie's High School. CGI have expressed the view that devices need to have access routed through Office 365. All risks identified with this will be defined and mitigated before the final decision is made. At time of writing this is not yet finalised.

The other aspects required by the QI service to support this aim included the development of a digital learning strategy. This is now underway.

Royal High School

The remediation work continues with a combination of additional cabling works and re-positioning of the Wi-Fi access points being undertaken. The Council's ICT Relationship Manager for Communities and Families will maintain close contact with the school through to completion of the work.

Prestonfield Primary School

The gym hall was identified as not having WiFi coverage. Upon further investigation, it was confirmed that prior to the WiFi upgrade project, the gym hall did not have any WiFi access. Consequently, additional WiFi access points required to be ordered and installed. The Council's ICT Service is working closely with the Head Teacher and CGI to ensure the school has full coverage and that the gym hall has Wi-Fi installed. The Head Teacher has also identified additional coverage issues and this feedback is currently being reviewed.

The previous committee report can be found [here](#).

A further progress report on will be presented to the Committee on 22 May 2018.

[Carolann Miller](#),
Interim Chief
Officer

Open Library

The Open + Project Manager Lisa Paton started in post on 16 April and her focus is on moving the Open + solution forwards. The Open + Board, involving Lifelong Learning, FM, Security, CGI and Council ICT Solutions has met to identify requirements.

Discussions have begun with CGI regarding procurement, potential locations for the pilot library locations are being investigated and a detailed risk analysis is being undertaken. The current IT infrastructure across the library estate is being audited to ensure it is able to support the systems required for successful roll out of Open + to libraries.

Para Sport Festival

The seventh annual Para Sport Festival took place at Forrester / St Augustine's School Campus, Edinburgh on Friday 23rd March, attracting 81 school aged pupils with a physical or sensory impairment from across the East of Scotland to register for the event. The festival, which is supported by the Celtic Foundation, aims to provide a platform for young people from the mainstream education environment an opportunity to access sports delivered by experienced coaches while also raising awareness in Para Sport.







Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Update on the Informal Consultation in West/South West Schools

Item number	7.1
Report number	
Executive/routine	
Wards	
Council Commitments	28

Executive Summary

Following an extensive informal consultation on the future of school infrastructure in the west and south west of Edinburgh this reports provides Committee with three options for consideration of which one should be progressed to a statutory consultation.

A detailed Outcomes of the Informal Consultation [report](#) was considered by a special Education, Children and Families Committee on 29 March 2018.

Update on the Informal Consultation in West/South West Schools

1. Recommendations

- 1.1 It is recommended that the Committee:
- 1.2 Consider the details of this report and agree which option should be taken forward to statutory consultation.

2. Background

- 2.1 At a meeting of the Education, Children and Families Committee on 29 March 2018 a [report](#) on the Outcomes of the Informal Consultation in West and South West Edinburgh was considered. The report provided details of the informal consultation process, an assessment of the original proposal for school catchment and infrastructure changes published during the informal consultation and an assessment of three alternative options created as a response to the information received during the informal consultation.
- 2.2 The main focus of the committee meeting on 29 March 2018 was to allow elected members to listen to [deputations](#) from Parent Councils and other interested groups and ask any questions of those providing the deputations or Council officers. There were no decisions taken at this Committee about which option should be taken forward to statutory consultation.
- 2.3 Since the Committee on 29 March 2018 engagement with staff from the schools involved in the informal consultation has been progressed. A summary of the issues raised has been provided to the members on the Education, Children and Families Committee and will be made available on the informal consultation website. Further engagement has also taken place with some of the schools in the south west that did not provide a deputation to the Committee on 29 March 2018. The details of this further engagement are provided in appendix 1.

3. Main report

- 3.1 Following consideration of the deputations on 29 March and the further engagement with staff and schools highlighted above, committee members are now asked to consider which of the three options presented in this report should be

taken forward to a statutory consultation. Plans of the three options are provided in appendix 2. These options are essentially the three alternative options presented on 29 March with the following changes:

- For all of the options while the proposed catchment areas for the new west of Edinburgh high school (or schools) and its/their feeder primary schools have been shown further assessment will now be undertaken in relation to potential school sites and necessary transport infrastructure improvements. This assessment will be aligned to the development of a West Edinburgh spatial strategy to be prepared as part of the new Local Development Plan process.
- For option 2 it is proposed that a large area of the Currie High School and Currie Primary School catchment area north of the railway line is reallocated to the catchment areas of the new high school and Sighthill Primary School. Any future statutory consultation paper proposing either of these changes would also confirm details of arrangements to allow any pupil currently living in this area and their siblings to attend current catchment schools.

3.2 A summary of the catchment changes and infrastructure requirements for each option is provided below:

Option 1 – Status Quo. Refurbished Balerno High School and WHEC (existing community facilities retained). Replacement Currie High School. New high school/s in West Edinburgh.

- No change to Forrester High School catchment or building capacity.
- No change to WHEC catchment or building capacity.
- Cherry Trees/Newmills area of Currie High School catchment is realigned with Balerno High School.
- Kinleith Mill area moves from Currie Primary School's catchment area to Nether Currie Primary School's catchment area.
- Balerno High School expands to 1,000 pupil capacity. Dean Park, Kirknewton and Ratho remain the feeder primary schools.
- Currie High School expands to 1,000 pupil capacity. Currie, Nether Currie and Juniper Green remain the feeder primary schools.
- Kirkliston Primary School, Hillwood Primary School and a new Maybury Primary School would feed to the new West Edinburgh School (or schools). Alternative sites for a new high school/s require further consideration before any statutory consultation is progressed.

Option 2 – Refurbished Balerno High School. New High School for WHEC feeder primary schools and Juniper Green Primary School. Replacement Currie High School. New High School/s in West Edinburgh.

- No change to Forrester High School catchment or building capacity.
- All WHEC feeders (Clovenstone, Canal View and Sighthill Primaries) would feed to a new South West Edinburgh School. The new school would have capacity for 900 pupils.
- Juniper Green Primary School would be realigned with a new South West Edinburgh School (it currently feeds to Currie HS). An area of the current Currie High School and Currie Primary School catchment area north of the railway line is reallocated to the catchment areas for the new high school and Sighthill Primary School.
- Cherry Trees/Newmills area would remain in Currie High School catchment.
- Kinleith Mill area moves from Currie Primary School's catchment area to Nether Currie Primary School's catchment area.
- Balerno High School expands to 900 pupil capacity. Dean Park, Kirknewton and Ratho continue to be feeder primary schools.
- Currie High School reduced to 800 pupil capacity. Currie and Nether Currie continue to be feeder primary schools.
- Kirkliston Primary School, Hillwood Primary School and a new Maybury Primary School would feed to the new West Edinburgh School (or schools). Alternative sites for a new high school/s require further consideration before any statutory consultation is progressed.

Option 3 – Refurbished Balerno High School. New High School for Currie High School feeder primary schools, Clovenstone Primary School and Canal View High School. Sighthill primary school a feeder for Forrester High School. New High School/s in West Edinburgh

- Secondary education would no longer be provided at WHEC but a community hub would be retained.
- Canal View and Clovenstone Primary Schools would feed to Currie High School (rebuilt/expanded on its existing site or if feasible an alternative site in a more central location within the catchment).
- Sighthill Primary School would be realigned with Forrester High School.
- Cherry Trees/Newmills area of Currie High School catchment is realigned with Balerno High School.
- Kinleith Mill area moves from Currie Primary School's catchment area to Nether Currie Primary School's catchment area.
- Currie High School expands to 1,600 pupil capacity. Two site options. Woodlands school relocated if site option 2 progressed.

- Balerno High School expands to 1,000 pupil capacity. Dean Park, Kirknewton and Ratho continue to be feeder primary schools.
- Kirkliston Primary School, Hillwood Primary School and a new Maybury Primary School would feed to the new West Edinburgh School (or schools). Alternative sites for a new high school/s require further consideration before any statutory consultation is progressed.

- 3.3 Further analysis has been carried out on the capital costs for the three options. In each option the assumption is that significant refurbishment works (e.g. upgrading of practical subject classrooms – e.g. science, home economics, craft and design) and the required extension would be provided at Balerno High School. It is also assumed that the community facilities at WHEC would be retained and be subject to the necessary maintenance to ensure the buildings would be a satisfactory condition. In options 2 and 3 there would be an opportunity for the community facilities at the existing WHEC building to be improved and enhanced once pupils have transferred into a new school at a different location.
- 3.4 In option 1 there would be requirement for significant refurbishment works at WHEC similar to those proposed for Balerno and certain parts of the school may need fully replaced. This would cause significant disruption to the school while the works were progressed including the possible requirement for on-site temporary decant accommodation. Due to the structural condition issues which have been identified at Currie High School the most cost effective solution in option 1 would be a full replacement of the school on its existing site. In option 2 a new school would also be required on the Currie High School site and the pupils at WHEC would move into the new school to be built on the Curriemuirend site once it was available.
- 3.5 The Muirwood Road option includes an estimate of the cost of relocating Woodlands School and therefore creates the opportunity through design for further integration of pupils from the two schools. This also provides an opportunity for further improvement of the special school estate as the existing Woodlands school building could be used to accommodate another school population more suited to a non-integrated learning environment.
- 3.6 The total estimated capital costs for each option are provided in the table below. All the new build costs assume a project start date in the second quarter of 2021 and a two year construction period.

	Estimated Capital Cost
Option1	£101.05m
Option 2	£118.29m
Option 3 (Currie High School Site)	£94.45m
Option 3 (Muirwood Road Site)	£108.13m

Further detail on the breakdown of the total costs in the above table and further financial implications are provided in section 5. Due to the further work which is required through the new Local Development Plan process to determine locations for a new high school or schools in West Edinburgh no estimate of the capital costs can be provided at this stage for the infrastructure requirements in this area.

- 3.7 While option 3 delivered on the existing Currie High School site represents best value in terms of capital expenditure the school would not be well located within its proposed catchment area with some pupils in the Canal View primary school catchment area living more than three miles from their new cluster school. The Option 3 Muirwood Road site is more centrally located within the catchment area although is more complex in terms of securing land ownership and planning permission due to the requirement for change of use. If this option is the preferred option going forward then it is recommended that before a statutory consultation is progressed, a detailed study is undertaken to address these issues.
- 3.8 While the cost of option1 and option 3 Muirwood Road are similar, the latter creates an opportunity for further overall improvement in the schools and lifelong learning estate if the existing Woodlands school is used as a relocation opportunity for another school. In such a scenario, the capital receipt for a site no longer required elsewhere in the city could be used as part of the financial business case for the new school.
- 3.9 A full statutory consultation paper which addresses the education benefit, travel to school and financial details for the preferred option (if one is decided on by this committee) will be prepared for consideration by a future committee.

4. Measures of success

- 4.1 Development of a strategic plan for the future of the schools and lifelong learning estate in the west and south west of Edinburgh.

5. Financial impact

- 5.1 The financial implications on future capital and revenue budgets associated with future schools infrastructure investment projects are considered in detail with colleagues in finance. Business cases require to be developed through the Communities and Families Asset Investment Group and presented to the Asset Management Board for consideration. Following this process the identification and approval of the required additional capital and revenue funding would be established by Council as part of future budget setting processes.
- 5.2 A more detailed breakdown of the costs in paragraph 3.6 of this report is provided in the following table. All costs are £m.

	Balerno High School (refurbish)	Currie High School	WHEC	New School (option 2)	WHEC Community Facilities	Total
Option 1	28.49	42.39	23.76	n/a	6.41	101.05
Option 2	27.07	38.15	n/a	46.66	6.41	118.29
Option 3 (Currie High School Site)	28.49	59.55	n/a	n/a	6.41	94.45
Option 3 (Muirwood Road Site)	28.49	73.23 (includes Woodlands and power diversion)	n/a	n/a	6.41	108.13

- 5.3 For all options there would be significant annual revenue implications for operation and maintenance of the buildings and a full assessment of these will be provided in the business case which would be developed for any option that is progressed.

6. Risk, policy, compliance and governance impact

- 6.1 Any future capital project resulting from the Strategic Review of the schools and lifelong learning estate and led by Communities and Families will be aligned to all the necessary Council risk, policy, compliance and governance requirements.
- 6.2 This report has been prepared without prejudice to any statutory development planning or development management decisions of the Council as planning authority.

7. Equalities impact

- 7.1 Promoting inclusion, improving accessibility and provision for effective Additional Support for Learning are explicit objectives within these proposals.
- 7.2 Equalities impact assessments will be carried out for any statutory consultation or infrastructure project which emerges from the strategic review.

8. Sustainability impact

- 8.1 Any Communities and Families assets which are improved or delivered as a result of this informal consultation and any subsequent statutory consultations will be fully integrated with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

9. Consultation and engagement

- 9.1 Any statutory consultation which follows on from this informal consultation will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

- 10.1 Education, Children and Families Committee on 29 March 2018 - [report](#) on the Outcomes of the Informal Consultation in West and South West Edinburgh

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

- 11.1 Appendix 1 – Notes from the Engagement Workshop with Clovenstone and Canal View Primary Schools
Appendix 2 – Plans of the 3 Options.

APPENDIX 1

Informal Workshop and Elected Members Meeting with Parents of Clovenstone and Canal View Primary School

Elected Members Present: Councillor Ian Perry (Convener), Councillor Alison Dickie (Vice Convener), Councillor Mary Campbell, Councillor Gavin Corbett, Councillor Callum Laidlaw.

Officers: Robbie Crockatt (Acting School Estate Planning Manager), Barry Donald-Hewitt (Deputy Head Teacher, Clovenstone Primary School), Arran Finlay (Quality Improvement Officer), Crawford McGhie (Acting Head of Operational Support), Laura Millar (Service and Policy Adviser)

At the Education, Children and Families Committee on 29 March 2018, members agreed that those schools who had not represented themselves as a deputation would be contacted to gauge their views on the South West Schools Review. As a result, the Convener and Vice Convener met with parent council representatives from both Canal View and Clovenstone Primary School who agreed to consult their wider parent community on the matter.

Following consultation at each school, it became clear that there was a lack of understanding from parents on the implications of the various options on the future schools for their children. The 2 parent councils therefore requested a joint workshop with officers to provide clarity on each option and allow the opportunity to ask any questions. Parents from each school were invited to attend and the following main points were raised:

- There was support for option 2 under the name “South West Edinburgh High School”
- Option 3 would be suitable provided this was on the Muir Wood road site. If this or a similar new site could not be secured, parents would not support a larger school on the existing CCHS grounds.
- There were concerns regarding Home to School Transport, low-income families being responsible for costs and a rise in truancy due to increased travel time. Currently families who live more than three miles from their secondary school receive travel support however there is no travel assistance provided to low-income families.
- The stigmatisation and bullying of children from Wester Hailes was discussed if option 3 on the existing CCHS was adopted. Parents stressed the need to have a new school on a new site with new branding and work underway at Primary School level to build links and friendships before secondary school.

Following the workshop, elected members from the Education, Children and Families Committee joined the group to listen to what they had to say regarding the proposals. The key discussion points were:

- Option 2 was the preferred option for parents to remove the stigma faced by pupils attending WHEC. A new combined school on the Curriemuirend site would provide

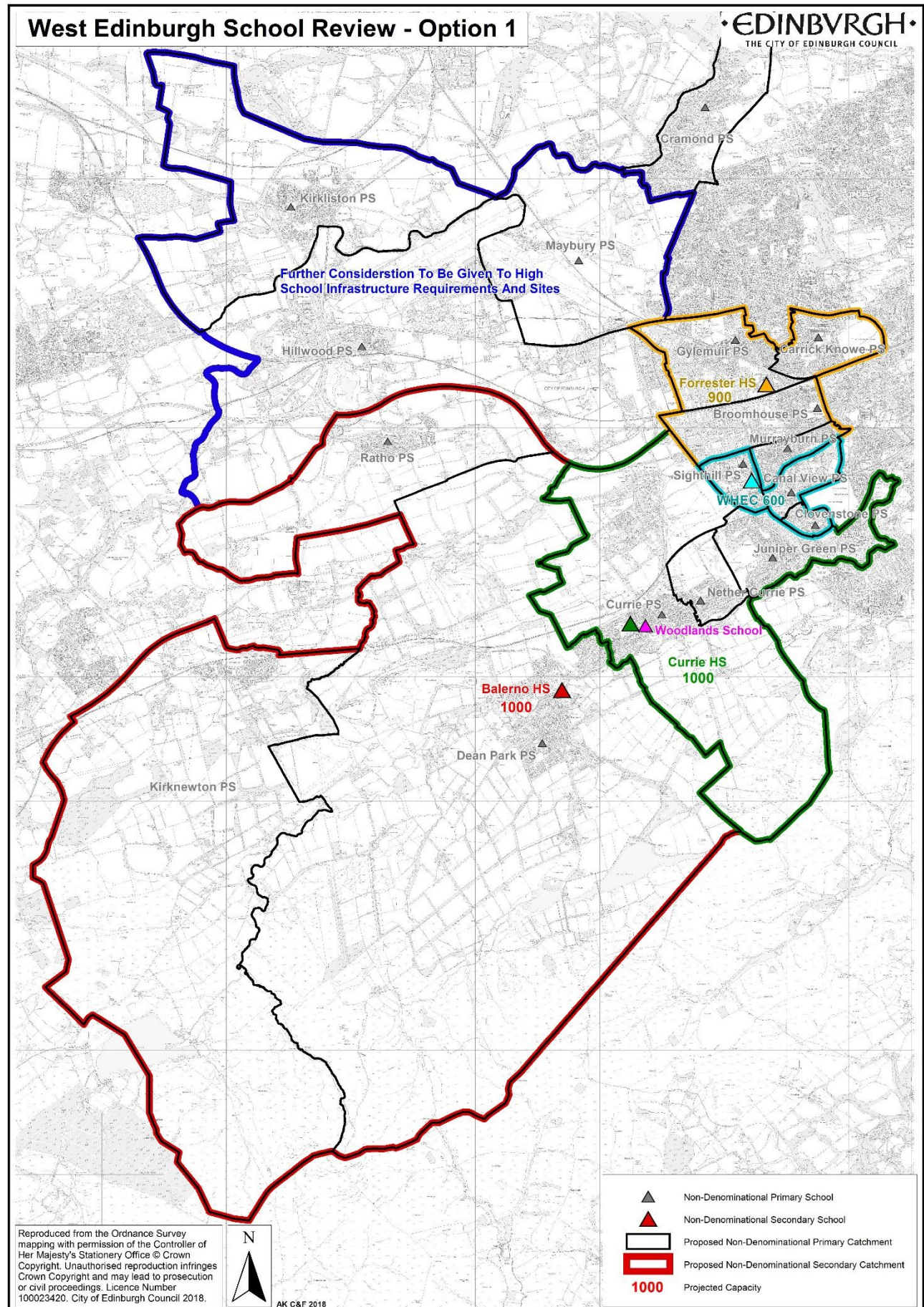
a better future and more opportunities for the children of Canal View and Clovenstone. A refurbishment of WHEC would not change the reputation of the school.

- Parents had discussed safe routes to schools and would be happy with additional pedestrian crossings and the installation of a bridge instead of an underpass.
- A larger school presented the opportunity for more specialised teachers/spaces for children with ASN. Children who could be included in mainstream could mix more in a larger school.
- Parent Councils had surveyed their parent communities who had largely indicated that if option 3 was adopted, they would not send their children to a new joint school on the existing CCHS site. Parents would prefer option 1 if a new site could not be secured.
- Parents were confident they could build links with Juniper Green under option 2. There was the understanding that CCHS is a good school however, as with WHEC, it did need investment therefore option 2 made the most sense.
- Some of the parents present had attended WHEC and had a good experience however there was an awareness that more choice of Highers level subjects could be offered in a larger school.
- Parents had focused on option 2 as there was uncertainty over option 3 since the Council does not own the Muir Wood road site. This would be a viable option if Curriemuirend or a similar neutral site was secured.
- There was the feeling that the WHEC community were focused on saving their school as this was familiar and there was a lack of information on the proposal and understanding that a refurbishment is more disruptive to pupils than moving into a new building.
- The decision to merge any school community would be supported by Primary Head Teachers building links from an early stage to ease transition.
- There was recognition of the difficulties in engaging the Canal View Parents and the Council would be happy to offer the help of a CLD worker as has been the case with previous consultations.

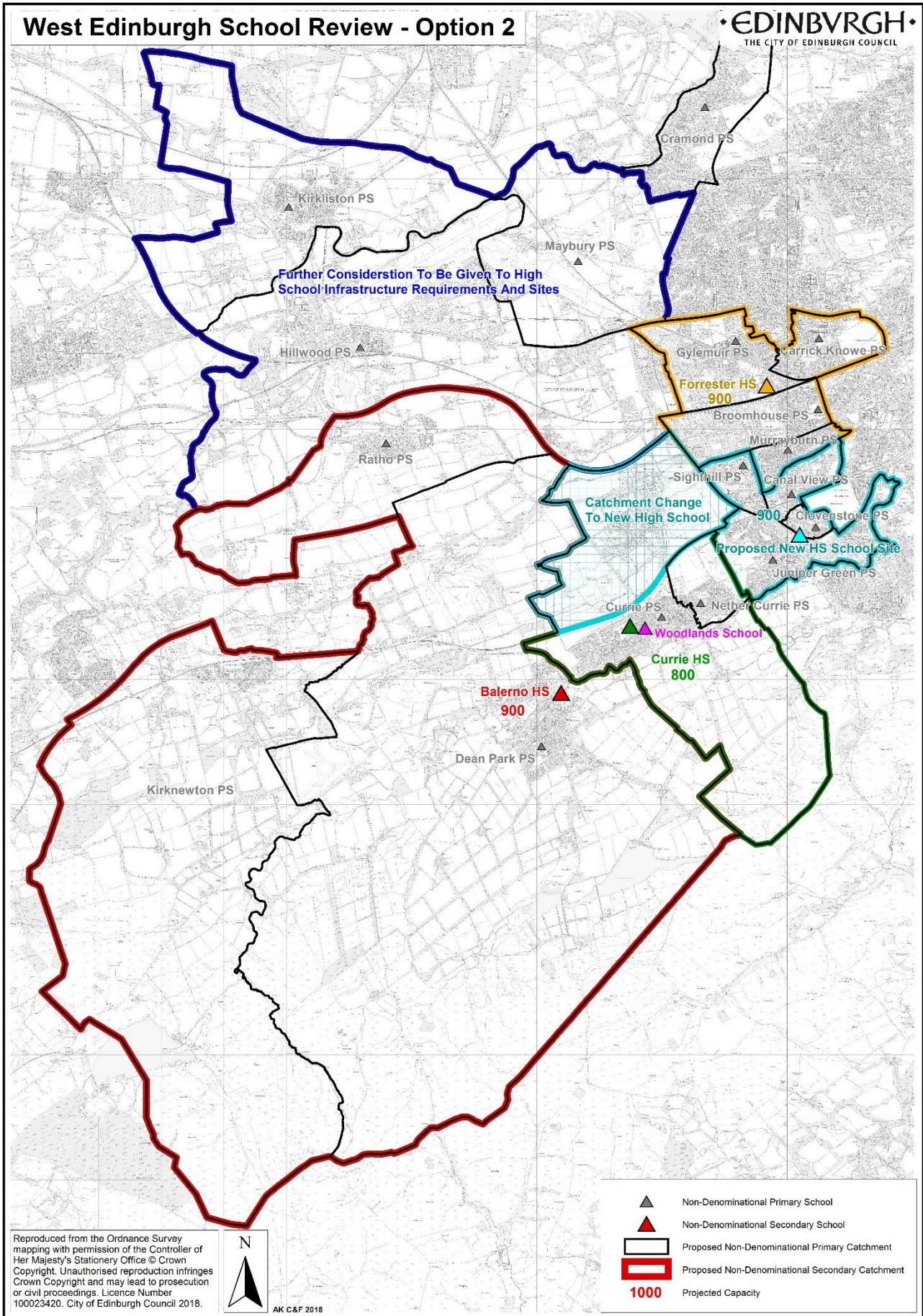
Elected Members thanked parents of the opportunity to listen to their views and provided reassurance that no decision had been made.

Parents informed elected members of their intention to submit a deputation to the Education, Children and Families Committee on 22 May 2018.

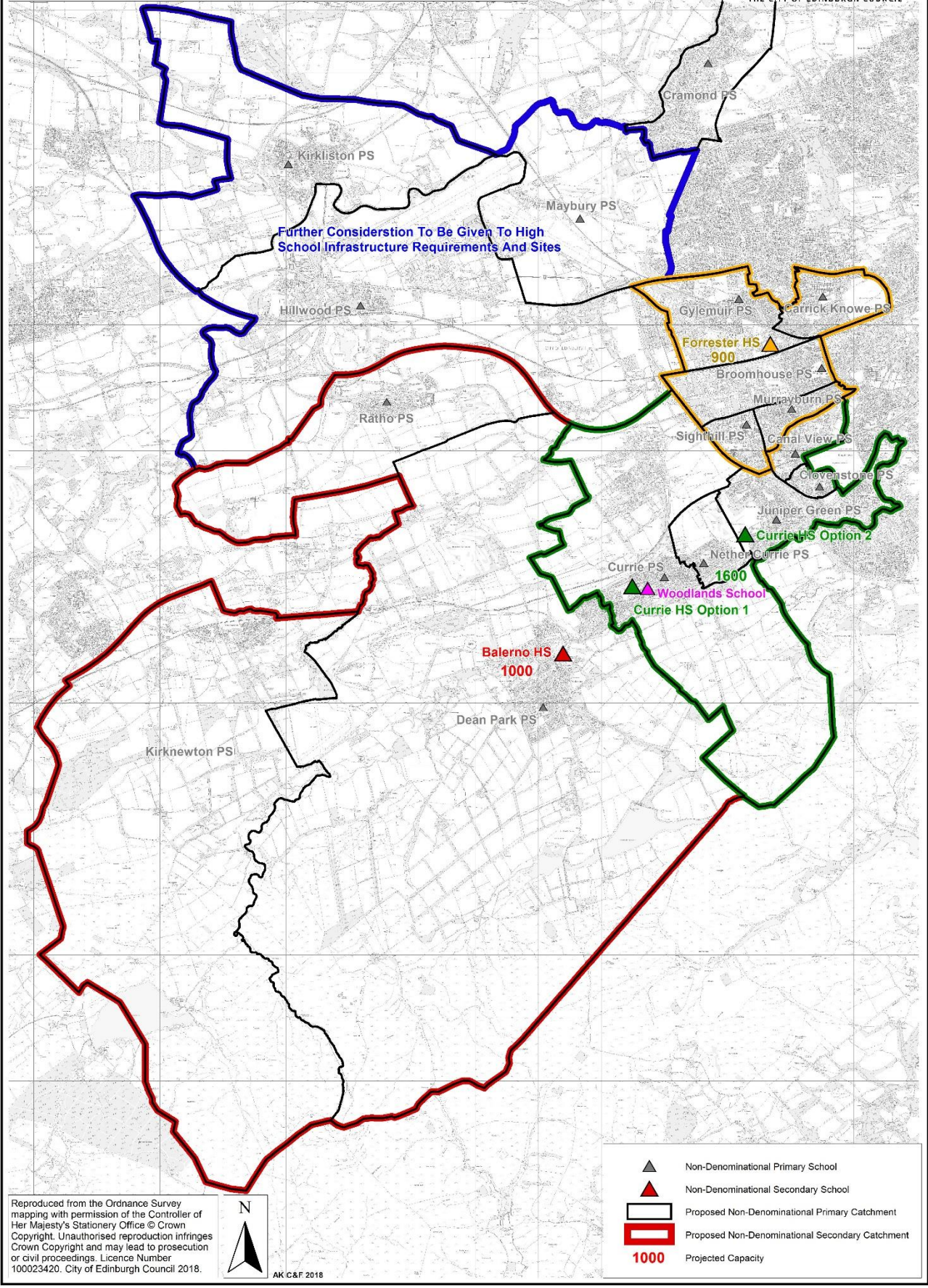
APPENDIX 2



West Edinburgh School Review - Option 2



West Edinburgh School Review - Option 3



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AK C&F 2018

- ▲ Non-Denominational Primary School
- ▲ Non-Denominational Secondary School
- ▭ Proposed Non-Denominational Primary Catchment
- ▭ Proposed Non-Denominational Secondary Catchment
- 1000 Projected Capacity

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Outcome of the Informal Consultation on the future of Gaelic Medium Education (GME)

Item number	7.2
Report number	
Executive/routine	
Wards	All
Council Commitments	36

Executive Summary

A [report](#) to Committee on 12 December 2017 approved that an informal consultation should be progressed to consider the future of Gaelic Medium Education.

This report provides an update on the outcomes of the informal consultation process.

Outcome of the Informal Consultation on the future of Gaelic Medium Education (GME)

1. Recommendations

- 1.1 The Education, Children and Families Committee are requested to approve:
- 1.2 Establishment of a rising rolls working group for James Gillespie's High School.
- 1.3 Preparation of a strategic plan for the whole journey of Gaelic Medium Education growth and development from Early Years to Secondary.
- 1.4 Establishment of a short term working group to oversee the development of the strategic growth plan for Gaelic Medium Education which addresses increasing the supply of GME teachers, expansion of curriculum opportunities and long term accommodation requirements.

2. Background

- 2.1 A [report](#) to Committee on 12 December 2017 approved that an informal consultation should be progressed to consider if Drummond High School (DHS) could become the school to which pupils from the Bun-sgoil Taobh na Pàirce attend for secondary Gaelic Medium Education (GME) in the future. Secondary GME is currently provided at James Gillespie's High School (JGHS).
- 2.2 This report provides an update on the outcomes of the informal consultation.

3. Main report

- 3.1 As part of the informal consultation meetings were held with the Parent Council chairs and head teachers of DHS, JGHS and all of the feeder primary schools for these two secondary schools. A public meeting was also held at DHS on 27 February 2018 to which all parents from the cluster schools were invited.
- 3.2 A special informal consultation meeting was held with the Gaelic Implementation Group on 17 January 2018. Two meetings for parents at Bun-sgoil Taobh na Pàirce were held on 5 March and 9 March 2018.
- 3.3 The outcomes of the informal consultation can be summarised as follows:
 - The view of the majority of responses received from families with pupils at DHS and/or its feeder primary schools was they did not want secondary

GME pupils to start attending DHS if it meant that in the future there would be no space at the school for existing catchment pupils.

- A commitment was therefore made that GME pupils would only transfer to DHS if it could be demonstrated in the future the school's capacity could be expanded to accommodate all expected existing catchment pupils and future GME pupils.
- A commitment was also made to look at other accommodation options for the long term provision of secondary GME at locations other at DHS, whether this may be a joint campus or a stand-alone GME secondary school.
- JGHS Parent Council requested that options for expanding capacity at JGHS be considered including the use of Darroch as a permanent annexe.
- GME parents wanted to see the development of a strategic plan for growth of GME at all levels and did not want secondary GME to be transferred from JGHS until the curriculum provision had been enhanced and improved.

3.4 When all of the views expressed during the informal consultation are considered the following conclusions can be reached:

- Secondary GME can only be transferred to DHS if it can be shown that the school can be expanded to accommodate all of the existing catchment pupils and the expected GME pupils in the long term.
- Other options for accommodating secondary GME in the long term require further investigation. This includes consideration of whether there is the possibility for a joint campus arrangement to be developed with any other existing or new high school or if there is the opportunity for a stand-alone GME secondary school to be established.
- A strategic plan for growth of GME at all levels – early years, primary and secondary – is required which addresses increasing the supply of GME teachers, expansion of curriculum opportunities and long term accommodation requirements.
- In the interim, the capacity issues at JGHS require to be treated as a separate issue. The projections indicate the school's roll will continue to increase in the future and therefore all options for expanding the school's capacity require to be considered and solutions implemented as quickly as possible.

3.5 It is therefore recommended a rising rolls working group is established for JGHS led by officer's from the School Estate Planning Team and involving an appropriate senior officer from the Schools and Lifelong Learning Service, the Head Teacher and Parent Council representatives. This group will meet regularly to consider and oversee the implementation of solutions to address the expected capacity issues at the school. Several solutions will require to be considered:

- Introduction of more efficient timetabling.

- Internal reconfiguration of spaces and classrooms to support more efficient timetabling.
- Provision of temporary accommodation.
- Provision of permanent additional accommodation whether on the existing campus or at an off-site location.
- Statutory consultation and funding requirements for any additional accommodation.

3.6 For the future growth of GME the following actions are recommended:

- ***Preparation of strategic plan for the whole journey of GME growth and development from Early Years to Secondary and as per the legislative Gaelic Language Plan.*** The new [Gaelic Language Plan 2018 - 2022](#) (prepared under Section 3 of the Gaelic Language (Scotland) Act 2005) was approved by the Council's Corporate Policy and Strategy Committee on 15 May 2018 and includes a commitment to improving and enhancing GME in the city. In line with this commitment a draft GME strategic growth plan will be prepared for consideration by stakeholders in August with a final plan submitted to the ECF Committee in October.
- ***Establishment of a short term working group to oversee the development of the strategic growth plan for GME.*** The membership of this group will be as follows: City of Edinburgh Council (Elected Members and officers), Head Teachers from Bun-sgoil Taobh na Pàirce and James Gillespie's High School, parent representatives with pupils at all stages of GME and officers from Bòrd na Gàidhlig. The appropriate representatives will be allocated through discussion at the Gaelic Implementation Group.
- ***Explore opportunities to expand Early Years provision for August 2018.*** The after school club which is situated within Bun-sgoil Taobh na Pàirce, is registered with the Care Inspectorate for children aged three years old upwards and the manager has expressed an interest in coming into partnership with the council to deliver funded early learning and childcare. A formal request to come into partnership has now been received and the setting Oganan Dhun Eideann has submitted a Profile of Provision to apply for partnership with the council. Early years Officers will now visit the setting to establish if it meets the criteria for coming into partnership with the council. If this setting is admitted into partnership it is hoped that this will be in place for August 2018. The possibility of introducing Gaelic Medium early learning and childcare provision in another location within the city is also being explored. The location and management of this will need to take into account the requirements for the expansion to 1140 funded hours.

3.7 The strategic growth plan will include details of actions which will be taken to:

- enhance the number of GME teachers;

- expand the choice of subjects available for GME secondary pupils at SQA level;
- conclude the most appropriate accommodation solutions for long term expansion of early years and primary; and
- determine the best option for the provision of a dedicated GME secondary school whether this is delivered through a joint campus arrangement with another school or as a stand-alone facility on its own site.

4. Measures of success

- 4.1 The provision of a school estate that will meet the needs of future pupils and the wider community.

5. Financial impact

- 5.1 The financial implications on future capital and revenue budgets associated with the potential infrastructure projects arising from the JGHS rising rolls project or the GME strategic growth plan will be considered in detail with colleagues in finance. Business cases will require to be developed through the Communities and Families Asset Investment Group and presented to the Asset Management Board for consideration. Following this process the identification and approval of the required additional capital and revenue funding would require to be established by Council as part of future budget setting processes.

6. Risk, policy, compliance and governance impact

- 6.1 Any project led by Communities and Families is aligned to all the necessary Council risk, policy, compliance and governance requirements.

7. Equalities impact

- 7.1 Equalities impact assessments will be carried out for any future statutory consultation or capital infrastructure project.

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 Any statutory consultation required for changes to the school estate will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

- 10.1 Report to Education, Children and Families Committee 12 December 2016: [Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation.](#)

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Education, Children and Families Committee

10am, Tuesday, 22 May 2016

Update on Wave 4 Education Infrastructure Investment

Item number	7.3
Report number	
Executive/routine	
Wards	All
Council Commitments	28

Executive Summary

A motion which was approved by the Education, Children and Families Committee on 6 March 2018 requested that officers prepare a report for Committee setting out the next steps in terms of developing a Business Case and detailed design work for three investment options related to Trinity Academy.

This report provides the information requested within the context of the wider infrastructure investment requirements throughout the secondary school estate in Edinburgh.

Update on Wave 4 Education Infrastructure Investment

1. Recommendations

- 1.1 The Education, Children and Families Committee are requested to:
- 1.2 Note the content of this report.

2. Background

- 2.1 At the last Education, Children and Families Committee a motion was approved as follows:

Committee: Recognises the unacceptable suitability of the built facilities at Trinity Academy and the adverse building condition reports for Trinity Academy and Trinity Primary. Further recognises the complexity of the Trinity Academy/Trinity Primary site and accepts the additional work that is likely to be required to deliver a successful campus model, or to look at alternative solutions, in readiness for any Scottish Government funding scheme.

Accordingly ask officers for a report in one cycle setting out the next steps in terms of a Business Case and detailed design work for each of:

(a) Trinity Academy

(b) A Trinity Academy/Trinity Primary Campus; and

(c) Bangholm Gym and Pool facilities to support a secondary school of approximately 1200 roll.

The report should identify the resources required to progress each case.

- 2.2 This report provides the information requested in the context of the wider infrastructure investment requirements throughout the secondary school estate in Edinburgh.
- 2.3 A [report](#) to Council on 25 September 2014 noted that when considering the projects to be included in a Wave 4 programme and their relative priority, cognisance must be taken of two of the existing unfunded priorities which must, by their nature, be included as the first and second priority. The first priority is the requirement to respond to the challenges of rising primary school rolls to ensure that the Council's statutory duties are fulfilled; the second priority being the existing commitment made by Council to delivering a new secondary school in Craigmillar.

- 2.4 Since 2014 additional capital budget provision has been made towards addressing rising rolls accommodation requirements in both the primary and secondary sectors. However, a new secondary school for Craigmillar remains an unfunded priority as recently reported to the Finance and Resources Committee on 8 February 2018 in the [Capital Investment Programme](#) report.
- 2.5 A further [report](#) to Council on 20 August 2015 considered how, beyond the unfunded priorities identified in paragraphs 2.3 and 2.4 above, further investment priorities in the school estate would be considered. The following criteria for determining which schools would be shortlisted for further assessment was outlined in that report:
- 2.6 Primary Schools
- If the existing building structure is identified as having a short life expectancy the school would proceed to the shortlist.
 - If, even following the existing approved investment, the school would be expected to remain as in poor condition then the school would proceed to the shortlist.
- 2.7 Secondary Schools
- If the existing building structure is identified as having a short life expectancy the school would proceed to the shortlist.
 - If the core facilities could not support the necessary size of the expected future school roll then the school would proceed to the shortlist.
 - For any remaining schools not already shortlisted as a result of either of the above criteria, those with the lowest combined condition and suitability scores which are considered to merit further detailed examination would proceed to the shortlist
- 2.8 Based on this criteria only four secondary schools – Balerno High School; Liberton High School; Trinity Academy and Wester Hailes Education Centre (WHEC) – were prioritised for further assessment in the form of feasibility studies which would establish the most appropriate option for replacement and/or refurbishment of these schools should funding become available in the future. The initial stages of these feasibility studies have been completed and a £25m allocation for Wave 4 investment has been allocated in future years of the current Capital Investment Programme. This allocation is earmarked as match funding for any Scottish Government funding programme which may become available to local authorities.
- 2.9 Since the last report to Council in August 2015 further condition and structural surveys have been carried out across the estate as part of the Asset Management Strategy. New school infrastructure requirements to meet pupils expected to be generated from new housing in a growing city have also been identified. The infrastructure investment requirements identified through these processes also remain largely unfunded.

- 2.10 In relation to existing schools requiring investment the recent structural surveys identified that the original structure of Currie High School was approaching the end of its expected lifespan and proposals should be developed for its replacement. As the other secondary schools in the south west corridor - Balerno High School and WHEC - have also been previously identified as requiring investment and other secondary school infrastructure is required in west Edinburgh to accommodate growth, an informal consultation has been carried out over the last six months to assist with the identification of the overall future secondary school infrastructure requirements in this area of the city.
- 2.11 The report on the outcomes of the informal consultation in west and south west Edinburgh was considered by the Education, Children and Families Committee on 29 March 2018. A further update on the outcome of this informal consultation process is the subject of a separate report on the agenda for this Committee.

3. Main report

- 3.1 The current situation for Trinity Academy in relation to the background information provided above is that it remains one of seven existing schools across the secondary school estate where there has been no significant refurbishment or replacement investment through the PPP1, PPP2 or Wave 3 programmes. The other secondary schools are Balerno High School, Castlebrae High School, Currie High School, Leith Academy, Liberton High School and Wester Hailes Education Centre.
- 3.2 Currently there is £25m allocation in the current Capital Investment Programme. However, in order to be prepared as possible it is considered prudent that a prioritised investment plan for secondary schools is prepared to establish an investment priority list for the existing secondary schools listed in paragraph 3.1.
- 3.3 A meeting of the Education, Children and Families Committee has been arranged for 21 June 2018 to consider a report on the outcomes of the prioritisation process. Due to the updated condition and structural information which has been made available since 2015, it is proposed that all seven schools are fully reconsidered in terms of priority using similar criteria used for the previous assessments which would be as follows:
- Any existing building structure identified as having a short life expectancy would be top priority.
 - Any existing building where core facilities do not support the necessary size of the expected future school roll would be a high priority.
 - Priority for any remaining schools would be determined based on the combined condition and suitability scores.
- 3.4 The business case for investment in any of these schools is the overall aim of the Council to improve the condition and suitability of the entire schools and lifelong

learning estate. The prioritisation process will determine the specific reasons for each school's position on the prioritised investment list and in doing so will contribute to the business case for investment in each school.

- 3.5 Once the prioritisation process has been considered by Committee this will then be taken forward into the development of an overall business case for the Wave 4 programme. Part of the business case will include identifying a preferred option for each school as well as identifying when to proceed with a detailed design. The detailed design for each project would be taken forward as budgets become available.
- 3.6 For Trinity Academy the feasibility study has already determined the best approach to investment would be development of new sports facilities (including a swimming pool) for a 1200 capacity school on the current site of the Bangholm Recreation Centre in order to create the opportunity for further investment on the main site. The level of investment on the main site would ultimately depend on the budget available. However, as a minimum the Victorian school building and the more modern home economics and science building, which are situated at opposite ends of the site, are likely to be retained.
- 3.7 The old swimming pool, gym hall, assembly hall and dining areas are considered to be in most need of replacement and the tower block could either be retained or replaced with more modern accommodation. Part of the detailed design will be to consider the logistics of which buildings can and cannot be retained. As Trinity Primary School is adjacent to the high school, opportunities to improve the links between the two schools and create an improved educational campus will be considered.
- 3.8 The detailed design process to consider the best overall investment option for Trinity Academy will be progressed once the prioritisation process is complete. An initial estimate of the capital cost for each of the scenarios included in the motion approved by the Committee on 6 March 2018 is as follows:

Scenario	Estimated Cost
<i>Trinity Academy</i>	<i>£40-50m</i>
<i>A Trinity Academy/Trinity Primary Campus</i>	<i>£50-60m</i>
<i>Bangholm Gym and Pool facilities to support a secondary school of approximately 1200 roll.</i>	<i>£10m</i>

4. Measures of success

- 4.1 The provision of a school estate that will meet the needs of future pupils and the wider community.

5. Financial impact

- 5.1 The latest financial update on Wave 4 was included in the [Capital Investment Programme](#) report to the Finance and Resources Committee on 8 February 2018.
- 5.2 The financial implications on future capital and revenue budgets associated with Wave 4 investment projects will be considered in detail with colleagues in finance. Business cases will require to be developed through the Communities and Families Asset Investment Group and presented to the Asset Management Board for consideration. Following this process the identification and approval of the required additional capital and revenue funding would require to be established by Council as part of future budget setting processes.

6. Risk, policy, compliance and governance impact

- 6.1 Any project led by Communities and Families is aligned to all the necessary Council risk, policy, compliance and governance requirements.
- 6.1 The most significant risk is that the measure of success will not be achieved due to funding not being secured.

7. Equalities impact

- 7.1 Promoting inclusion, improving accessibility and provision for effective Additional Support for Learning are explicit objectives in terms of improving the school estate.
- 7.2 Equalities impact assessments will be carried out for any statutory consultation or infrastructure project.

8. Sustainability impact

- 8.1 Any Communities and Families assets which are improved or delivered as a result of Wave 4 investment and any subsequent statutory consultations will be fully integrated with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

9. Consultation and engagement

- 9.1 Any statutory consultation required for changes to the school estate will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

- 10.1 Links to previous Wave 4 reports are as follows:

[City of Edinburgh Council, 25 September 2014.](#)

[City of Edinburgh Council, 20 August 2015.](#)

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Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Trialling the use of technology to stream live data from the classroom to pupil unable to attend school

Item number	7.4
Report number	
Executive/routine	
Wards	
Council Commitments	C34

Executive Summary

The Council wishes to trial technical solutions which could be used within schools to assist children who are physically unable to attend school but could otherwise positively engage in learning. This paper sets out general conditions for a trial of such technology and then focusses on one specific trial.

1. The use of technology in the classroom, including the AV1 device linked to a compatible device in the child's home or another location raises a number of issues which this report seeks to clarify.
2. A Privacy Impact Assessment (PIA) has been undertaken to consider issues of impact on the privacy of third parties, which may arise from use of such devices.
3. Successful trials of such technology in different local authorities have also been considered. Experience of such trials indicates that while it is important to ensure security and mitigate against data breach, successful trials tend to be about people and relationships rather than technology. Principally, a successful trial tends to have buy in from the school community.
4. Legal advice to the council indicates that when considering making a "reasonable adjustment" for a child's disability it should also have regard to whether there is any "significant disadvantage" to third parties such as other pupils, parents or teachers. Therefore, when determining the appropriateness of a reasonable adjustment, all stakeholders' views require to be taken into consideration. These include the sick

child, his or her classmates, teaching staff, parents/carers of the child, and parents/carers of the other children.

5. Legal advice to the council indicates that when considering making a “reasonable adjustment” for a child’s disability it should also have regard to whether there is any “significant disadvantage” to third parties such as other pupils, parents or teachers. Therefore, when determining the appropriateness of a reasonable adjustment, all stakeholders’ views require to be taken into consideration. These include the sick child, his or her classmates, teaching staff, parents/carers of the child, and parents/carers of the other children.

Trialling the use of technology to stream live data from the classroom to pupil unable to attend school

1. Recommendations

- 1.1 It is recommended that the committee:
 - 1.1.1 Notes the proposal to trial use of AV1 technology in St John's, Duddingston School from October to December 2018.
 - 1.1.2 Agrees that consultation with the school community (teachers, parents, children) should take place in advance of this trial.
 - 1.1.3 Agrees that the views of the school community should be taken into account when deciding on whether use of the technology represents a reasonable adjustment for a child's disability.
 - 1.1.4 Agree that the decision to proceed with any such trial should be taken by a senior manager within Communities and Families.
 - 1.1.5 Agree that evaluation of a trial should consider whether the technology enhances the child's learning without impacting on attendance and that the impact on wellbeing of the child and on other children and wider stakeholder groups should also be evaluated.

2. Background

- 2.1 In October 2017 the Education, Children and Families Committee heard a deputation regarding potential use of AV1 technology to support participation in class of a disabled pupil during periods of medical absence from school.
- 2.2 It was agreed that council officers would a) seek legal advice b) engage with the school community regarding the proposal c) investigate the experience of use of such technology in other authorities and d) continue to develop a privacy impact assessment before proceeding with a trial of technology.
- 2.3 The outcomes of these actions are detailed in the main report.

3. Main report

- 3.1 Pupils with a disability and/or long-term illness can have reduced attendance at school. This can have an adverse effect on their learning and attainment. Traditionally local authorities would look to address this issue through the provision of extra school-work in class/at home and possibly input from Additional Support for Learning Teachers. Currently, various technological interventions are also being evaluated.
- 3.2 The straightforward way to use technology to maintain contact with a pupil is to use FaceTime or Skype. This uses an iPad or similar tablet on a stand in the classroom and sound and visuals is streamed from the classroom to the child not in school, who would have a compatible tablet device. This can involve a two-way transmission of all data. Objections to this have focussed on having images of the sick child (possibly hooked up to drips etc.) broadcast to the classroom. This arrangement has worked successfully in The Sick Children's Hospital in Edinburgh where a sick high school student participated in Science classes held at her school in The Scottish Borders, using FaceTime. However, this was short lived and not evaluated aside from the anecdotal suggestions that it was a positive way of keeping in touch and providing the pupil with access to subjects that teaching staff at the hospital were not able to deliver, to facilitate return to school when possible.
- 3.3 Several providers of live streaming devices also exist in Norway and Holland. These perform a similar function as Face-time/Skype. The devices are similar in that they all contain computer technology and a webcam, or similar ICT equipment. The Norwegian device is called AV1 and is felt to be the most user friendly of these devices. The device resembles a small white robot and it can be controlled remotely by a child using his or her tablet. The AV1 device can rotate around the class and it can indicate when the child wishes to contribute in class through a coloured light on the top of the device.
- 3.4 The authority is currently working on a Virtual Learning Project, through which pupils unable to access school will be supported to engage in learning. The project does not require permissions from other pupils in the class, as unlike the AV1, which is mobile and can be controlled remotely to move around the school, the streaming device is stationary and can be positioned so that pupils do not appear on the screen. Unlike the AV1, the teacher remains in control of the camera which addresses an area of concern raised by the trade union. As lessons are live-streamed, they would not be recorded.
- 3.5 In Norway it is apparently not unusual for the parents of a child going into hospital for a period of time to hire an AV1 device to keep the child in touch with his or her learning and with classmates. There is also testimony on the AV1 vendor's website from various children with disabilities who have been able to participate remotely in their class using the device. Most evaluation appears to reflect the benefits of the

device at facilitating such contact. Further, it is assumed this will help with learning but there have been no clinical trials to back up this reasonable assumption.

- 3.6 In the United Kingdom a high school pupil with long term illness/disability had a device crowdfunded by her local community in County Durham in 2017. The Principal Educational Psychologist from the City of Edinburgh Council contacted the school in County Durham on two occasions to discuss the use of the device. The community and the school were supportive of the pupil and her family. The pupil herself had little absence after the device was provided so the impact of using the device was therefore unclear in this case.
- 3.7 Subsequently in 2018, East Lothian Council have hired an AV1 device for a Primary 1 pupil who has never been to school as a result of open heart surgery. The community around this school (Campie Primary School) have been supportive of the little girl and her family. The device has allowed her to access the class in a virtual way. There is, as yet, no data on how this has impacted on her learning.
- 3.8 Following contact from a parent of a P6 boy at St John's RC Primary School Portobello a trial was proposed at this school of an AV1 device prior to the October break in 2017. The device was apparently on loan from Norway and due to be returned in the October holidays. Parents were notified of this trial by the school (although the parent of the pupil was also actively promoting the device in the media and with an elected members and MPs). There were numerous objections from other parents of pupils in the same class (and in other classes). The technology (basically a webcam and a raspberry Pi computer) did not work over school wi-fi though it did work over 4G. In November 2017 the acting Head of Children's Services convened a meeting with the relevant parents in the school including the father of the child with a disability in P6. Various concerns were discussed. City of Edinburgh ICT Security Team also raised various points with the Norwegian vendor. It took several months for the vendor to address these points but we now have the required information and a privacy impact assessment has been completed.
- 3.9 Legal advice was taken on two occasions while considering implementation of a trial of AV1 in a school. In summary, the effect of the legal advice given is that provision of the device in school may constitute a reasonable adjustment for a child's disability but, in determining whether the adjustment is reasonable, the council should also consider whether there would be significant disadvantage to other individuals in the school as an outcome of using the device. Examples of significant disadvantage would include parental concerns about images being transmitted to a private home which, irrespective of technical security, could potentially be recorded by a third party; or teachers' concern about potential loss of privacy if a third party could view images streamed by the device.
- 3.10 These issues have not arisen in other authorities principally as communities have all had buy in when the device has been used.

- 3.11 Before commencing any long-term trial, it is proposed to engage further with the school community to address the various technological issues, to discuss buy-in from the community and other stakeholders (teachers, trades unions etc) and to establish whether the use of the AV1 device can impact on learning. Following consultation, the view of the school community will be taken into account before proceeding.
- 3.12 The decision to proceed with any trial should be taken by a senior manager within Communities and Families rather than the individual head teacher of the school.
- 3.13 As part of the proposed trial a Privacy Impact Assessment has been submitted for approval to the Council's Privacy Impact Assessment board.

4. Measures of success

- 4.1 The initial aim is to evaluate whether the AV1 device is able to function in the school.
- 4.2 Community buy-in is also deemed to be an ingredient that is essential to the success of the trial.
- 4.3 The AV1 device will also enhance the learning of the individual pupil thus showing the success of the trial.
- 4.4 A blueprint should also be established from this trial of how to implement the use of the AV1 device in other school settings and to undertake cost-benefit assessment in comparison with alternative devices within the Virtual Learning Project.

5. Financial impact

- 5.1 Hiring the AV1 device for an academic year will cost approximately £2000. The cost of 4G is estimated at £90 a month via the Norwegian supplier. This latter cost may not be necessary if the device can be made to work on school wi-fi.
- 5.2 The cost of a tablet based approach is approximately £300 with an expected life cycle of 5 years. The cost of 4G for a tablet via a UK provider is estimated at £25 per month.

6. Risk, policy, compliance and governance impact

- 6.1 The Privacy Impact Assessment covers aspects of data security.

7. Equalities impact

- 7.1 The trial of the AV1 device is of benefit to a child with a disability and as such should have a positive Equalities Impact.

8. Sustainability impact

- 8.1 Financial costs need to be balanced against other methods of meeting needs/reasonable adjustments. Hiring numerous devices may be required should the trial be a success and other parents wish to access this technology. Parents in Norway self-fund.
- 8.2 A tablet based alternative would be sustainable within the existing ICT investment strategy for schools and Additional Support for Learning.

9. Consultation and engagement

- 9.1 Consultation has occurred already with the parent body at St John's RC Primary Portobello. This has generated a number of issues and requires further engagement e.g. with the Parent Council and teachers in school.

10. Background reading/external references

- 10.1 The East Lothian use of the AV1 device is documented in the Edinburgh Evening News 27.02.18.

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11. Appendices

- 11.1 None.

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Teacher Recruitment Update

Item number	7.5
Report number	
Executive/routine	
Wards	
Council Commitments	29

Executive Summary

This report will state what progress has been made in general recruitment approaches since the last committee meeting on 6 March 2018, and will incorporate the response to the Conservative Group addendum (as adjusted), namely the request for officers to bring a report back to a future meeting of the Committee on the successful opt-in Supply Teacher talent pool for longer-term vacancies; allowing the Council the opportunity to make sure all qualified participants were being made aware of vacancies.

Teacher Recruitment

1. Recommendations

- 1.1 It is recommended that committee note the contents of this report as follow-up to the previous reports, submitted at the meetings on 12 December 2017 and 6 March 2018, indicating progress on the medium- to longer-term strategic approaches to tackling teacher recruitment issues.

2. Background

- 2.1 Issues in teacher recruitment have come into sharp focus, in session 2017-18, across the country. Within the City of Edinburgh, there were initially specific problems in secondary mathematics where there was media coverage relating to recruitment difficulties. Steps taken, to address this and wider issues, have included advertising opportunities beyond *Myjobscotland* and the setting up of a working group made up of Communities & Families and HR-related staff to initiate a more strategic approach to teacher recruitment campaign planning which has now had four distinct phases across the last six months.

3. Main report

- 3.1 In specific reference to the request to investigate the opt-in supply talent pool for longer term vacancies, the following can be reported:
- 3.1.1 Teachers registered on the current supply teaching pool could be encouraged to 'opt in' to the *Myjobscotland* alert scheme and receive regular updates on vacancies beyond the demands of supply that they might potentially wish to apply for. As stated previously the supply pool can, and do, apply for any longer-term vacancies and permanent vacancies as they arise. This proposed approach would be a more proactive way of engaging with them.
- 3.2 To create and maintain a wider talent pool, beyond the supply pool, would require to be supported by the service as it is currently resourced and that would prove problematic. As it would be in addition to the *Myjobscotland* alert service, for which any potential applicant can register, it would represent a duplication.
- 3.3 The *Myjobscotland* system alert allows prospective applicants to drill down by Council, type of role, sub type (primary/secondary, etc). It also allows them to

select if it is a permanent or fixed-term role they want. For teachers the functionality around salary would potentially be relevant if people are looking at a promoted post. The functionality also allows people to receive updates daily or weekly (to suit their individual preference).

- 3.4 While this represents a 'pool' to which the Council has no direct access, it is a system which, as it develops and as prospective applicants are encouraged through recruitment campaigns to register for it, will represent a growing reservoir of potential talent that can be ultimately recruited into our schools.
- 3.5 The most recent recruitment campaign – Tranche 2 – was launched on 23 February 2018 and advertisements ran until 11 March 2018. The vacancies in question were some left unfilled from Tranche 1 in specific shortage subject areas (eg mathematics, business education and CDT) and other posts which were deemed not appropriate to be included in this year's bid for probationers under the National Induction scheme. Most vacancies were for an August 2018 start although some were more immediate.
- 3.6 The accompanying social media campaign targeted teachers Scotland-wide, using Facebook, Twitter, Instagram, Google Display Network and LinkedIn. Two creatives were used – one of Sam Laydon, an English teacher at Tynecastle High School and one of Amy Liggett, a mathematics teacher at Firrhill High School. These linked people through to the Council's website where they could find more information on teaching in Edinburgh and how to apply, including video interviews with five of Edinburgh's teachers, the two referred to above plus Katy Robertson, a science teacher at the Royal High School; Paul McCarthy, a teacher at St Ninian's Primary School; and Justine Fialka, a teacher at Woodlands School.
- 3.7 During the campaign we received over 152,000 impressions (the number of times the posts were viewed) and almost 3,000 people clicked through to the website. Those who clicked through were then encouraged to link through to *Myjobscotland* to apply. Our website analytics support the social media data showing that, throughout the campaign, we saw between 150 and 250 people viewing the /teachinginedinburgh pages every day.
- 3.8 There was a total of 557 applications for the 34 posts highlighted in the campaign, 26 of which were 1.0 FTE permanent, with interviews being scheduled from 19th March onwards.
- 3.9 There remain some issues with particular STEM subjects where the number of applications has remained few in areas such as Business Education, CDT, Computing and Home Economics even after a relatively high-profile national campaign. There is, however, more time than was available previously for further action to be taken to address persisting vacancies in advance of the new academic session.
- 3.10 The commitment to developing Gaelic education, both secondary Gaelic Medium Education (GME) and Gaelic for Learners Education (GLE) referred to in the previous reports led to the advertisement and re-advertisement of a CEC citywide

post to develop Gaelic education, both GLE and GME across Edinburgh schools. These recruitment rounds resulted in a limited number of applicants and no appointment. Following the retirement/resignation of the Council's Development Officer for Gaelic, it was decided to advertise a more promoted centrally-based role of Service Manager (Gaelic Education) which is currently in the initial stages of the recruitment and selection process. Increased GLE oversight will now sit within the City's provision for the national 1+2 languages initiative.

- 3.11 Recruitment to primary vacancies saw 155 candidates interviewed as part of a centralised procedure. Of those 45 have been categorised as a 'yes' and a further 42 as a 'maybe'. These staff will now be matched to existing vacancies and will be given preference in future vacancies that are declared in the Summer Term.
- 3.12 In terms of probationer allocations for 2018-19, the Council submitted bids for 122 primary teachers and 113 secondary teachers (including GME teachers). In reality, 115 primary and 80 secondary probationers were allocated, as of 4 May 2018. Vacancies, where there is no probationer to fill them, will go forward for advertisement. There was a particular shortfall in some STEM subjects, in GME (where none were allocated in the secondary sector) and in the number of probationers for the denominational primary sector. This will require a flexible approach to the placing of those probationers who have been allocated, along similar lines to previous years, and another recruitment campaign to fill those vacancies that had been held back in anticipation of probationer allocation
- 3.13 Work has been ongoing with colleagues at Moray House Institute of Education at the University of Edinburgh to give access to representatives from the Council to current Third Year and Fourth Year undergraduates, as well as post-graduates, in STEM subject areas in order to discuss with them the option of teaching as a career and, in the case of Fourth Year undergraduates, to encourage them to consider applying for PGDE courses in 2018-19 where there are still places available. A session took place at the university on 2 May, the immediate upshot of which was 41 undergraduates/post-graduates indicating an interest in a school-based observation to help inform their decisions. Secondary headteachers have indicated their willingness to provide the necessary opportunities and a matching process will take place shortly.

4. Measures of success

- 4.1 The major measure of success continues to be addressing the shortfall in teacher recruitment in the next few months. While there is a strategic approach to longer-term recruitment, and staff have now been recruited to many posts for August 2018, there remain issues with particular STEM subjects (see 3.10).
- 4.2 The timeline and strategy for the teacher recruitment planning campaign was intended, as intimated in the previous reports, to improve procedures and result in earlier confirmation of appointments, going forward into session 2018-19. This has, again as previously stated, already borne fruit in the timing and success of the first

centralised tranche of secondary appointments and continued into the recent second tranche, both of which were substantially earlier in the year than has previously been the case.

5. Financial impact

- 5.1 There has been a cost implication of between £1,500 and £2,000 which was spent on the social media campaign. A further £5,500 has been spent on the production of the recruitment video as part of that campaign, to which latter cost primary, secondary and special schools contributed.

6. Risk, policy, compliance and governance impact

- 6.1 As this report is an update, rather than containing any recommendations *per se*, there are no risk, compliance or governance impacts arising.

7. Equalities impact

- 7.1 As this report is an update, rather than containing any recommendations *per se*, there are no equalities impacts arising.

8. Sustainability impact

- 8.1 As this report is an update, rather than containing any recommendations *per se*, there are no sustainability impacts arising.

9. Consultation and engagement

- 9.1 Secondary headteachers, in whose sector there have been particular issues, have been consulted and will continue to be consulted through their regular meetings. Other headteachers have also been involved, especially in relation to the timeline for the longer-term recruitment strategy. Schools have also been asked to contribute statements and photographs to the landing page as part of the recruitment process as well as to provide volunteer staff to take part in the recruitment video. The overall engagement has been very positive.

10. Background reading/external references

- 10.1 None.

Alistair Gaw

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11. Appendices

11.1 None.

Education, Children and Families Committee

10am, Tuesday, 22 May 2018

Edinburgh Catering Services – Update on Schools Meals and the Use of Plastic in Schools

Item number	7.6
Report number	
Executive/routine	Executive
Wards	City wide
Council Commitments	26; 45

Executive Summary

This report addresses an addendum approved by the Education, Children and Families Committee, on 13 December 2017, by providing an update on the school meals service; progress on Food for Life Silver; transporting school meals; reducing plastics and packaging throughout the estate; and menu feedback opportunities.

Edinburgh Catering Services – Update on Schools Meals and the Use of Plastic in Schools

1. Recommendations

- 1.1 That Committee:
 - 1.1.1 Notes the content of this report.
 - 1.1.2 Notes the continued successful retention of Food for Life (FFL) Bronze catering mark across the school estate, Silver catering mark in two school and the intention to increase the Silver accreditation to a further two schools;
 - 1.1.3 Notes the current challenges with regards to school meal transport and the intention to incrementally open more production kitchens;
 - 1.1.4 Notes the current actions being taken to reduce the use of plastics across the catering service; and
 - 1.1.5 Notes the options available for feedback on school menu design.

2. Background

- 2.1 On 13 December 2017, the Education, Children and Families Committee considered an annual report providing an update on school meals, which highlighted a number of emerging challenges principally due to school meal uptake continuing to increase.
- 2.2 An addendum by the Green Group was approved that stated “in light of the challenges laid out in this report, this Committee calls for a further report in two cycles setting out the recommendations to tackle these challenges, including, but not restricted to:
 - extending the number of schools reaching Food for Life silver accreditation; the impact caused by transport and time delays on the nutritional value of menu items;
 - options to further reduce packaging;
 - a mechanism for parents to input thoughts into the menu design, with a focus on healthy options. and
 - further, the report should consider how other authorities have been dealing with similar challenges.”

- 2.3 In addition to the above, the Transport and Environment Committee, on 9 March 2018, approved an addendum by the Green Group part of which “noted that plastic bottles are used during Edinburgh Council service delivery, including school pack lunches, and requests a report on way of reducing the use.”
- 2.4 This report seeks to address the above addendums.

3. Main report

Extending Food for Life Silver

- 3.1 The two silver pilot sites (Currie HS and Buckstone PS) have implemented silver catering mark menus over a full year and two menu cycles, 2016/17 and 2017/18. To achieve the Silver Catering Mark catering must:
- continue to meet ALL the bronze standards (assurance certificates required for all meat, along with supplier declarations; other standards to be assessed during inspection);
 - pick up an additional 150 points in total by:
 - 1) Spending at least 5% of total ingredient budget on organic produce. Min: 25 points (this is required)
 - 2) Sourcing ethical and environmentally friendly food (organic, free range, MSC, MCS ‘fish to eat’, Freedom Food, Fairtrade or LEAF). Min: 15 points;
 - acting on the making healthy eating easy steps. Min: 20 points; and
 - collect another 90 points from any of the three categories (including; reducing plate waste, meat free day, % local spend).
- 3.2 Achieving a minimum of 150 points in the pilot schools has been reached through a combination of several activities, which include making healthy choices easier and direct work with the schools to promote the school meals service and wider aspects of food through education.
- 3.3 To reach the required 5% of total ingredient budget on organic produce, several products have been tried with varying success. Organic produce is often significantly more expensive than the non-organic alternative. To minimise the impact of this, the service has researched several different products and options; selecting some with a smaller price differential where possible. The full analysis was provided in the report to Committee on 13 December 2017.
- 3.4 Moving forward, the service will continue to work with Food for Life (FFL) to build upon the Bronze catering mark. By maintaining the Bronze catering mark across all schools, work will continue with suppliers to source produce from Scotland and the UK where possible; such as meat, chicken, dairy, fruit and vegetables with the principal aim to increase the range of local produce available.

- 3.5 The service has recently signed up to the Meat Free Monday campaign – the first local authority in Scotland to do so. It is hoped that this will further promote our commitment to work with FFL on one of their core aims of achieving greater uptake of fruit and vegetables in children’s diets.
- 3.6 The cost of moving to Silver across the estate is a significant hurdle as the likely increase is in the region of £200k per annum to the current budget. However, the service has been working with FFL to conduct independent analysis on the true total cost of moving to silver and this will be shared with members prior to the FY 2019/20 budget setting exercise.
- 3.7 Notwithstanding the above, it is proposed to seek to move to Silver catering mark in two further establishments, St Crispin’s Special School and Nether Currie Primary. This can be achieved at minimal cost by changing production kitchens, i.e., St Crispin’s SS will supply Buckstone PS and Currie HS will supply Nether Currie PS, which will allow both to be accredited.
- 3.8 The local authority holders of Silver Food for Life award in Scotland are Aberdeenshire, Aberdeen City and Stirling. While these authorities who are working to less volumes than Edinburgh, the programme has received the investment needed to achieve the accreditation.

The impact caused by transport and time delays on the nutritional value of menu items

- 3.9 The catering service principal objective is to deliver high quality, hot food to the 90+ schools under their responsibility, which is typically 18,500 meals per day Monday to Thursday. Data from the Healthy Living Survey 2017, highlights that Edinburgh provides the fourth highest number of meals across Scotland behind Glasgow, Fife and North Lanarkshire. The service is delivered from 54 production kitchens across the school sites and therefore kitchen staff play a significant role in preparing and transporting hot and cold food to the other 41 primary schools and 18 nurseries, which don’t have cooking facilities.
- 3.10 The production kitchens use Reiber boxes to keep the food at a safe temperature during transport and leave the cooking of meals as late as possible, to ensure the food is as fresh as it can possibly be. The Catering management team have worked to minimise transport runs to ensure food is not being held too long and all kitchen staff receive training on the use of transport boxes to include packing techniques. Over time, advice from Reiber has been adapted on transporting meals to ensure that kitchens fill boxes correctly so that food is kept at the correct temperature and specific serving methods are adopted to enhance food quality and nutrition. In summary, the key to keeping the food as fresh as possible, is the production kitchen cooks adapting cooking techniques to ensure meals are as fresh and as high quality as possible taking into account transportation requirements. This approach changes on a daily basis depending on the menu for any given day, e.g., the requirements for transporting breaded or coated fish is different to soup or stews.

3.11 The main challenges around this method of delivery are;

- Transport runs are often combined so the drivers' complete multi-drops. This minimises the number of vehicles being used and is less costly than using 2 or 3 delivery drivers. However, in theory, this impacts on meal quality due to the transport time of multi-drops and meals being prepared early to accommodate transport time.
- School kitchen facilities – many of the current production kitchens have been adapted to accommodate transporting meals. Much of the equipment is dated and is only capable of producing a set number of meals. In some kitchens, this results in food being cooked in batches and being held longer prior to transporting.
- Rising Roles across the estate have led to many kitchens transporting circa 300 meals to primary schools. This has increased the amount of vans the service have had to contract to deliver the meals. This is set to increase over the Summer term 18/19 with an additional 21 Early Years settings launching a meal service to accommodate 1140.

3.12 A number of production kitchens were closed several years ago as part of a budget saving exercise and, in many of these schools, the former space has since been adopted into school usage areas. However, to seek to address the above challenges, the service is carrying out a feasibility study into opening more production kitchens across the estate. Initially, it is proposed to establish production kitchens at Ratho and Queensferry Primary Schools, which can be achieved with limited investment due to their former kitchens still being in situ. A positive impact of this is that there will be a reduction in 4 school meal runs daily to and from the schools. Both kitchens will be well equipped to deal with the rising roles specifically in these outlying areas and contribute to the support of the 1140 nursery meals programme. Due to the forecast demand through rising school rolls, it is likely that additional production kitchens will have to be opened in the future.

3.13 Most other Scottish local authorities transport meals to some extent. For many smaller local authorities, the benefits of transporting meals reduce the labour cost to provide the service and are effective in remote areas. From discussions with other authorities it is understood that Edinburgh has one of the largest transport runs across Scotland. Many authorities tie in similar menus to Edinburgh to mitigate the challenges of transporting meals. The menus are designed with transport in mind, looking at recipes which will hold well in Reiber boxes and products that are modified to allow for transport.

Packaging and Plastic Bottles

3.14 The catering service currently procures plastic water bottles across the estate for the provision of packed lunches. Monday to Thursday the service use, re-useable beakers with jugs of water on dining tables. However, due to the nature of the

service on a Friday, it is not feasible to offer this option as pupils take the packed lunch before leaving for the day.

3.15 The packed lunch currently contains: a sandwich, piece of fruit, fruit yogurt and a bottle of water. Many children take this packed lunch to eat at activity clubs or after school clubs and the provision of water is important for hydration. However, increasingly parents are providing their children with re-useable water bottles removing the need to provide a further disposal option.

3.16 The service has been working closely with suppliers to reduce the amount of packaging in the supply chain. The environmental performance of suppliers is benchmarked during the Excel Tender Framework, with suppliers detailing the steps they take to mitigate the impact on the environment. Suppliers are encouraged to minimise the amount of packaging used on incoming goods, while bearing in mind the food hygiene requirements for the protection of foodstuffs. Work with all our suppliers on initiatives to reduce packaging waste includes: -

- Brakes (dry & frozen) - have a stringent Environmental Management System policy which details their approach to product packaging and the steps they are taking to reduce product packaging and plastics.
https://www.brake.co.uk/media/1968/working-with-us-2016_may1.pdf
- Muller Wiseman (milk supplier) are currently working with Tetra Pak to test non-plastic straws or a campaign on correct recycling of cartons.
- George Andersons (vegetables) where possible utilise reusable crates to deliver fruit and vegetables
- The department have been in contact with zero waste Scotland who have produce a toolkit for kitchens to help them reduce waste -
http://www.zerowastescotland.org.uk/sites/default/files/FoodWaste_CateringTeam_Toolkit10%204_0.pdf
- From information provided by Scotland Excel (procurement partner for
- Scottish local authorities) many other councils are actively looking into reducing packaging waste. Many councils face similar challenges in removing plastic water bottles and removing plastic straws from milk cartons. Scotland Excel have been actively working with suppliers to review their products and push through new initiatives such as milk straw recycling campaigns and a new non-plastic water product.

3.17 With specific reference to the Friday packed lunch, the service are currently proposing to implement:-

- Leaving the water bottle out of the packed lunch bag (wherever possible), thus pupils can help themselves as required, i.e., it will now be optional. This has been communicated to parents and schools prior to the launch of the spring menu, to inform them that water will still be provide upon request for those with no access to reusable water bottles;

- A trial has been launched in 12 schools in March 2018 with new sandwich packaging – trialling a flow wrapped film opposed to a sandwich wedge. It is estimated that flow wrapped sandwiches save 50% on traditional wedge packaging;
 - Discussions are ongoing with Vegware. Their products are low carbon, made from renewable or recycled materials, and all can be recycled along with food waste where facilities exist. The main issue is that the cost of switching to the Vegware product is significantly more expensive than the current product;
 - The service is switching to a new yogurt supplier with the yogurt packaged in printed pots, made of a very thin gauge of polypropylene; and
 - Work is continuing with the drinks supplier to develop a tetra pack water carton that could replace our current plastic bottle of water. This would dramatically reduce the amount of plastic bottles we currently use. The supplier is in early stage of development but we hope to be able to trial this as soon as it has been developed.
- 3.18 The service has also drafted an environmental performance framework which is currently being reviewed, which will govern the policies and procedures within catering.

Menu Design Process

- 3.19 The catering team work to implement nutritionally balanced, appealing menus to our children across the estate. When creating a menu consideration is given to previous feedback obtained through the “food in schools mailbox” and, where possible, these are incorporated into the menu for the next term. Each term a menu leaflet is distributed to all schools with the following information; the new terms menu, details on free school meals, changes to the menu and the e-mail address foodinschools@edinburgh.gov.uk for parents to contact the service with comments or queries. Feedback is proactively encouraged and how to do has been added to the annual menu booklets to parents along with highlighting some of the changes as a result of previous feedback.
- 3.20 The service works with groups across varying levels such as pupil’s feedback, information provided to us from schools direct and kitchen staff to create a balanced menu, which promotes seasonal fresh produce and adheres to the requirements of the Schools Food and Nutrition Act 2007. Data from ParentPay is also used on an annual basis to review the meals that have been most popular on menu cycles. The service has looked at schemes such as the East Ayrshire Council school meals survey, which is completed on-line and the results are published annually.

- 3.21 There has been a significant increase in the volume of vegetarian meals produced in our schools over the last three years. To further promote this, and as highlighted earlier in this report, the service has signed up to the Meat Free Monday campaign. This will be monitoring through-out its introduction and changes adapted based on feedback and uptake.
- 3.22 Moving forward the aim is to promote greater involvement with parent councils to gain their input into new menu design. Feedback from pupils is also important and comment cards for pupils were recently trialled in some of primary schools, to elicit comment.

4. Measures of success

- 4.1 The successful retention of the Bronze FFL Catering Mark across the school estate.
- 4.2 Maintaining silver in 2 pilot schools and adding a further 2 schools to the silver award by the end of 2018.
- 4.3 Continued engagement with parent councils and the expansion of the use of feedback in the menu design process.
- 4.4 Continued review of production kitchen demands and transport requirements.
- 4.5 The continued reduction of plastics within the school estate.
- 4.6 The successful publication of the caterings Environmental framework document.

5. Financial impact

- 5.1 The cost of extending Food for Life to a further two schools can be contained within existing budgets. Any further expansion will require investment.
- 5.2 The capital and revenue cost of opening a further two production kitchens can be contained within existing budgets.
- 5.3 Any further switch on disposal spend, e.g., biodegradable product and/or tetra pack water is still to be established but there will be an increase in current spend.

6. Risk, policy, compliance and governance impact

- 6.1 None identified.

7. Equalities impact

- 7.1 There are no negative equality or human rights identified as being impacted with this report.
- 7.2 There will be negligible impact to the economy as the new tender looks to build upon the current framework for sourcing local fruit and vegetables with the aim of

maximising this provision. The tender will build in community benefits and have a clear measurable scale for assessing the procurement of Scottish produce. This tender is not likely to have any great impact on any of the High relevance criteria. It is likely that this will further contribute to reducing the impacts on the environment by sourcing a greater amount of local produce, also further support the local economy.

8. Sustainability impact

- 8.1 Choosing to reduce the use of plastics in the supply chain is likely to have a positive effect on the environment.
- 8.2 The continued focus on spend on local produce is likely to have a positive effect on the local economy and reduce the carbon footprint.
- 8.3 The uptake in delivered meals is likely to have a negative impact on the environment due to the increase in vans transporting meals.

9. Consultation and engagement

- 9.1 Consultation with pupils and parents is highlighted to continue and increase over the next menu cycle.

10. Background reading/external references

[School Meals update](#), Report to Education, Children and Families Committee, 13 December 2016

[School Meals Update](#), Report to Education, Children and Families Committee, 13 December 2017

Addendum by Green Group to Transport and Environment Committee, 9 March 2018

[APSE – School Meal Update](#)

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11. Appendices

- 11.1 None.

Education Children and Families Committee

10.00am, Tuesday, 22 May 2018

Additional Support for Learning and Special Schools - Inclusion and Engagement of Children, Young People and Families

Item number	7.7
Report number	
Executive/routine	
Wards	
Council Commitments	C34

Executive Summary

This report sets out progress in relation to development of an inclusive practice policy for City of Edinburgh schools; the recent contract award to a consortium providing additional support for learning services; plans for engaging children and young people in its implementation; and other steps in place to increase the participation and engagement of children, young people and families in the development of inclusive practice in Edinburgh.

Additional Support for Learning and Special Schools - Inclusion and Engagement of Children, Young People and Families

1. Recommendations

- 1.1 To note the contents of this report and the key areas of challenge for schools.
- 1.2 To welcome progress towards developing an inclusive practice policy for Edinburgh Schools.
- 1.3 To note the award by the Finance and Resources Committee on 27 March of a contract to the ASL Consortium to enhance support for children, young people and families and note the proposals for engaging children and young people as active partners in its implementation.
- 1.4 To welcome proposals to engage children and young people in targeted improvement activity addressing Council's priorities for Additional Support for Learning and Special Schools.
- 1.5 To commend the work of the CIRCLE Collaboration and congratulate all who have contributed to its success.
- 1.6 To welcome proposals for the dissemination of Edinburgh's CIRCLE inclusive practice framework to support professional learning throughout Scotland.
- 1.7 To note that a further update on progress will be provided in December 2018.

2. Background

- 2.1 This report follows the update report to Committee in December 2017, which set out an overview of trends in additional support, areas of progress and challenge and the Council's strategic priorities 2017-20.
- 2.2 This report also takes into consideration the recent Scottish Government consultation on the Presumption to Mainstream, which informs the wider CEC Inclusive Practice strategy.
- 2.3 Reference is made to three key reports presented to March 2018 Committee: Year of Young People 2018 and Child Friendly Edinburgh; Supporting Children & Young People's Mental Health & Wellbeing in School and Raising Attainment: Frameworks for Learning. Those reports address key considerations in our approach to continuing to improve the quality of experiences and outcomes for children through

removing barriers to learning and providing effective and enabling support for learners when they require additional support.

2.4 In addition, the report updates Committee on:

- The outcome of the Procurement process for ASL and Family Support
- A proposal from Education Scotland to use guidance on inclusion developed in Edinburgh: 'Inclusive Learning and Collaborative Working: Ideas in Practice' (the CIRCLE Resource) to support professional learning on inclusive practice throughout Scotland.

3. Main report

3.1 Data from Edinburgh schools indicates that one in every four learners has an additional support need (Appendix 1). An additional support need may arise from any factor which creates a barrier to learning This may include, for example:

- **The learning environment** where barriers may be created as the result of factors such as the ethos and relationships in the school, inflexible curricular arrangements and approaches to learning and teaching which are inappropriate because they fail to take account of additional support needs.
- **Family circumstances** may give rise to additional support needs; for example, where a child's or young person's home life is disrupted by poverty, homelessness, domestic abuse, parental alcohol or drug misuse or parental mental or physical health problems.
- **A disability or health need** where barriers might arise from factors such as a low birth weight, mental health and wellbeing issues, a learning disability or a sensory impairment
- **Social and emotional** needs; for example, a child being bullied or engaging in bullying behaviours may need additional support. A child who has had Adverse Childhood Experiences may also benefit from additional support to overcome barriers to their learning. A child with behavioural difficulties or at risk of exclusion from school may require additional support to develop positive relationships and behaviours to prevent further escalation of risk of exclusion and other associated risks, including offending behaviour.¹

3.2 A Curriculum for Excellence recognises that the best way to enable children and young people to become active citizens and effective contributors is through their

1 Supporting Children's Learning Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017

<http://www.gov.scot/Publications/2017/12/9598/3>

day-to-day experiences in school. Learners who feel included, engaged and involved at school are better able to look after themselves and look out for others.

- 3.3 Any child or young person may be identified as having an additional support need during their school career and Inclusion is central to priorities improvement in outcomes for all children and young people².
- 3.4 In view of the breadth of the factors that may give rise to an additional support need, it is important that additional support needs are seen 'in the round' at the level of both the individual and the school overall:
- It is critical that the individual feels that they are recognised first and foremost as a valued member of the school community and that they are approached as an individual with strengths, abilities, skills and potential and not defined solely by their needs.
 - For the school it is critical that barriers to learning are addressed through a whole school approach, set out in the Council's Frameworks for Learning: Equity for Learning in Edinburgh's Schools, approved by Committee in March 2018. This approach will ensure that schools anticipate, prevent and mitigate unavoidable barriers to learning and provide support in the most effective and inclusive way.³
- 3.5 Where a child or young person has an additional support need in school and/or in the community Edinburgh's integrated assessment framework enables a comprehensive and proportionate approach to planning and support. This places the wellbeing of a child or young person at the centre, through professionals working closely with families and targeting support in school and/or in the community as required.

Additional Support for Learning and Special Schools Trends and Priorities

- 3.6 The December 2017 update report provided projections of additional support needs up to 2022. These indicated continued growth in the anticipated number of learners requiring significant additional support and provided projections of the anticipated requirement for special school provision up to 2050.

² (Additional Support for Learning) Scotland Act 2004 (as amended)

³ Generally, it is preferable to ensure that support is provided as early as possible, in ways that are well integrated within everyday practice and do not single out the child requiring additional support. Generally, children and young people are keen to be seen as being no different to their peers. Throughout, the requirement should be to view children and young people as individuals and to tailor support, positively and sensitively, to their individual needs and circumstances, considering all aspects of wellbeing. Supporting Children's Learning 2017 para 25

<http://www.gov.scot/Publications/2017/12/9598/3>

- 3.7 Taking into account the growth in the school population, over the past five years there has been a year-on-year increase in the resources available for additional support needs in Edinburgh. The report highlighted the direct effects of the rising number of learners, the effects of rising school rolls on facilities and space in schools, the shortage of teachers, the impact of austerity on families in poverty and the impact of wider social trends and technology as factors impacting on schools, leading to increasing challenges.
- 3.8 The Council's financial planning for 2018/19 provides additional resources to reflect the increases in pupil numbers and the increased proportion of the school population with additional support needs (see section 4 Finance). However, it is increasingly challenging to operate within the resources available.
- 3.9 The data presented in December (Appendix 1) indicated that by far the biggest area of need arises from learners working with English as an Additional Language. However, consultations with Headteachers and feedback from key service teams and leaders indicate that currently the biggest areas of challenge for schools in relation to additional support needs are associated with much smaller groups of learners who require additional support associated with:
- Adverse Childhood Experiences
 - Emotional and Mental Wellbeing
 - Autism leading to high levels of stress
- 3.10 The priority areas identified are consistent with national data on attendance and exclusions which indicate that learners with social emotional and behavioural support needs are more likely to be excluded from school and have higher rates of unauthorised absence. To a less marked extent a similar pattern is also evident for learners with autism (Appendix 1).
- 3.11 Other key challenges are children whose needs arise from a Hearing Impairment and/or a Visual impairment or complex health care needs. These needs are less common, yet far reaching and require more specialist support and the number of learners requiring support is increasing.
- 3.12 To make best use of resources and to meet changing needs, we have adopted a twin-pronged strategy combining: 1. Re-aligning our special school capacity to changing needs; and 2. Improving quality and performance to ensure high quality inclusive schools and accessible support.
- 3.13 The Council's priorities for 2017-20 include:
- Re-aligning our special school capacity to changing needs***
- Informal consultations on the future provision of Language and Communication Classes, Secondary Resource Provision and Kaimies School.
 - Public consultation on the proposed new St Crispin's School.

Improving quality and performance to promote high quality inclusive schools and accessible support

- The development of a whole service inclusive practice strategy.
 - Strengthening networks of support and testing innovative practice with schools/groups of schools and partners.
 - Continuing improvement of the experiences, opportunities and support for children with autism, including further specialist training for additional support needs teams and special schools/classes and consultation with children, young people and parents to gather feedback on the autism plan.
 - Planning for accessible inclusive environments for additional support needs within the school estate, including rising rolls developments and proposed Wave 4 asset planning.
- 3.14 The strategy is addressing a range of key themes and work is progressing as summarised in a recent briefing for Headteachers (Appendix 2).
- 3.15 As part of the inclusive practice strategy a questionnaire was circulated to all Headteachers (Appendix 3) to assess support for the strategic priorities and priorities for development. Taking into account Headteachers' suggestions a draft policy has been produced and has been circulated to all Headteachers for comment (Appendix 4). Following this initial consultation there will be a wider consultation on the policy with children and young people, parents and partners with a view to presenting the policy for approval to Committee in October 2018. This consultation will take the form of Conversation Cafes for young people and parents to be run in partnership with schools, Young People's Centres and the ASL and Family Support Service, between May and August.
- 3.16 In addition, as part of the development of the strategy, a programme to support the development of innovative approaches to address the priority needs identified by schools will begin in the summer term. This will contribute to a wider process of developing a model of collaborative practice as part of the introduction of the newly procured ASL and Family Support service commencing on 1 May 2018.
- 3.17 Effective inclusive practice needs to be embedded in the overall work of schools and services and with this in mind the strategy will be developed with close links with the Raising Attainment strategy for Edinburgh, based on five interrelated Frameworks, approved by the Education Children and Families Committee in March 2018:
- Equity for Learning (Closing the Gap)
 - Improving Quality in Learning (Quality Improvement)
 - Health and Wellbeing for Learning
 - Excellence in Learning
 - Digital Learning
 - Pathways for Learning (Developing the Young Workforce)
 - Parental Involvement in Learning

Involving Children and Young People

- 3.18 The report on Year of Young People 2018 and Child Friendly Edinburgh included a recommendation that we ‘continue to develop engagement work with children, young people and their families to increase their participation in the life of the city and in guiding the implementation of the Children’s Services Plan 2017-20’.
- 3.19 Creating the circumstances where children become the city’s active citizens and effective contributors is a central aim of a Curriculum for Excellence. In all aspects of our work relating to the wellbeing of children and young people we are also required to seek and take into account their views. This is in recognition of the rights of children and young people and their very real contribution to getting it right and improving the way that our schools and services work. Equally we recognise the critical importance of partnership with parents in supporting learners and achieving positive outcomes for children and young people.
- 3.20 Consultation and co-production with learners, parents and carers, staff and partners is embedded within child planning, in day-to-day school life and as part of the cycle of self-evaluation embedded into school improvement planning. We are committed to continuing to strengthen this approach and with this in mind we are engaging in a variety of ways with children and young people, parents and carers in day-to-day practice and involving young people and families in informing priorities, planning and decision-making as part of our approach to service improvement.
- 3.21 Children and young people must be active contributors to their own support and to the development of supportive and inclusive communities and schools. Our approach supports children and young people with additional support needs to be active contributors:
- As participants, ensuring inclusive and supportive environments where they experience real opportunities to be actively involved in learning.
 - As individuals in identifying how best to support their own learning through child planning.
 - Within school communities and in whole-school self-evaluation processes.
 - In wider involvement in policy development and service improvement.
- 3.22 The responsibility of all staff to promote inclusive and supportive environments for learners is fundamental to the inclusive practice strategy and is reflected in the Inclusive Practice guide ‘Inclusive Learning and Collaborative Working: Ideas in Practice’ (the CIRCLE Resource) which provides practical approaches to improve the engagement and achievement of learners who have additional support needs.
- 3.23 The importance of the voice of the child or young person is a key part in child planning training for the role of the Named Person in schools. In addition, Educational Psychologists have a key role within the child planning process in

supporting Named Persons to provide children and young people with opportunities to inform the assessment of needs and to help shape their own support plans.

- 3.24 The views of the learner are also fundamental to enabling personalisation and choice and empowering children and young people through everyday classroom practice. Through learning conversations with their teachers children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, encourages high aspirations and helps them plan appropriate next steps.⁴
- 3.25 Within school self-evaluation and policy developments the voices of the children and young influence the planning and evaluation of a range of service improvements. Alongside feedback from parents, Headteachers and partner services children and young people have helped to inform self-evaluation and service improvements at authority level, for example:
- Shaping the brief for the procurement of new ASL and family support services, which concluded in March 2018.
 - Informing the development of the support pathway for emotionally based school refusers, introduced in 2017.
 - Developing the brief for autism friendly schools, autism friendly child planning meetings and Professional Learning for Autism, which includes direct input from children and young people through powerful video content of child, young people and parents' views of what makes a school autism friendly, in 2016.
 - Evaluating the impact of a visual support strategy to create more inclusive and supportive environments for learners with a diverse range of needs, to be published in 2018.
 - Consultations with children, parents, school staff and specialists in English as an Additional Language were central to the development of an innovative inclusive approach to literacy teaching which has been developed with St David's Primary School. This resulted in improvements in Nursery – P1 transition, in ethos and community relations, behaviour and literacy outcomes.

⁴ 'Children and young people can develop their confidence through thinking about and reflecting on their own learning. They should have regular time to talk about their work and to identify and reflect on the evidence of their progress and their next steps, including through personal learning planning. Through frequent and regular conversations with informed adults, they are able to identify and understand the progress they are making across all aspects of their learning and achievements.' Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment. Principles of Assessment <http://www.gov.scot/Publications/2011/02/16145741/10>

This approach is now being progressively extended to other schools with a similar approach.

- TRUE (Tackling Racism, Uniting Everyone) Colours. Young people from an Edinburgh secondary school were supported by EAL and school staff to establish True Colours which has now become an independent peer-education project raising awareness of human rights, equality and diversity in schools and communities in Edinburgh.⁵

Involving Children and Young People Next Steps

- 3.26 As part of the Year of Young People the concept of Edinburgh as a Child Friendly city will be introduced and promoted. This will build upon the ongoing work of the Child Friendly Edinburgh Working Group, the Year of Young People Working Group, Edinburgh Youth Action and the Scottish Youth Parliament. It will present the concept of Edinburgh as a Child Friendly City to a wide audience in a campaign that is based on consultation and developed in co-production with young people in Edinburgh.
- 3.27 As indicated above a wide range of factors may give rise to an additional support need. The experience of requiring additional support for learning impacts on 25% of the school population directly and all children and young people indirectly. Considering the above, inclusion is a key theme which lies at the heart of a Child Friendly city, schools and services that we will explore with children and young people. Our engagement with children and young people will inform our policy, strategic priorities for inclusive practice and future planning for inclusive schools and services.
- 3.28 This will take the form of a series of conversations with groups of children, young people, parents/carers and school staff, including teaching and support staff, addressing what inclusion looks like within a Child Friendly Edinburgh. The planning for this is being taken forward with young people as approved by Committee in March 2018. Business updates will keep members informed of progress and opportunities for participation in these events as we move forward. In addition, we will engage children and young people and their families in:
- Informal consultation on Language Classes, Secondary Resource Provisions and Kaimes School, which will take the form of individual interviews, questionnaires and focus group discussions.
 - Involving children and young people on a continuing basis in the work of the ASL Consortium to ensure that they are involved in staff recruitment, contribute to identifying priorities, inform what support looks like and evaluate the effectiveness of support, and are active contributors to their own support and in peer support.

⁵ <http://www.elrec.org.uk/project/true-colours/>

- Assessing progress in the improvement of the opportunities, experiences and outcomes for children with autism, and in identifying next steps. This will be achieved as part of a wider consultation on the City of Edinburgh Autism Strategy as part of the informal consultation process outlined below.
- Consultation with children, young people and parents on inclusive school environments to inform estates and asset planning for learners with additional support needs.
- Support for children and young people with additional support needs to be involved in the implementation of *How good is our school? A resource to support learner participation in self-evaluation and school improvement*.

Elected members will be invited to participate in focus group discussions as part of the consultation process.

- 3.29 Further details of these consultative approaches are attached in Appendices 3, 4 and 5.

Other Updates

New ASL and Family Support Service

- 3.30 On 27 March as an outcome to the procurement process for ASL and Family Support services, the Finance and Resource Committee approved a recommendation to award a contract to the ASL Consortium. The consortium is made up by Barnardo's, Canongate Youth and Children First, three organisations with many years of experience in supporting children and families across the city. It will provide a range of supports to complement the work of schools and the Council's support services for children with additional support needs.
- 3.31 The specification for ASL and Family Support service was informed by the views of children and young people, partners, school staffs and partner services in the Council. The evaluation of the bid was undertaken by an expert team including Headteacher representatives.
- 3.32 As part of the initial phase of implementation the consortium will undertake further consultation with all stakeholders including children and young people and agree how they will be involved throughout the lifetime of its work, as referred to above and in Appendix 6.

CIRCLE Collaboration - New Developments

- 3.33 Two new developments are underway as part of the continuing development of the innovative collaborative work with Queen Margaret University ASL Services, Psychological Services, schools and the NHS.

As part of national developments to promote the mental and emotional wellbeing the CIRCLE Collaboration is being sponsored by Scottish Government to develop new objective measures of pupil participation. This will provide a valuable step forward to inform planning and evaluation of child's plans in relation to the quality of experience of learners with additional support needs.

- 3.34 Both local and national data highlight that children and young people with additional support needs are at increased risk of bullying. One of the aims of this work is that a measure of participation will contribute to steps to safeguard and promote the emotional wellbeing of children with Additional Support Needs. An expert member of the ASL Service staff is part of the team leading this work enabling the outcome to be fed directly into support in Edinburgh schools as the work progresses.
- 3.35 The pioneering work undertaken by the CIRCLE collaboration in Edinburgh and the Inclusive Classroom Resource developed to support staff and schools in Edinburgh is attracting enthusiastic interest within the Regional Improvement Collaborative and nationally.
- 3.36 Education Scotland have approached the Council to propose a joint initiative to enable the resource to be made available to all teachers in Scotland. This will enable the resource to be available to teachers via a 'free to use' Open University site and for teachers completing the programme to be accredited with recognition from the GTCS.

4. Measures of success

- 4.1 The success of this work is part of the wider commitment to delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.
- 4.2 This will be measured in progress in improving: attainment, attendance, inclusion/exclusion, participation and engagement.

5. Financial impact

- 5.1 The Council has recognised 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.

Funding for Additional Support for Learning and Special Schools 2012-17

Annual Approved Budget	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
ASL*	£16.4m	£16.6m	£17.2m	£17.9m	£18.8	£19.5
Special Schools and classes	£16.6m	£16.7m	£17.6m	£18.5m	£18.2 **	£17.2***

Total	£33m	£33.3m	£34.8m	£36.4m	£37m	
<p>ASL* Includes: Additional Support Funding to Schools, ASL Service, Psychological Service and Speech and Language Therapy</p> <p>** Reductions as approved in 2016/17 budget</p> <p>*** Reductions as approved in the 2016/17 and 2017/18 budget relating to the closure of Panmure School and the review of non-teaching support staff.</p>						

- 5.2 The Council's budget for 2018/19 provides additional resources to acknowledge the increases in pupil numbers and the increased proportion of the school population with additional support needs.
- 5.5 All operational actions identified within this report will be provided within the approved budgets for Children's Services.

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

10.1 N/A

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

Appendix 1 – Edinburgh Schools Additional Support Needs

Appendix 2 - ASL Inclusive Practice Strategy Update

Appendix 3 – ASL School Inclusion Audit

Appendix 4 – Procedure Improving outcomes

Appendix 5 – ASL Informal Consultation LC SRP Kaimes Info for schools

Appendix 6 - ASL Consultation on Inclusive Practice

Appendix 1

Learners with Additional Support Needs - Attendance and Exclusions

Primary

	Number of Learners	Attendance (%)	Unauthorised Absence (number of half days)	Number of exclusions	Exclusions (number of half days)
SEBN Learners	714 (2.34%)	92.27	6.13	0.09	0.46
ASD Learners	408 (1.34%)	93.05	4.66	0.02	0.07
EAL Learners	3476 (11.4%)	93.43	5.05	0.0006	0.003
All Primary	30488	94.84	3.7	0.004	0.02

Secondary

	Number of Learners	Attendance (%)	Unauthorised Absence (number of half days)	Number of exclusions	Exclusions (number of half days)
SEBN Learners	691 (3.78%)	86.51	15.62	0.16	1.01
ASD Learners	256 (1.40%)	91.43	5.04	0.07	0.39
EAL Learners	1810 (9.90%)	92.20	7.85	0.02	0.12
All Secondary	18274	92.14	6.85	0.02	0.16

Special

	Number of Learners	Attendance (%)	Unauthorised Absence (number of half days)	Number of exclusions	Exclusions (number of half days)
SEBN Learners	195 (30.47%)	87.93	14.48	0.29	1.95
ASD Learners	304 (47.50%)	91.70	6.79	0.07	0.31
EAL Learners	26 (4.06%)	92.12	4.08	0.27	2.19
All Special	640	90.45	7.54	0.12	0.73

Appendix 2

Inclusive Practice Strategy Update - 19 March 2018

Following discussion with the Headteacher Executive at the end of June 2017, a 0-18 Inclusive Practice Strategy Group was convened in November 2017.

The group includes representation from Headteachers and partners in Communities and Families.

The key areas of work include:

1. Developing a shared vision
2. A framework to support common key approaches in relation to the inclusive school including:
 - a. Relationships
 - b. Resilience
 - c. Restorative practice
 - d. Rights Respecting culture
3. Strengthening targeted approaches to meeting needs
4. Management information to enable tracking and evidencing impact (individual, establishment, citywide) including an information system to support this.
5. Updating procedures and pathways taking into account Scottish Government Guidance: Included, Engaged and Involved and Part 2.
6. Supporting new learning pathways linked to DYW, targeting learners on part-time timetables, learners with interrupted attendance and learning and learners at risk of exclusion.
7. Commissioning of ASL and family support services
8. Continuing development of cluster-based collaborative working
9. Continuing development of approaches to self-evaluation
10. Enabling effective use of resources.

Wider Consultation

Headteacher Questionnaire and Exceptional Case Audit

After discussion in the strategy group it was agreed to circulate a questionnaire to all Headteachers to test support for the key themes of the review. To date approximately 30 have been returned indicating high levels of support and suggestions for further consideration. So far the priority areas for improvement identified by Headteachers are: Corporate Parenting, Complex social and emotional support needs and best use of resources, especially at cluster and city-wide levels.

In addition, following concerns raised by Headteachers about immediate

challenges relating to a small number of especially demanding cases, a priority pupil audit was issued to gather further information about pupils with a high level of need. The audit has identified key themes:

- clarifying pathways for special school placements and interim steps pending any Pathway 4 placement
- improving communication and measures to support colleagues managing complex often stressful challenges including mental health issues,
- improving collaborative working to provide enhanced options with schools and clusters

Following further discussion with Headteachers highlighted other key areas including strengthening leadership and accountability.

Next Steps:

1. A group comprising Primary Headteachers and key partners is now planning a programme to test improvements in collaborative practice in a number of clusters. Further updates will be provided in the course of the summer term.
2. Any final returns of the priority pupil audit and Headteacher Questionnaires would be welcome by the end of term to inform next steps.

Policy Consultation Included, Engaged and Involved Part 2 in Edinburgh

Following discussions in the strategy group a draft policy has been issued to Headteacher Executives for consultation. There will be a wider consultation involving children and young people, parents and partners from May to June. The aim is to present the policy for approval by the Education Children and Families Committee in August 2018.

The policy underpins the other aspects of the strategy such as the leadership and governance structure policy and procedures, self-evaluation and collaborative practice. These will be cross referenced with the key quality improvement frameworks for Equity and Health and Wellbeing as part of an inclusive approach.

Procurement of Support Services

Over recent months we have undertaken an evaluation of the support services commissioned from a number of services (Barnardo's, Children First, Canongate Youth and Kindred).

Feedback gathered from children and young people, parents and Named Persons was used to inform the specification of a new service. Instead of a number of overlapping services for different age groups and functions, a consortium will provide a single Managed Service for Family and Community Support.

The new service will work alongside schools and will be closely aligned with the Council's own service and the NHS. The service will operate at Pathways 3 and 4 to complement work already led by schools focusing on learners at

risk of exclusion. It will:

- Provide support to children and families 0-18
- Support the engagement of learners and families with schools and services and encourage co-production of solutions with families with particular emphasis on highest risk children and families
- Support preventative intervention in the early years targeting children at greatest risk
- Contribute to collaboration at cluster and locality levels
- Support personalised programmes for learners at risk of exclusion
- Contribute to supported self-evaluation and whole school improvement programmes

The Procurement of the Managed Services for Family and Community Support has been subject to a structured process of evaluation addressing both the quality of service and financial and organisational resilience. The evaluation was greatly assisted by input from Headteacher representatives.

Next Steps

A recommendation to agree the commissioning of services from a consortium (Barnardo's, Children First and Canongate Youth) is being presented to the Finance and Resources Committee on 27th March. The intention is that the new service will come into operation from May 2018. The transition phase will include consultations with schools, learners, parents and partners to agree priorities and the most effective service delivery. It is anticipated that this will contribute to the continuing development of cluster and locality based approaches. If the commissioning of this consortium is agreed at the Finance and Resources Committee on 27th March, the new service will be known as the ASL Consortium. More information will follow in the summer term.

Cluster Working and Localities

The school cluster is identified as the key context for collaborative working to support learners with additional support needs and continuing quality improvement. In tandem with the procurement process, planning is underway to prepare for the next phase in developing dynamic support based around school clusters.

In most circumstances support will be delivered through a school and the cluster. Where appropriate we will also enable a wider infrastructure through localities and city-wide basis.

Next Steps

1. A structure to strengthen leadership and accountability at cluster, locality and city-wide levels will be introduced by August 2018.
2. Locality planning groups will take place on 12 June including Headteacher representatives from all sectors.
3. Clusters will be asked if they would like to pilot school cluster Hubs, with clear stretch aims, to support step change for the highest need learners in their cluster. More information will follow.

Supported Self Evaluation

The recommendations at the heart of our Inclusive Practice Strategy were identified through a process of Supported Self Evaluation with five volunteer secondary schools. This session so far two additional secondary schools have undertaken inclusive practice reviews. This approach allows schools to determine the timing of reviews and to target professional dialogue to the needs of the school community.

There will be further consideration about how best to progress this within the frameworks for quality improvement in relation to the NIF priorities and improvement frameworks.

Effective Use of Resources

Improving outcomes for all learners through the best use of resources lies at the heart of the inclusive practice review. This includes consideration of the physical, social, pedagogical, organisational and financial factors that enable effective provision for all learners.

Next Steps

1. By September 2018 we will undertake an informal consultation on the provision for Language and Communication Classes in Primary, Secondary Resource Provision and Kaimes Special School.
2. By August 2018 we will introduce improvements in the Case Management Review Group process to support effective practice in schools clusters and localities.
3. By May 2018 we will introduce a sustainable process for the allocation of funding for additional support needs (the Integrated Support Audit audit) taking into account feedback from Headteachers.
4. At the beginning of term we will provide details of the proposed framework for the future planning and deployment of the inclusion monies to support looked after children and others at greatest risk of exclusion.

If you would like further information or to make any suggestions or comments please contact us.

Appendix 3

Inclusive Practice Strategy Group School Audit

School: [Click or tap here to enter text.](#)

Completed by: [Click or tap here to enter text.](#)

City Wide Approach to Inclusion

The Inclusive Practice Strategy Group has now had its' first meeting and set out the initial priorities for work programme (see attached for membership). The work programme reflects the recommendations of the working group and these have been endorsed by the Education Children and Families Committee.

As one of the key aims is to strengthen a whole service approach it is important that we have confidence in the priorities, areas of concern and we can take account of any further suggestions from Headteachers and our key partners. To assist with this we are inviting you to indicate whether you agree or disagree with each of the recommendations and to offer any further suggestions below.

We want to be assets based and value what is already happening. This valuable feedback will inform our focus as we continue to build on the many examples of good practice we see across our school establishments. Many of these recommendations are happening across the city already, by agreeing you are indicating your support to continuing to invest in these areas of practice.

Emerging Local Authority Recommendations – Looking Forwards	Agree / Disagree
<ul style="list-style-type: none">• There should be a succinct citywide vision – there should be a citywide vision for all schools and services that includes a focus on inclusion.	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none">• The vision needs to be known by all –at all levels the vision should be known and inform behaviour and professional dialogue.	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none">• Consistency – there needs to be greater consistency in approaches across settings and professions. There needs to be a stronger 'team Edinburgh' collaborative approach.	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none">• High quality career long professional learning revisited over time – core training for all council staff needs to be identified and implemented.	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none">• Whole school and community approaches - the local authority should identify one or more core approaches we are committed to developing.	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none">• Matching supports to needs – 'doing with not to' when we are struggling to support individual needs there has to be greater flexibility in the strategies and supports available.	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>

<ul style="list-style-type: none"> • Demonstrating and developing best practice – we need to continue to develop local evidence based practice. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Valuing non-teaching staff –. PSA's are often members of the school support team that can provide key protective supports allowing pupils to sustain and progress in mainstream school. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Tracking authority data – authority data should be collated and tracked to support local authority self-evaluation, 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Hostings, conditional placements, exclusions and part time timetables – there needs to be a review of related policies (<i>Informed by Included, Involved, Engaged 2</i>). 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Accessing Timely Support and Advice – There needs to be a greater sense of collaboration across schools, partners and the CMRG. There needs to be increased advisory capacity and streamlined processes in relation to pupils in crisis providing timely proportionate responses and access to resources. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>

Child Friendly Schools - Inclusive Practice School Recommendations – Looking Forwards	
<ul style="list-style-type: none"> • Leadership – school leadership teams should have a strong commitment to including and meeting the needs of all learners within their school and community. This should include a commitment to improve attendance, attainment and positive outcomes and seek alternatives to exclusions. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Training and development– the leadership and wider school staff should demonstrate a long-term commitment to training over time with a focus on strengthening individual understanding of inclusion and developing a high level of staff skill in implementing classroom based inclusive practice. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Whole school approaches - the school should have clear whole school approaches that are understood and implemented consistently by all. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • School vision and values – the shared vision and values of the school should be evidenced through the experience of pupils, carers, staff and school partners. The vision should be evidenced by and linked to outcomes for pupils. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Communication – there need to be strong communication systems across the school. This must involve all staff and equip them to meet learners' needs . 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Tracking and monitoring - schools need to have effective tracking and monitoring systems in place that allow them to track individuals and school trends. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Curriculum – schools need to continue to develop flexible curricula based on effective learning pathways to positive and sustained post school destinations for all their learners. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>

Particular consideration needs to be given to how pathways for vulnerable learners are coherent and meaningful over time.	
<ul style="list-style-type: none"> • Key Adults – all staff need to understand that they have a role in supporting all pupils. There should be a commitment to developing resilience building relationships at all levels. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Links with Feeder Primary Schools – Schools should further develop a sense of cluster identity to improve continuity across ages and stages throughout a child's educational experience. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Pupil and Parent Voice –Pupils and parents should feel and see evidence that they belong and are active participants in the school community and their learning. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
<ul style="list-style-type: none"> • Models of self-evaluation and HGIOS 4 – The schools involved in this process endorsed the model implemented as a strong process of collaborative school self-evaluation on the theme of inclusion. 	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>

Comments: [Click or tap here to enter text.](#)

Meeting Additional Support Needs

1) How confident are you (1 not at all, 10 extremely) in your school based approaches and supports to meet the needs of;

a) Pupils with social communication difficulties (including Autism)

1 2 3 4 5 6 7 8 9 10

b) Pupils who are experiencing emotional difficulties (including mental ill health)

1 2 3 4 5 6 7 8 9 10

c) Pupils who are experiencing social difficulties (isolation or poor peer choices)

1 2 3 4 5 6 7 8 9 10

d) Pupils who have English as an additional language

1 2 3 4 5 6 7 8 9 10

e) High frequency but low risk behavioural issues (abusive language, non-compliance)

1 2 3 4 5 6 7 8 9 10

f) Low frequency but high risk behaviour (weapon in school, physical assault)

1 2 3 4 5 6 7 8 9 10

g) Pupils who have experienced or continue to experience adverse life experiences (e.g. parental MH or drug use, LAC)

1 2 3 4 5 6 7 8 9 10

h) Pupils experiencing loss and change (bereavement, family separation, care changes, relocation)

1 2 3 4 5 6 7 8 9 10

i) Pupils needing significant levels of curricular differentiation (learning disability, severe dyslexia)

1 2 3 4 5 6 7 8 9 10

j) Pupils with a physical disability or serious health concerns

1 2 3 4 5 6 7 8 9 10

Comments: [Click or tap here to enter text.](#)

Whole School Ethos

1. How strongly embedded is your whole school ethos, values and vision in relation to Inclusion (participation and positive relationships)?

Not strong 1 2 3 4 5 6 7 8 9 10 Very strongly demonstrated in practice

2. What three things have been most effective in progressing your whole school approach to inclusion?

a) [Click or tap here to enter text.](#)

b) [Click or tap here to enter text.](#)

c) [Click or tap here to enter text.](#)

3. What three things would be most effective in progressing your next steps to whole school approach to inclusion?

a) [Click or tap here to enter text.](#)

b) [Click or tap here to enter text.](#)

c) [Click or tap here to enter text.](#)

4. What three things would be most effective in strengthening partnership and collaboration to improve outcomes for children, young people and families?

a) [Click or tap here to enter text.](#)

b) [Click or tap here to enter text.](#)

c) Click or tap here to enter text.

Comments: Click or tap here to enter text.

Responsibility of All

1. Do all staff (1 a few staff, 10 all staff);

a) show strong inclusive classroom practice 1 2 3 4 5 6 7 8 9 10

b) show strong positive behaviour management 1 2 3 4 5 6 7 8 9 10

c) understand responsibility as corporate parent 1 2 3 4 5 6 7 8 9 10

d) engage in nurturing and supportive conversations with pupils

1 2 3 4 5 6 7 8 9 10

d) demonstrate an understanding if the impact of Adverse Childhood Experiences in their practice

1 2 3 4 5 6 7 8 9 10

Comments: Click or tap here to enter text.

Resources

How effectively do we collectively use our resources to meet the learning needs of all and ensure equity (1 not effective, 10 very effectively);

a) at school level? 1 2 3 4 5 6 7 8 9 10

b) with partners? 1 2 3 4 5 6 7 8 9 10

c) citywide? 1 2 3 4 5 6 7 8 9 10

If you have rated any of the areas above as a 5 or less please comment on how it could be improved: Click or tap here to enter text.

Risk Prevention and Risk Management

How effective are our approaches for preventing risk and risk management, so they are proportionate and enabling?

Not effective 1 2 3 4 5 6 7 8 9 10 Very effective

How could we best strengthen are our approaches for preventing risk and risk management, so they are proportionate and enabling?

Click or tap here to enter text.

Please describe any additional suggestions regarding how our Strategy could support improvements in inclusive practice and outcomes:

Click or tap here to enter text.

Procedure Title - Improving outcomes for learners at risk of exclusion

Procedure Number -

Management Information	
Lead Officer	Name:
	Designation: Senior Education Manager: Inclusion, Pupil & Parent Support
	Tel: 0131 469
Lead Service Area	Communities and Families
Date Agreed	
Last Review Date	
Next Review Date	
Agreed by	
Has Screening for Equality Impact been undertaken for this procedure?	
Has Implementation and Monitoring been considered for this procedure?	
If appropriate, has Health and Safety section had oversight of this procedure? Name of Health and Safety contact	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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- 9. Appendices**

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Appendix 2 Included, Involved, Engaged 2 – questions to consider

Appendix 3 Understanding Reasonable Adjustments

Appendix 4 Appendix 5 Frequently asked Questions for parents

Appendix 7 Removal from roll report

Appendix 8 Letter to Head Teacher confirming agreement to remove from roll

Appendix 9 Appeals process

Appendix 10 Sample Appeal Report

1. PURPOSE

This procedure promotes participation, learning and a positive ethos of inclusion. It provides key information and guidance on a wider approach to ensure continuity of learning in line with Curriculum for Excellence so that our most vulnerable pupils remain included, engaged and involved in their learning environment. It also aims to deliver a clear procedure for all staff on the prevention of exclusion, early intervention and responding to individual need.

It recognises:

- The value of maintaining our pupils within mainstream education settings and preventing exclusion from all establishments
- The preventative and protective role school plays in the lives of all pupils
- National statistics indicating pupils who have a disability, have an additional support need or are from the most deprived areas are more likely to be excluded
- Looked After Children are significantly more likely to be excluded than their peers.
- That partnership working underpins the provision of the best opportunities for all of our pupils.
- The requirement of schools to balance the provision of effective education for all pupils and the needs of individual pupils
- The national and local focus on reducing exclusion to ensure all pupils are: present, participating, achieving and supported

2. SCOPE

This procedure applies to all Communities and Families staff and partner agencies.

3. DEFINITIONS

- Staff describes all staff working directly with pupils.
- Parent describes any person/s who have parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.
- Corporate parents describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all Looked After Pupils.

4. ACTIONS

Alternatives to Exclusion

School attendance enables the fulfilment of a fundamental right of every child and is a protective factor related to positive future outcomes. Academic success, social links, key adults and community participation are all opportunities provided by schools that promote resilience and wellbeing.

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Authorised by: []

Original Issue: []

Lead Officer: []

Current Version: []

Review Date: []

Procedure Title - Improving outcomes for learners at risk of exclusion

Procedure Number -

Exclusion reduces these opportunities and undermines the pupil's opportunities to be: present, participating, achieving and supported. As such exclusion from schools must be a last resort. All schools should look to develop alternatives to exclusion specific to their individual context. When considering exclusion the school must ask;

- What will be the effect upon the wellbeing of the pupil?
- Will the exclusion lead to improved outcomes for the pupil?
- Is the exclusion a proportionate means of achieving the legitimate aim of maintaining order and discipline in the school and ensuring the educational wellbeing of pupils?
- Have reasonable adjustments been made to support Additional Support Needs?
(Appendices 1 and 3)

4.2 Individual Circumstances

Excluding any pupil from school is an extremely serious step and can impact significantly upon their learning and mental health and wellbeing. Communities and Families is committed to the principle that exclusion should never be used as a punishment and only be used as a last resort.

When considering the possible exclusion of any pupil, staff must ensure that appropriate arrangements are in place to ensure the care and wellbeing of the pupil before they are excluded. If appropriate arrangements are not in place, the pupil should remain in school until such time as arrangements are in place. It is vital to take account of personal circumstances and this is particularly important for our looked after pupils.

If a child is known to social work or a commissioned service offering family support, wherever possible there should be discussion with the child's / family's worker prior to a possible exclusion. Additionally, if at any stage advice is required this should be sought in the first instance from the school educational psychologist. Following this further advice regarding any concerns can be sought from the Inclusion Co-ordinator.

Appendix 1 provides a flow chart with a summary of essential questions and considerations. Appendix 2 (1a and 1b) provides more detailed questions to support the full consideration of, and appropriate liaison in relation to, individual circumstances.

4.3 Looked After and Adopted Children

Achieving a zero exclusion rate from school for Looked After Children is a Council priority. National statistics indicate Looked After Children have lower attendance and are at higher risk of exclusion.

In addition, special consideration should also be given to pupils who have previously been Looked After or have been adopted. In many cases these pupils may have had similar early adverse life experiences to a pupil who is currently Looked After.

All staff have an important role in relation to the Council's duty as a corporate parent. If a looked after pupil is at risk of exclusion the school should work closely with Social Work colleagues and other key partners to put in place preventative supports and plans for alternatives to exclusion. Following this further advice regarding any concern or supports can be sought from the Inclusion Co-ordinator.

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4.4 Pupils on the Child Protection Register or at Risk

For pupils at risk it is particularly important that alternatives to exclusion which support the wellbeing and safety of the pupil should be explored and exhausted, with exclusion from school being a last resort.

Prior to reaching a decision to exclude a pupil staff must establish whether they are on the child protection register or known by social work to be at risk. If a pupil is on the child protection register or known by social work to be at risk, **the school must consult the social worker and undertake a risk assessment prior to reaching a decision.** This should ensure the pupil is not put at increased risk through exclusion.

If it is impossible to implement an alternative to exclusion the school must work with social work to;

- Check that there are appropriate arrangements for the care of the pupil before they are sent from the school premises.
- Consider whether there are family or other circumstances that mean support is required if a pupil is excluded.

It is essential that effective communication is given to key staff regarding the particular vulnerability around a pupil on the Child Protection Register or assessed to be at risk.

4.5 Significant risk

The protection and wellbeing of the pupil must remain at the heart of all planning and decision – making. Where there are concerns that a pupil poses a significant risk to themselves or others the school should refer to and follow the procedure for risk management – planning and assessment.

4.6 Additional Support Needs

The provision of the Additional Support for Learning legislation includes pupils who have social, emotional and behavioural needs. In considering the exclusion of these children, schools and authorities must take account of the on-going support which learners are receiving and ensure continuity of provision throughout any exclusion to support their additional support needs.

In considering the exclusion of a pupil who receives additional support, account should be taken of the potential impact of the loss of both their learning and support provision. School staff should be aware of the arrangements in place with other agencies such as Social Work and Health services. In making provision, account should be taken of any disruption to the provision and implication to the learner and to the services themselves. Steps should be taken to ensure that wherever possible, support provided by other services and agencies can continue throughout a period of exclusion.

In considering the exclusion of a pupil with a disability, as defined by the Equality Act 2010, Headteachers should ensure that all reasonable adjustments have been put in place before excluding any child whose behaviour arises from a disability.

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The duty to make reasonable adjustments taking into account the pupil's disability applies to the circumstances leading up to a possible exclusion, the behaviours giving rise to risk of exclusion and the procedures for exclusion and re-admission.

Please see appendix 3 for an explanation of reasonable adjustments and case examples. Failure to make reasonable adjustments exposes Children's Services to the possibility of the exclusion being overturned by appeal and / or to the exclusion being found to have amounted to disability discrimination. A finding of disability discrimination is likely to do great reputational damage to Children's Services and be contrary to General Teaching Council for Scotland (GTCS) Standards for Leadership and Management. Parents and pupils will have the opportunity to appeal any decision or action which could be discriminatory before the Additional Support Needs Tribunal.

4.9 Multiple Exclusions

A number of excluded pupils receive multiple exclusions. Schools should consider carefully the impact this has. Multiple exclusions suggest continued difficulties despite the implementation of strategies and supports. Therefore a review of the pathways to support, assessment of need and child's plan should be considered. Schools and partners should work collaboratively to ensure appropriate support for the pupil with the aim of improving behaviour and maintaining school provision through alternatives to exclusion.

4.10 Managing Exclusions

Regulations state that an education authority **shall not exclude** a pupil from school unless they are of the opinion that

"in all the circumstances to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there."

or

"the parent of the pupil refuses or fails to comply, or refuses or fails to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school;"

Wherever possible the views of the team around the pupil should be taken into consideration prior to the decision to exclude. This should include discussions with the pupil (once calm) and their parent, so that their views can be taken into account in reaching a decision. This may not be possible in all cases, for example if the pupil's behaviour is an immediate and serious threat to the safety of other pupils or staff. However, in all cases the person taking a decision to exclude must have taken reasonable steps to investigate the circumstances. If the exclusion arises from a particular alleged incident, the investigation should establish that the incident took place on a balance of probability. The final decision is the responsibility of the Head Teacher or a member of the senior management team to whom the Head Teacher has delegated responsibility temporarily.

An exclusion should be for as short a period as possible and all reasonable efforts must be made to try to resolve the situation and plan for appropriate support or provision and a

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successful return, in partnership with pupils and their parent. All appropriate staff must be informed of the decision to exclude the pupil. All reasonable efforts should be made to avoid the exclusion lasting more than 3 calendar days and particularly to avoid an exclusion extending over the period of a school holiday.

Advice on decision making from the Inclusion Co-ordinator must be sought where exclusion longer than 7 calendar days occurs. If the exclusion continues for a further 7 days, the Head Teacher must seek further advice from the Inclusion Co-ordinator.

Exclusions for the following reasons must be discussed after the exclusion and within 7 calendar days with the Inclusion Co-ordinator:

- Violence towards staff or pupils
- Providing or taking illegal substances
- Serious bullying or intimidation

If an exclusion is triggered by a reaction to an act of discrimination against another pupil (whether racist, homophobic, sectarian, disablist or sexualised behaviour) then the act of discrimination must also be taken seriously and in line with the school's anti-bullying and equalities policy and Child Protection procedures.

4.11 Seeking the views of the pupil

In taking the decision to exclude a pupil and as part of the decision-making process, school staff must take account of the pupil's views of the event facilitated by a trusted adult.

The trusted adult could be a member of school staff, key partner or member of the family but their availability should not unnecessarily delay planning and support. This may help to resolve the situation by establishing the pupil's understanding of the harm caused and by allowing the pupil to contribute to resolving the situation and identifying solutions. The pupil's views of the event must be sought and recorded in the child's plan. The pupil's views should always be sought when they are calm and in a space that allows some privacy.

4.12 Communication with Parents and Pupils

On the day of the decision to exclude, the parent must be informed of that decision and the arrangements for a meeting to discuss the exclusion. The meeting has to be offered to be held within 7 calendar days following the day of the decision to exclude but the holding of a meeting is not a precondition for re-admission. On the day of the exclusion the parent can be informed orally or in writing.

A letter must be sent to the parent within 7 days informing them of:

- The reasons the learner was excluded.
- The right of appeal.

Schools should use the relevant pro forma letters provided on SEEMIS. This letter must be sent to arrive before the meeting to discuss the exclusion but it does not need to be sent on the day of the decision to exclude.

In the case of a pupil aged 16 years or over, the letter along with information on the right to appeal must be sent to the young person as well as to the parent.

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In the case of a pupil aged between 12 and 16 years, the pupil is presumed to have capacity to exercise a right of appeal so the letter must be sent to the pupil as well as to the parent unless the school considers that the pupil does not have “capacity”. Capacity relates to maturity and understanding. There is very little case law as to what capacity means in practice. Schools should assume such pupils have capacity unless the school considers that sending the letter to the pupil would be likely to cause the pupil distress and / or confusion.

Where it is known or suspected that the parent or pupil with capacity may have difficulty in accessing written communication, additional alternative means of communication must be considered, for example phone calls, using bilingual support assistants with the Additional Support for Learning Services, Interpreting and Translation Service, Community Learning and Development.

4.13 Sending home without excluding

“Learners **must not be** sent home from school for reasons relating to behaviour without being excluded.” (The Scottish Government: 2011)

If you have concerns about the pupil’s safety and wellbeing please discuss this with the school Educational Psychologist or ASL link, if unavailable seek advice from the Inclusion Co-ordinator.

4.14 Procedures to be followed when a decision is taken to exclude a pupil

The power to exclude a pupil from school is delegated to the Head Teacher who is responsible for ensuring that procedures are followed. On such occasions when the Head Teacher is not in school the power to exclude a pupil is delegated to a member of the senior management team.

Appendix 1 provides a flowchart summarising the essential questions covered in this procedure. Appendix 2 provides detailed checklists to support best practice in relation to considerations and actions as referenced throughout this procedure.

4.15 Alternative educational provision during exclusion and timescales

Staff should aim to provide pupil’s with the same classwork and homework for completion, marking and return which they could expect had they not been excluded. This should aid the re-admittance process.

It will not be sufficient to simply provide excluded children and young people with homework / classwork if they do not also receive sufficient teaching to enable them to understand the material. If exclusion extends beyond 3 days the pupil should have regular direct, phone or e-mail contact with a key adult in school with support from the ASL Service or other key partners as appropriate. The aim of this is to support both the pupil’s progression in learning and their on-going relationships with adults in the school.

4.16 Re-engagement

As part of the return to school, it is highly desirable to hold a solution focused child’s planning meeting in order to look at strengths to build on, areas of concern and review the assessment of need and input necessary to help the pupil remain in school. A key element of this planning

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should be identifying and nurturing key relationships in school. This meeting will usually be the meeting within 7 calendar days of the day of the decision to exclude.

Ordinarily all involved professionals attend a child planning meeting however due to the timescale this may not be possible and a smaller meeting may need to take place with a date set for a subsequent review meeting involving the wider group. If the parent of pupils aged 12 or over, are unable or unwilling to engage fully with the school, then a meeting with the pupil present is acceptable, as long as there is an agreed judgement as to the capacity of that pupil. The pupil should be asked if they would like to identify a trusted adult to support them.

Although a meeting is, in most circumstances, best practice as it provides an opportunity to discuss concerns and supports it is not an essential pre-requisite to a return to school. A meeting should not become a barrier to a return to school. Appendix 2 (checklist 3) details actions to consider when planning a return to school following exclusion.

4.17 Phased return

In some cases it may be appropriate for the pupil to have a time limited phased return as an interim step of a support package. To ensure a prompt return to full-time education this arrangement should have a clear timescale recorded in the child's plan and be kept to an absolute minimum. A part-time timetable related to an exclusion should be recorded on SEEMIS (Code PTX, Short Code Y).

Where a pupil is following a part-time timetable as part of a phased return this should be discussed with school partners as part of the child planning process. Key principles include;

- ensuring there is a process of review and extension overtime
- a target of fulltime provision within 6 weeks.

Please consult the Flexible Time Table procedure for further advice. The school should alert the Inclusion Co-ordinator of all part-time timetables.

4.18 Removal from the school roll

In exceptional circumstances the school in discussion with senior managers may agree that a pupil should be removed from the school roll. This would be the result of a combination of factors;

- A risk management plan completed with school partners has indicated that the level of risk is unmanageable due to the specific constraints of the current school environment
- There is a shared view that these risks could be better mitigated within another local authority provision
- The family are not willing to work with the local authority to consider these alternatives and are not co-operating with the process of risk management

In these situations the school should discuss the Risk Management Plan and the current Child's Plan with the Inclusion Co-ordinator. Removal from the school roll is a decision that is made by the Director of Children's Services on the basis of this evidence (Appendix 7).

The school is expected to support education provision and child planning until such time as the pupil is successfully enrolled in another school (appendix 8).

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4.19 Monitoring, Evaluation and Reporting

A written record must be kept of all procedures, including the reason why a Head Teacher decided on a particular course of action. Comments should be specific including the names of teachers, dates, times and any other information that may be deemed to be relevant. This information may, in certain circumstances, be required to substantiate the authority's case in a court of law.

Schools should regularly review their school exclusion practice and provide information in school handbooks / websites on their school policy. School monitoring of exclusion data should be used to inform the planning and development of alternatives to exclusion specific to the school context.

The Senior Education Manager: Inclusion, Pupil and Parent Support will monitor and review the effectiveness of implementation of this guidance through the collection of summary information on the circumstances and length of exclusions. Each year a self-evaluation report on citywide exclusions will be circulated to all schools, ASL services, Psychological Services and Senior Education Managers.

5. Responsibilities

The Senior Education Manager Inclusion, Pupil and Parent Support has responsibility for the maintenance of this procedure.

School senior management teams are responsible for the implementation of this procedure within their school.

6. Policy Base

This procedure has been developed to promote inclusive and fair practice, which will minimise the use of exclusion across the authority

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Appendix 1 Flowchart on exclusion process

Appendix 2 Included, Involved, Engaged checklists

Appendix 3 Understanding Reasonable Adjustments

Appendix 5 Frequently asked Questions

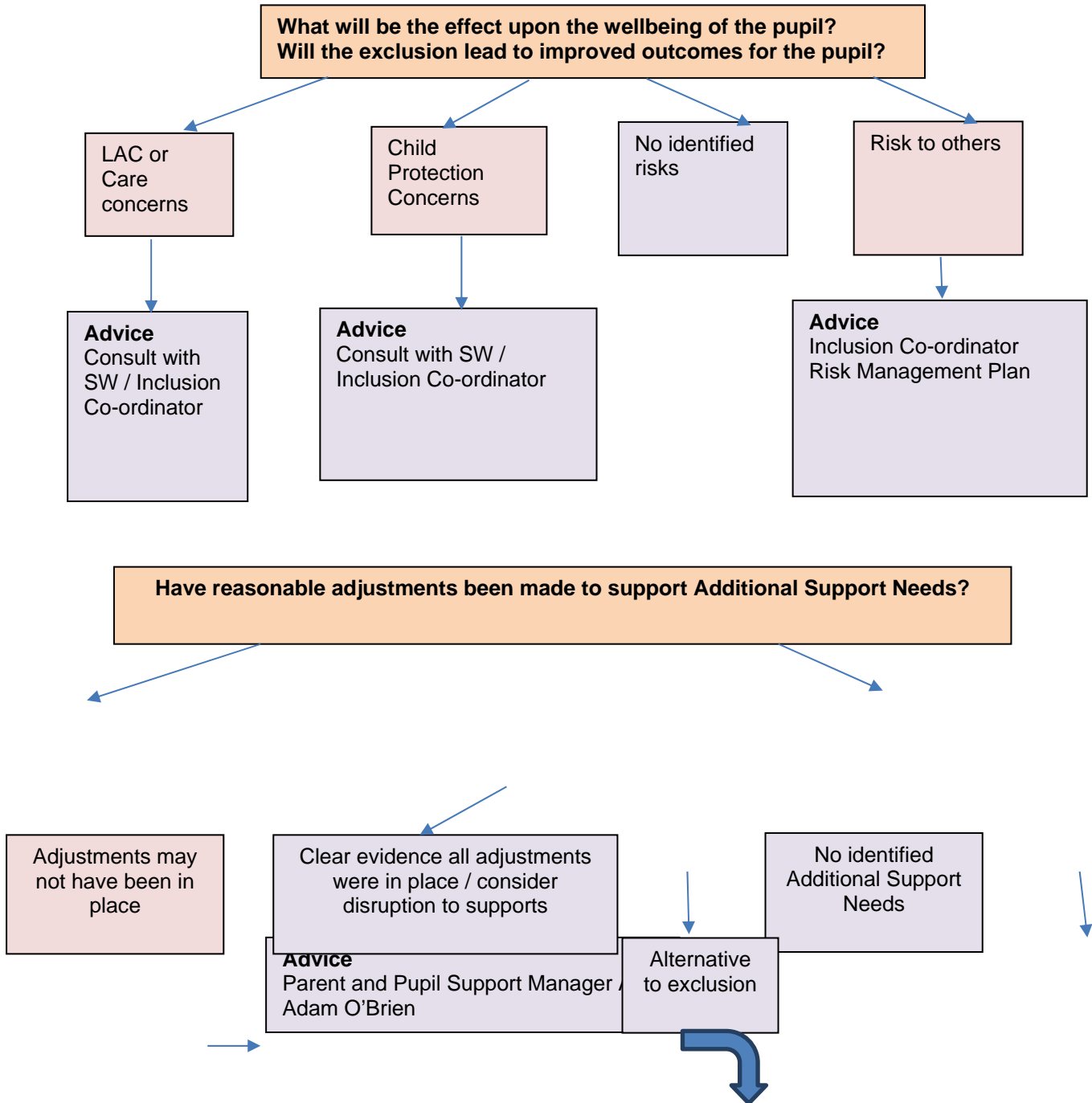
Appendix 7 Failure to Readmit Report

Appendix 8 Letter to Head Teacher confirming agreement to a failure to readmit

Appendix 9 Appeals Process

Appendix 10 Sample Appeal Report

Appendix 1 - Exclusion Flowchart



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Is the exclusion a proportionate means of achieving the legitimate aim of maintaining order and discipline in the school and ensuring the educational wellbeing of pupils?

Exclusion is unlikely to progress the situation – Alternatives sought

Exclusion agreed as an appropriate intervention: Review guidelines section 4.9, 4.10, 4.11, 4.12

Appendix 2 - Checklists of Key considerations to be made prior to, during and after exclusion (Included, Involved, Engaged 2017)

The following checklists are intended as a useful tool to support schools and local authorities prior to, during,

First Exclusion Consider Assessment of Need

Multiple exclusions - Review assessment of need and child's plan

and after exclusion and should be adapted to fit local context. These checklists should be used together in order to ensure support is provided at the appropriate time to meet the wellbeing needs of children and young people.

Checklist 1a (this should be used alongside checklist 1b where appropriate) - Prior to an exclusion

Key consideration questions	Consideration given	Comment
Has the child or young person been excluded before? What was impact of this?		
Have the following been engaged to help prevent exclusion? Child or young person; Parents/carers; Key education staff; and Other professionals (e.g. Social work, Educational Psychologist).		
Has there been clear assessment of the child or young person and their needs?		
Have additional support/interventions been		

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provided for the child or young person?		
Have alternative arrangements been made for the child or young person prior to the exclusion? e.g. curriculum alternatives, temporary placement in base, use of virtual learning		
How can the support pathways and school partnerships be utilised to further support this child or young person?		
Has the incident that precipitated the consideration of exclusion been reviewed with all staff who were present to explore fully what happened?		
Has another professional from within the school or a school partner who is not directly involved, been consulted on the situation in order to provide a different perspective?		
Has the child or young person been consulted on their views of the situation?		
Has Pupil Support/Class Teacher/Key worker, or if available, has the lead professional been consulted on how to move forward?		
Has the possible impact of exclusion on the child or young person been considered in light of individual circumstances?		
Does the child or young person's recent presentation constitute a wellbeing concern?		
What might the impact of an exclusion be on a child or young person's wider circumstances?		
What impact might an exclusion have on the planning processes?		
Has a risk assessment been completed for the child or young person where appropriate? (in relation to managing risk in school)		

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Has a risk assessment been completed in relation to Child Protection or potential risk posed to child through exclusion?		
What are the hoped for outcomes of an exclusion? Are there other alternatives that might achieve this?		
Has there been consideration given to length of exclusion to ensure it is proportionate and in best interests of child/young person?		
Does the exclusion comply with the regulation 4 of the 1975 regulations as amended?		
Have the rights of the child or young person been considered, with regard to articles of UNCRC?		
Have all other options been considered before deciding on exclusion as a necessary step?		

Checklist 1b (to be used alongside checklist 1a if appropriate) - Individual circumstances

Individual circumstance	Additional consideration	Consideration given	Comments
Looked After child	Social worker consulted prior to decision		
	Social Worker and Educational Psychologist consulted on plan regarding particular issues		
	Appropriate arrangements made with regard to support/care and wellbeing at home		
	Decision made as to whether exclusion to go ahead		
Child on Child Protection Register/child protection concerns previously raised	Child Protection Designated Officer and Social Worker consulted		
	SEEMiS checked for child protection		

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	message		
	Communities and Families senior managers consulted about appropriate provision		
	Appropriate arrangements for return into school considered		
Child with additional support needs	Partners involved with child consulted on continuation of any additional input		
	Confirmation that child or young person is not being excluded for reasons associated with disability including reasonable adjustments		
	Ensure that child or young person is not being excluded for reasons associated with a protected characteristic		
	Account is taken of impact of exclusion on child or young person's learning and support provision		
	Consideration is given to review of any Child's plan or Coordinated Support Plan		
	Transition planning is taken into account with regard to return to school		
Children from an area of socioeconomic deprivation	Consideration should be given to the impact on child's wellbeing, e.g. free school meals		

Checklist 2 - Decision to exclude has been made (this checklist should be used after completion of Checklist 1a (and 1b where appropriate))

Action to be taken	Action taken	Comment
Child or young person is informed he/she is to be excluded		

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Immediately inform parents/carers verbally		
Looked after children and children or young people on Child Protection Register/child protection concerns - communication with all potential carers as well as any person who may have parental rights and responsibilities		
Looked after children and children or young people on Child Protection Register/child protection concerns - decision discussed with lead professional, Social Worker, Key Worker, Foster Carer, Educational Psychologists and senior manager		
Make arrangements for child or young person to be sent or taken home. Child or young person not to leave school until safety, health and wellbeing assured and appropriate arrangements are in place		
If parents/carers cannot be contacted child or young person must be supervised at school until suitable arrangements can be made		
If verbal contact made, follow up by written confirmation of exclusion within 7 days and prior to meeting. Include reason for exclusion and information on Right of Appeal (SEEMIS template letters)		
Inform of date, time and place where Head Teacher or official of authority is available to discuss the exclusion (within 7 days of exclusion)		
If child or young person is of legal capacity inform them in writing of exclusion and right of appeal		
Record of exclusion filled out - incident report form		
Ensure exclusion is recorded accurately on SEEMIS		

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All documents relating to exclusion to be retained in Pupil's Progress Record		
Appropriate educational provision to be provided and monitored, e.g. course work, access to library, online learning		
Arrangements for the child or young person to access any existing support made (outwith school if necessary)		
A contact person should be allocated for parent / young person to liaise with re. educational provision		
Parent should be informed of their responsibility to support child or young person's provision of appropriate education throughout the period of exclusion		
Parent should be provided with information on support to assist them or advocate on behalf of child or young person		
If exclusion extends beyond 7 days or is multiple, refer to procedure for support in decision making		
If parent and/or child or young person exercise their right of appeal, meet with parent and child or/young person and/or an advocate for the child to discuss		
Referral to Scottish Children's Reporter if appropriate		

Checklist 3 - Return to school after exclusion

Action to be taken	Action taken	Comment
School meet or discuss with parent and child or young person however re-admission to school not dependant on this taking place		
Appropriate planning takes place to ensure appropriate ongoing support is provided		
Risk assessment is completed where appropriate		
Needs of staff and other children and/or young people taken into account -		

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restorative meeting held if appropriate		
Flexible package of support agreed and implemented where appropriate		
Any changes to timetable for limited period recorded on SEEMiS		
Child planning processes continued and adapted in light of exclusion		
Consultation sought with key partners if appropriate eg. Educational Psychologist, CAMHS		
Pupil Support /Key worker or lead professional (where one exists) updated		
Monitoring and review arrangement put in place to ensure continued support		

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Appendix 3 - Understanding Reasonable Adjustments

Key Principles

Reasonable Adjustments

The starting point for the objective of trying to avoid any need for exclusion should be reasonable adjustments. The planning and making of reasonable adjustments for disabled pupils should be part of the everyday good practice of schools. It should be an integral part of early intervention within Getting it Right. Most particularly, if a pupil is exhibiting challenging behaviour, the school should undertake a risk assessment and this risk assessment should be reviewed regularly. See Appendix ___ regarding risk assessments.

Reasonable adjustments applies, in effect, to all aspects of school life including extra curricular activities – except that it does not apply to “physical features.”

The definition of physical features is not clear – not least because there is very little case law. So it is best to interpret physical features cautiously - to refer to substantial and fixed parts of the school building and playground such as supporting walls.

Disability and Discrimination

- Schools have a legal duty to make reasonable adjustments for disabled pupils.
- A disability is a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.
- Substantial means anything more than minor or trivial.
- Long-term means likely to last for at least 12 months.
- Failure to make a reasonable adjustment for the disability of a pupil amounts to discrimination against that pupil on the grounds of their disability.
- The law explicitly refers to exclusion from school as one of the areas of school life covered by these legal duties.
- So a failure to make reasonable adjustments may lead to exclusion in which case the exclusion would amount to disability discrimination.
- Exclusion is not discrimination if it is a proportionate means of achieving a legitimate aim. If the school makes proportionate efforts to make reasonable adjustments but the pupil's behaviour is still a serious threat to discipline and order then excluding the child is a proportionate means of achieving the legitimate aim of maintaining order and discipline.

Appeals - Parents and some older pupils have a right to appeal to the Additional Support Needs Tribunal if they believe the pupil has been discriminated against.

Factors to be taken into account when deciding whether or not something is a reasonable adjustment :

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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1. The effect on the disabled pupil – would not making the adjustment cause the pupil substantial disadvantage; substantial meaning more than minor or trivial.
2. The effect on other pupils - would making the adjustment cause other pupils substantial disadvantage; substantial meaning more than minor or trivial.
3. The cost of the adjustment – in assessing costs, schools should consider the possibility of obtaining non-devolved funding including from Education Authority HQ and from business partners and from charities and from parent councils.
4. Maintaining standards of achievement. A disabled pupil may wish to represent the school in an inter-school football competition but has not reached the necessary standard to be selected for the team - that is not disability discrimination. However, schools may take positive action to help disabled pupils – this is sometimes referred to as positive discrimination – a school may decide to provide an extra-curricular activity targeted at pupils with behavioural problems.

Schools must also make reasonable adjustments for:

1. Race.
2. Religion and belief.
3. Sex.
4. Sexual orientation.

It is anticipated that a school would never knowingly and directly exclude a child for any of these factors and therefore this guidance has focused on the area of disability. However, schools and Education Authority HQ must be mindful of the risk of “indirect” discrimination – Education Authority HQ will monitor exclusion statistics and take any necessary action to seek to ensure that no pupil is at greater risk of exclusion because of their race, religion and belief, sex or sexual orientation.

Case Examples of Reasonable Adjustments

Case 1 - based on an example contained in guidance from the Equality and Human Rights Commission.

A pupil with autism spectrum disorder lashes out at a supply teacher. The reason for this is that the supply teacher told the pupil they could not sit in their normal seat because it wasn't appropriate for the activity they were doing and then told the pupil off when they refused to move.

The child always sat in the same seat because their autism spectrum disorder meant that they found change difficult to cope with – and their autism spectrum disorder made them highly distressed by being told off.

The school had not advised the supply teacher that the pupil should be allowed to remain in their seat and therefore the school had failed to apply a reasonable adjustment. In a situation like this, exclusion would be likely to be unlawful disability discrimination.

Case 2 - based on an example contained in guidance from the Equality and Human Rights Commission.

A pupil with additional support needs is repeatedly getting up from his seat during lessons and disrupting other pupils. It is the school's policy that repeated disruptive behaviour requires exclusion. However, the duty to make reasonable adjustments may require exploring this behaviour further to put in place supports and strategies e.g. movement breaks or a strategy to allow the pupil to leave the classroom and go to a designated cooling-off space with less sensory stimulus.

Case 4 - based on a real case in another local education authority that was decided upon by the Additional Support Needs Tribunal.

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A pupil with autism spectrum disorder, dyslexia and working memory difficulties attended a mainstream high school. The school employed an additional support for learning teacher and provided a “sanctuary” room for the pupil to calm down in.

The pupil’s behaviour was very challenging. This behaviour included ignoring instructions, swearing at peers and staff, engaging in behaviour that was a physical danger to himself and physically intimidating staff. This behaviour was very disruptive to other pupils. After many incidents of such behaviour over several months, the pupil was excluded.

A meeting to discuss readmission took place but the school and the parents could not agree conditions for readmission. The parents refused to attend further meetings.

The parents appealed to the Additional Support Needs Tribunal. The Tribunal refused the appeal because:

- The behaviour that led to exclusion arose from the pupil's disability. There was no merit in seeking to establish if there was some part of the behaviour which did not arise from the disability.
- However, the school and education authority had made “exceptional allowances and used every practical means” to support the child.
- Excluding the child was a proportionate means of achieving the legitimate aim of maintaining order and discipline and health and safety.
- The parents had not met their obligations to seek to work in partnership with school and their unjustified negative attitude to school had adversely affected the behaviour of the pupil.

Case 5 - *based on a real case in another local education authority that was decided upon by the Additional Support Needs Tribunal.*

A pupil with very strong features of Asperger’s Syndrome attended a mainstream secondary school. The pupil was awaiting formal, medical assessment but the parent and school agreed the pupil should be treated as if she had a medical diagnosis of Asperger’s Syndrome. The pupil had strongly ritualised behaviour and particularly relied upon an i-Pod device which acted for her as a way of telling the time, as a source of noise to tune out other disturbing noises and as a tactile comforter.

The school and parent agreed a ‘behaviour protocol’ to give all staff strategies for supporting the pupil. These strategies included planned ignoring of behaviour which was not likely to lead to serious disruption. During a subject class, the class teacher repeatedly requested the pupil to put away her i-Pod device because the class teacher was of the view that it was distracting other pupils. The pupil did not put away the i-Pod device. The situation escalated resulting in the pupil being excluded.

After the exclusion, the pupil’s attendance seriously declined and she did receive a medical diagnosis of Asperger’s Syndrome. The parent stated that the exclusion had caused the pupil to become depressed. The parents appealed to the Additional Support Needs Tribunal.

The Tribunal granted the appeal because :

- Causing the pupil to cease using the i-Pod device caused the pupil substantial disadvantage.
- The school had failed to prove that the use of the i-Pod device had caused substantial disruption to other pupils.

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- The reasonable adjustment would have been to ignore the pupil's use of the i-Pod device. It was the failure to apply this reasonable adjustment that caused substantial disruption to other pupils because it caused the pupil to become highly agitated.
- The 'behaviour protocol' was inadequate in its reference to the i-Pod device and this was the fault of the school. The importance to the pupil of the i-Pod device was not properly recognised by the school staff that dealt with the pupil in connection with the incident that led to the exclusion.
- The finding by the Tribunal that there was a failure to make a reasonable adjustment means that it automatically follows that there is a finding by the Tribunal that the exclusion was not a proportionate means of achieving a legitimate aim.

The Tribunal overturned the exclusion and instructed the education authority to consider mandatory training for all of the school staff on supporting children with Asperger's Syndrome.

Case 6 - based on a real case in another local education authority that was decided upon by the Additional Support Needs Tribunal.

A child with Asperger's Syndrome attended a mainstream secondary school. He was excluded on three occasions. During this period of exclusions, there was a period when he was required to attend a support base within the school and he was not permitted to attend mainstream classes.

The first exclusion was for verbal aggression towards a teacher. The second exclusion was for physical aggression towards a pupil. The third exclusion was for the pupil and parent refusing to take up alternative education in a college for a temporary period due to building work in the school.

The parent appealed to the Additional Support Needs Tribunal. The Tribunal granted the appeal because:

- There were a great many procedural errors made by the school and the education authority which demonstrated, in terms of this guidance, the great importance of clearly documenting strategies which are equivalent to reasonable adjustments for supporting disabled children.
- Regarding the first and second exclusion, the school had not given proper regard to advice from the education authority's educational psychologist.
- Regarding the second exclusion, there was a delay of 8 days between the incident and the decision to exclude during which the pupil had returned to school. At the time of the decision to exclude, the pupil was no longer in the state of agitation related to their Asperger's Syndrome which had caused them to be physically aggressive to the other pupil. Therefore the decision to exclude was punitive and therefore it was not in pursuit of a legitimate aim.
- Regarding the third exclusion, the proposal that the pupil move to the college was not a reasonable adjustment.
- Regarding the support base issue, the decision of the school was rushed and was taken without advice from the education authority's educational psychologist. Therefore the decision was not a reasonable adjustment.

The Tribunal overturned the exclusions and required the education authority to write the parent and pupil a letter of apology. The Tribunal expressed concerns about the level of training of school staff to support children with autistic spectrum disorder and recommended the education authority consider requiring all of the school staff to undertake training.

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Appendix 4



CHILDREN AND FAMILIES

Exclusion: Frequently Asked Questions

What does exclusion mean?

Exclusion means that your child is not allowed to attend school for a set period of time. We only exclude children when the case is very serious.

Why has my child been excluded?

Children are excluded when their day-to-day behaviour makes it necessary to remove them from school for a period of time. This could be because:

- your child's behaviour makes it impossible for us to teach him/her in a class with other pupils.
- your child's behaviour makes it very difficult for other pupils in the class to learn and work.
- your child's behaviour is dangerous to other pupils or members of staff.
- you, as parent/carer, have been unwilling to co-operate with the school.

Who decides to exclude a child?

The Head Teacher or his or her representative can exclude a child, after consulting with all professionals involved.

How long will my child be excluded?

Your child can be excluded for up to seven calendar days. During this time a 're-admission meeting' will be arranged to discuss this decision with you. For the duration of his/her exclusion, your child must not come into school, or be in the school grounds at any time, unless for the purposes of an agreed meeting or by agreement with the Head Teacher.

How do schools let parents or carers know that their child has been excluded?

We will contact you **on the day** of the decision to exclude. This will then be followed up in a letter posted, by recorded delivery, to your home, explaining

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- why your child has been excluded.
- how long she / he is being excluded.
- the date of the re-admission meeting'.

What happens if I don't agree with my child's exclusion?

If you disagree with the decision to exclude your child, whether you are a parent or a carer, you can appeal and should write to:

Head of Legal, Risk Compliance,
Committee Services,
Corporate Governance Directorate,
City of Edinburgh,
Waverley Court,
Business Centre 2.1,
East Market Street,
Edinburgh EH8 8BG

If you are uncertain what action to take you may consult a solicitor. You may also obtain advice from a Citizens Advice Bureau or other advice agency.

Are details of my child's exclusion kept on record?

Yes. Details are recorded on the school registration system and copies of the following letters will be kept in your child's record file:

- the exclusion letter
- the letter outlining the agreements you made at the re-admission meeting about your child going back to school.

Copies of these letters are also sent to the Inclusion Coordinator Children and Families.

What is a re-admission meeting?

At the meeting, we discuss why your child was excluded and how we can work together to ensure that your child has a successful return to school. Parents/carers **and** the child should attend the re-admission meeting. The meeting is usually held at your child's school.

Can I bring someone else with me to the meeting?

You can bring a friend to support you, or someone who will help you discuss your child's welfare with us. Please let the school know before the meeting who you would like to bring along.

Who else will be at the meeting?

The Head Teacher or his/her representative, school staff and other professionals involved with your child, for example, a social worker, educational psychologist or educational welfare worker. Because it is very important to get your child back to

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school as soon as possible, we will go ahead with the meeting even if everyone cannot come to the meeting.

What will happen at the meeting?

We will explain to you why we excluded your child. This will cover the particular incident that have led us to take this action and his / her day-to-day behaviour. We would like to hear your views and those of your child. We will discuss ways in which we can work together to support your child's development, learning and care needs. We will agree targets with you to help plan your child's successful return to school.

What if I can't attend the re-admission meeting?

If you can't come to the meeting, please phone the school as soon as you can so that we can arrange another time with you.

What if a parent/carer doesn't attend the re-admission meeting?

If a parent/carer doesn't attend the meeting, then the child may not be allowed to return to school. We will write to you with a date and time for another meeting.

What contact will my child have with the school while she / he is excluded?

The school will provide work for your child to do at home as soon as is practicable. Arrangements will also be made with you about when and where the work is to be collected and returned for marking.

How will the school help my child once she / he goes back to school?

Following your child's return to school after an exclusion support provision and planning put in place at the re-admission meeting will be reviewed.

How can I help?

Your support of the school is vital. We will always welcome your help to ensure good attendance and to support your child's re-engagement. Keeping in touch regularly with the school is essential to being involved in your child's learning and the ongoing work of the school.

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Removal From Roll Report

Appendix 7



CHILDREN AND FAMILIES

Referral to the Director of Children and Families

Please include:

SEEMIS letter 4a/b	
SEEMIS letter 4m/n	
Appendix 7	
Assessment of Need	
Child's Plan	
Risk Management Plan	
Other partner reports	

Brief details of previous strategies employed in school to cope with the pupil's difficulties [include involvement parents]:

Details of current arrangements in place to ensure the child's continuing education:

Recommendation of the child planning meeting regarding the pupil's continued education:

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Appendix 8

Letter to Head Teacher giving agreement to a Failure to Readmit



CHILDREN AND FAMILIES

To:

Date:

Our ref:

Dear

I have received the following paperwork in respect of *[pupil name]*

SEEMIS letter 4a/b	
SEEMIS letter 4m/n	
Appendix 7	
Assessment of Need	
Child's Plan	
Risk Management Plan	
Other partner reports	

I note that there was no agreement of conditions for re-admission to school.

Please ensure arrangements are in place to

- Continue *[pupil's name]* education with all professionals involved
- Provide regular class work for completion at home
- Have regular contact with the parents / carers
- Record the exclusion appropriately on Seemis

Please keep me up to date with the alternative arrangements for *[pupil's name]* on going education.

Yours Sincerely

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The Appeals Process

Appendix 9

The Appeals process gives the parent the right of appeal to an independent body.

1. The Appeal Panel

The Appeal panel consists of 3 members

- A parent of a school age child who is independent of the school which has made the exclusion and whose child does not attend the same school as the excluded pupil.
- A Councillor
- A representative with knowledge of education [The Chair]

2. Documentation

- The Head Teacher must complete a report [Appendix 9] and submit to the appeal panel via the inclusion Coordinator
- The parent may also submit a written report to the panel

3. Timescale

Appeals should normally be lodged within 28 days of the decision to exclude but appeals beyond this timescale can be considered.

4. The Hearing

People

- The Head Teacher who represents the Director at the Appeal may be accompanied by a member of the school staff [Any person other than the Head Teacher may be asked to leave if the parent objects]
- The Inclusion Coordinator
- The parent may be accompanied by up to three friends
- The pupil may be present if 12 or over
- If the parent is represented by a solicitor the authority will also have a solicitor present
- The Clerk to the Appeal Committee will also be present. The Clerk is responsible for arranging the hearing. The Clerk takes notes and records decisions and ensures the smooth running of the hearing on the day. The Clerk remains with the Committee during the deliberative stage.

Procedure

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- The Chairperson will outline the procedure for the hearing
- The order is usually as follows
 - presentation of the case by the Head Teacher
 - questioning by the person making the appeal
 - presentation of the case by the person making the appeal
 - questioning by the Head Teacher
 - the panel will also ask questions during the hearing
 - summing up by the Head Teacher
 - summing up by the person making the appeal

If the parent chooses not to attend the hearing it will still proceed in their absence and the decision will be notified to them.

Decision

- The Appeal Committee will notify the parent, Head Teacher and the Exclusion Manager of the decision reached.
- If the Appeal Committee is unable to make a decision at the end of the hearing, they have a maximum of fourteen days to notify the appellants of their decision and the reasons for it.
- The letter informs the person making the appeal of any right of appeal to the Sheriff and the time limits that will be applicable

The Powers of the Appeal Committee

- Annul the decision to exclude
- Confirm the decision to exclude
- Confirm the decision, but modify the conditions for readmission[Section 28H[2], Education[Scotland] Act]1980

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Sample Appeal Report



Appeal against the Decision to Exclude a Pupil from Anytown High School

PLACING IN SCHOOLS APPEALS COMMITTEE

Date:

1 Purpose of report

Mrs. Smith, 3 James Terrace, Edinburgh, EH22 6PQ, has appealed against the decision of the Council as Education Authority, to exclude her son Jason Smith from Anytown High School, Edinburgh. This report sets out background information, the events leading to the exclusion and the developments in the case thereafter.

2 Summary

- 2.1 Jason Smith [DOB 25.05.94] has attended Anytown High School since August 2006. He had a history of exclusions in primary school.
- 2.2 Jason's punctuality, attitude and attendance gave cause for concern as did his regularly arriving at school not always equipped for lessons.
- 2.3 This situation continued throughout the following 12 months with reports being made of aggressive and disruptive behaviour and lack of co-operation. (*Appendix 1*). Jason's poor attendance and truanting also caused concern. Regular contact has been made with Jason's mother as his sole carer regarding Jason's behaviour throughout his time at Anytown High School by letter, telephone and meetings. (*Appendix 2*)
- 2.4 The normal disciplinary and support strategies of the school were applied in Jason's case but despite being placed on behaviour diaries, detentions, working in the pupil support base, in-class support and 1:1 support from his

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guidance teacher, and 1:1 from a school-based youth worker Jason's behaviour has still not improved. (*Appendix 3*) Jason has been excluded on 4 previous occasions (*Appendix 4*) and has been referred to the Children's Hearing for non-attendance at school. (*Appendix 5*)

2.5 A copy of the pupil support policy at Anytown High is attached as *Appendix 6*.

3. Main Report

Events Leading to Formal Exclusions

3.1 On 14 September Jason was participating in a drama lesson in the school hall. For no apparent reason, Jason assaulted another pupil. When spoken to by his teacher Jason became verbally abusive and aggressive. On his way out of the room he broke a double window [estimated cost of damage £500]. The duty head was called but Jason could not be reasoned with.

3.2 In the light of this incident and because of Jason's record of disruptive behaviour, aggression towards other pupils, verbal abuse of staff and pupils, and persistent uncooperative behaviour the decision was taken to exclude Jason. In accordance with procedures a letter was sent to Mrs. Smith requesting her to attend a meeting on 21 September at 9.45.a.m. At this meeting conditions for readmission could not be agreed with Jason and Mrs. Smith. A letter confirming this was sent to Mrs. Smith and to Jason confirming this and detailing supports which would be put in place for Jason. (*See Appendix 12*)

4. Developments since exclusion

4.1 Outreach teaching was applied for, approved and contact was made with school by the HOTS teacher on 8 October 2007. Teaching sessions commenced and are ongoing. School staff have provided work for Jason and a named person in school is monitoring this work.

4.2 A referral was made to Fairbridge for the Active Steps Course and Jason was given a place on the November course.

4.3 Early Intervention support continues to be provided.

4.4 A referral has been made to SEBD PAG.

5. Conclusion

- 5.1 For these reasons, it is the view of the Authority that it was appropriate to exclude Jason from Anytown High School on the grounds that to allow Jason to continue his attendance at the school would be likely to be seriously detrimental to the order and discipline in the school or to the educational well being of the pupils and staff there.

6. Recommendations

The Committee is asked to consider the Appeal.

Appendices	Appendix 1 -	Background Information
	Appendix 2 -	Contact with Home and Meetings
	Appendix 3 -	Behaviour Diaries
	Appendix 4 -	Exclusion Record & Letters
	Appendix 5 -	Hearings
	Appendix 6 -	Pupil Management Policy
	Appendix 7 -	PSG
	Appendix 8 -	Integrated Support Team Referral
	Appendix 9 -	Multi-Agency Meeting Minutes
	Appendix 10 -	Referral to Psychological Services
	Appendix 11 -	Profile of Individual Need
	Appendix 12 -	Support Record

Procedure Title - Improving outcomes for learners at risk of exclusion

Procedure Number -

Sample Background Information

Year 1: 16 Aug 06 – 29 June 07

- 1.1 On 23 September Jason was discussed at a sub PSG meeting due to concerns about poor attendance and attitude. *(See Appendix 7a) and a plan of action agreed.*
- 1.2 Jason was subsequently excluded from school on 5 October for punching a pupil resulting in injury to that pupil who required medical attention. He was readmitted to school on 12 October.
- 1.3 On 3 November Jason behaved in a disruptive manner in the maths class.
- 1.4 A referral to the PSG was made on 5 November with a proposal for 1:1 support. Jason's disruptive behaviour continued and he was removed from his science class.
- 1.5 At the PSG meeting on 5 November concerns about Jason's peer relationships, truancy, attendance, and anti-social behaviour in the community were all discussed. *(See Appendix 7b)*
- 1.6 Over the following three weeks his behaviour continued to deteriorate, resulting in Jason being removed from his English class on 1 December and referred to SMT on 2 December by his maths teacher for disruptive behaviour in class and making offensive gestures towards his teacher. He seemed to be unwilling to consider the consequences of his actions.
- 1.7 On 3 December, Jason was placed on a diary to monitor his behaviour in school. On the same day, he was referred to the Support Base by his science teacher because of his disruptive, aggressive and disrespectful behaviour in class. *(See Appendix 8)* The decision made was to remove Jason from science to work in the support base until the end of that term. He was also placed on detention for disrupting his English class on 5 December.
- 1.8 The following day Jason was again disruptive in his English class and was referred to SMT for failing to attend detention. Jason's mother agreed to the detention by phone. Jason was also being reported to have been involved in vandalism in the community. A multi agency meeting took place on 10 December to discuss Jason's progress and concerns. *(See Appendix 9)*
- 1.9 On 14 December Jason again arrived late to school and was placed on detention. Later the same day he was removed from his P.E. class and refused to attend detention after school. He walked out of school at the end of the day without permission.

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1.10 From 15 December until the end of term Jason was absent from school without reason.

Term 2

1.11 On 9 January 2007 an absence enquiry letter was sent home.

1.12 Another multi-agency meeting took place on 14 January attended by Jason and his mother.

1.13 Jason's disruptive and aggressive behaviour continued on 16 January when in class he threatened to hit another pupil with a piece of metal and pretended to do this. He was then removed from the geography class, was rude and disruptive in science and was sent to the support base as an emergency admission. Whilst there, his behaviour was poor and he became rude and insolent when spoken to about this and his use of abusive language. He worked out of classes next day because of his behaviour.

1.14 As Jason was not in school next day (18 January) a phone call to his mother was made. She was unable to say why Jason was not attending school.

1.15 On 19 January Jason was again absent and mother was phoned again. She was unaware of Jason's whereabouts but thought he may have stayed at his grandparents' house. The guidance teacher phoned social work to report this.

1.16 Jason attended school on 22 January but his attitude and behaviour were poor. Jason used abusive language, refused to co-operate with staff, ignored staff requests to leave the room, and scribbled on his book instead of working. He appeared to be pushing boundaries in the hope of being excluded. His mother was phoned to inform her of Jason's conduct and she spoke to Jason, giving school her full support. However, the phone call to mother brought about no improvement in Jason's attitude or behaviour. He continued to argue with staff, answer back, interrupt and walked off without permission saying he was going to the toilet. He was referred to the Head Teacher.

1.17 Next day Jason walked out of classes after being warned about his poor behaviour.

1.18 On 24 January Jason was discussed at the sub PSG.

1.19 Jason was absent on 24 January and another call to the mother was made to inform her. She stated that Jason had left for school in the morning.

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- 1.20 Jason returned to school next day but was unsettled in his German class. He was verbally abusive to his teacher, argued and swore at him. Jason was excluded from school for repeated failure to follow the school code of conduct and abuse to a member of staff.
- 1.21 The readmission meeting took place on 29 January. However Jason's attitude was unacceptable and the decision to readmit was postponed. Jason showed no respect to his mother or staff. A part-time timetable was discussed and Jason was in favour of this, seeming to view it as positive.
- 1.22 On 31 January, our Youth Worker was again able to offer Jason 1:1
- 1.23 Jason was readmitted on 2 February to work only in the support base.
- 1.24 On 6 February, due to ongoing concerns about attendance, Jason's mother was called to inform her that Jason was absent again.
- 1.25 Jason was discussed at a sub PSG on 7 February.
- 1.26 Another call was made to Jason's mother on 19 February to inform her of Jason's absence. She was unaware of Jason's whereabouts.
- 1.27 Another multi-agency meeting took place on 23 February but the Mrs. Smith did not attend.
- 1.28 On 28 February another call was made to Mrs. Smith as Jason was again absent and to invite her to the forthcoming PSG meeting.
- 1.29 On 1 March a report was sent to the Reporter to the Children's Panel. The grounds for referral were non-attendance at school and concerns over an alleged lack of parental care. (See Appendix 5)
- 1.30 The PSG meeting took place on 6 March (see Appendix 7c) where concerns about attendance and behaviour were discussed. Following this meeting a referral was made.

Term 3

- 1.31 Jason's lack of attendance and poor behaviour continued to cause concern and another multi-agency meeting was held on 18 April. The family did not attend. At the sub PSG ongoing concerns regarding attendance, behaviour and lack of progress were discussed.
- 1.32 On 24 April Jason's lack of co-operation continued when he was in the support base. He would not settle to work, stood on a chair, refused to follow instructions. He was rude to his guidance teacher, answering back and refused to follow any instructions.

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- 1.33 Next day Jason was rude and offensive to teaching and support staff in English. He refused to give his behaviour diary to his teacher and walked away from him when he was trying to speak to him.
- 1.34 On 26 April, Jason was excluded from school for persistent uncooperative behaviour, rudeness to staff and use of inappropriate language.
- 1.35 The readmission meeting was arranged for 30 April but the family failed to attend. A readmission meeting eventually took place on 8 May. Jason's attitude and behaviour were discussed with Jason and his mother. It was made clear to Jason that it is unacceptable to be so judgemental of others. Mrs. Smith was unable to account for Jason's unexplained absences. Jason was readmitted to school on 9 May on a part-time timetable, working mainly in the support base.
- 1.36 Unfortunately Jason's patterns of poor attendance and behaviour continued for the remainder of this term. His guidance teacher kept in touch with the family, always contacting them by phone when he was absent.
- 1.37 Jason would not engage with any workers. This situation was discussed with the reporter on 16 May. On 19 May Jason was removed from his P.E class due to his disruptive and uncooperative behaviour.
- 1.38 On 24 May Jason was again rude and argumentative with staff in his French class. Concerns were discussed at sub PSG where the Educational Psychologist reported she had met with the family.
- 1.39 Another multi-agency meeting took place on 25 May but the family did not attend.
- 1.40 Jason was excluded from school on 19 June for extreme abuse to a member of staff.

Year 2: 15 Aug 07 – to date

- 1.41 On 15 August Jason was readmitted to school, mornings only, until 25 August when full-time would be considered if his behaviour was reasonable within that time. In the meantime Jason remained on his behaviour diary.
- 1.42 Jason was discussed at a full PSG meeting on 22 August. Concerns about his lack of educational and social progress in S1 were discussed. (See *Appendix 7d*)
- 1.43 Concerns about Jason's poor attendance and truanting continued with regular contact continuing with his family about these concerns.

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- 1.44 On 14 September Jason was excluded for verbal abuse of staff, assault of a pupil and damage to school property. *(See Appendix 4)*
- 1.45 An Incident Record was completed and submitted on 14 September. *(See Appendix 11)*
- 1.46 On 16 September work was requested for Jason from staff and Jason was discussed at the full PSG meeting on 25 September. *(See Appendix 7e)*

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Appendix 5

Informal Consultation on Language Classes, Inclusion Resources and Kaimes

Projections of additional support needs up to 2022 indicate continued growth in the anticipated number of learners requiring significant additional support. Alongside this progress in inclusive practice and monitoring of specialist placements indicates a changing profile towards more complex need amongst learners requiring specialist provision.

In light of these trends we are taking a closer look at aspects of special school capacity. An informal consultation on the future provision of Language and Communication Classes, Secondary Resource Provisions and Kaimes School is an important element of this process.

The timetable below indicates the scope and timeline of the plan for informal consultation. There will be a clear focus on consulting widely with all stakeholders, to ensure that future planning incorporates the views of all involved in delivering the best possible outcomes for learners.

Informal Consultation on Language Classes, Inclusion Resources and Kaimes		
Action	By whom	By when
Environmental Reviews of LCC and SRPs	Kirsty Spence Julie Wood/ SRP staff and AHP/PS staff Murdo McLeod/FM Staff	June 2018
Pupil consultation: LC, SRP, Kaimes, selected pupils with ASD attending	Psychological Services staff	June 2018

mainstream schools		
Parent consultation: LC, SRP, Kaimes, parents of selected pupils with ASD attending mainstream schools	Psychological Services staff	June 2018
Staff consultation: LC, SRP, Kaimes	Kirsty Mackay Hatty Chick	June 2018
Partner consultation: LC, SRP, Kaimes	Kirsty Mackay Hatty Chick	August 2018
Attainment Review – LC, SRP, Kaimes pupils, to include 2016-17 BGE and NQ data	Louise Stevenson	May 2018
Literature review to identify best practice in provision for pupils with an ASD	Lorna Johnston Marion Rutherford Hatty Chick Jilly Catlow	June 2018

Appendix 6

Consultation on Inclusive Practice

The report on Year of Young People 2018 and Child Friendly Edinburgh included a recommendation that we ‘continue to develop engagement work with children, young people and their families to increase their participation in the life of the city and in guiding the implementation of the Children’s Services Plan 2017-20’. Creating the circumstances where children become the city’s active citizens and effective contributors is a central aim of a Curriculum for Excellence. In all aspects of our work relating to the wellbeing and inclusion of children and young people we will seek to engage directly with children, young people and their families as well as with the school staff and partners, to ensure that we achieve our aim of Improving quality and performance to promote high quality inclusive schools and accessible support

Stakeholder Consultation on Inclusive Practice		
Action	By whom	By when
Pupil consultation, to include: <ul style="list-style-type: none"> Youth 180 Groups – Emotionally-Based School Refusers (EBSR) Children and young people who experience barriers to learning as a result of Adverse Childhood Experiences, including care experienced children and young 	ASLS staff ASL and Family Support Service Schools and Lifelong Learning staff – ‘Discover’ holiday programme Residential Care staff ASL and Family Support Service Schools and Lifelong Learning staff – ‘Discover’ holiday programme	September 2018 September 2018

<p>people</p> <ul style="list-style-type: none"> • Children and young people with a disability 	<p>Carol Chalmers/Kerry Millar</p>	<p>May 2018</p>
<p>Parent/carer consultation – parents/carers of children with additional support needs, including EBSR, ACE, specific learning difficulties and disability</p>	<p>ASLS staff ASL and Family Support Service Schools and Lifelong Learning staff</p>	<p>September 2018</p>
<p>Staff consultation – to include teaching and support staff in mainstream schools</p>	<p>Anna Gray, school SfL Leaders/teachers</p>	<p>June 2018</p>

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Educational Attainment in Primary and Secondary Schools 2017

Item number	7.8
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

This report provides a summary of the analysis of attainment in City of Edinburgh's schools for the year 2016-17. For the Broad General Education (ages 3-15), the measures include standardised assessments in reading and mathematics, and achievement of Curriculum for Excellence (CfE) levels from early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), national benchmarking measures from the Scottish Government's *Insight* tool are used to analyse performance. (See appendices 1-4.)

Educational Attainment/Improvements in Performance 2017

1. Recommendations

- 1.1 To note the progress and areas for improvement in educational attainment in Edinburgh schools;
- 1.2 To note the attainment gap and ongoing actions to address this;
- 1.3 To agree to receive further annual reports on attainment/improvements in performance;
- 1.4 To note the continued hard work of pupils, staff and parents to support the successful delivery of national qualifications, in particular in the light of the changes made by the Scottish Qualifications Authority (SQA) to assessments at National 5 level.

2. Background

- 2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the City of Edinburgh Council primary and secondary schools and establishments for academic session 2016-17.
- 2.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, CEC officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.
- 2.3 Child at the Centre and How good is our school?4 are the Education Scotland quality frameworks which schools used in 2016-17 to evaluate improvements in performance. They used the national measures of success set out in the Quality Indicator (QI) 3.2, Raising Attainment and Achievement. This QI refers to both the Broad General Education and the Senior Phase and concerns the standard of attainment over time as well as the overall quality of learners' achievements.
- 2.4 The new national Senior Phase benchmarking tool for attainment and achievement, Insight, analyses the attainment of school leavers in four key areas: Improving

Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation (see Appendix 1 for more detail on these measures).

- 2.5 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P1, P4 and P7. Some schools use standardised tests at other stages for internal purposes. We now have sufficient data to be able to track the progress of cohorts of pupils from P4 into P7.
- 2.6 In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. From session 2015-16 onwards schools reported on progress through CfE levels using the language 'achieving a level'. This is in line with the terminology used nationally by Education Scotland.
- 2.7 In respect of SQA national examinations in the Senior Phase, attainment is expressed in terms of the Scottish Credit and Qualifications Framework (SCQF). A list of the SQA qualifications included in the framework can be found in Appendix 2.
- 2.8 The sections in the report have been aligned as closely as possible to reflect the CfE expectations about progression through levels. Details of the levels can be found in Appendix 3.
- 2.9 Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 4.

3. Main report

3.1 Broad General Education

Using Quality Indicator (QI) 3.2 Raising Attainment and Achievement from *How good is our school?*⁴, overall evaluations of improvements in performance in primary schools are noted in the tables below:

Table 1: QI 3.2 Evaluations from the City of Edinburgh Council Primary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2		18	44	25	1	

Table 2: QI 3.2 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Primary Schools published in academic session 2016-17:

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2		1		2		

Tables 3 and 4 below set out the mean standardised scores for Reading and Mathematics in P1, P4 and P7 for the past three sessions. (Note that for standardised scores, an average score is set at 100.)

Table 3: Mean standardised scores for Reading

Reading	2014-15	2015-16	2016-17
P1 Baseline	102.6	102.8	101.0
P1 Progress	109.2	109.2	108.5
End of P4	99.8	100.0	100.3
End of P7	105.1	106.1	105.7

Note: the tests used in P4 and P7 are different from those used in P1 and so direct comparison cannot be made.

Table 4: Mean standardised scores for Mathematics

Mathematics	2014-15	2015-16	2016-17
P1 Baseline	105.4	106.1	105.7
P1 Progress	98.6	99.2	101.0
End of P4	96.0	95.3	100.0
End of P7	96.0	96.0	99.0

Note: new tests were introduced for P1 (progress), P4 and P7 in 2016-17 but in this case it has been possible to “rescale” the scores to allow direct comparison with performance in previous years.

Strengths:

There have been improvements at the end of P1, P4 and P7 in mathematic scores with particularly pleasing improvements in P4 (an increase of 4.7 points). This indicates that new approaches to teaching mathematics in the earlier years of primary have had a positive impact over the past four years.

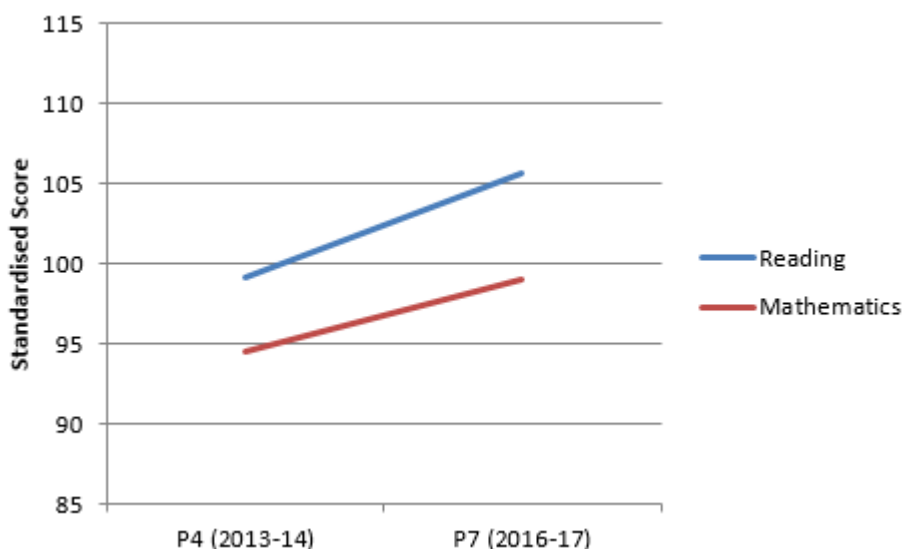
Aspects for development:

There seems to be a clear dip in performance in reading by the end of P4 compared to scores for P7 and this needs to be addressed.

There is a need to ensure that the success noted in P4 mathematics continues and is extended into the upper primary years. New training has been offered to staff during session 2017-18 in order to meet this need.

- 3.2 Figure 1 below shows the progress made in standardised testing in reading and mathematics by P7 pupils in session 2016-17, compared to their performance whilst in P4 (session 2013-14):

Figure 1: progress in Standardised Scores from P4 (2013-14) to P7 (2016-17)



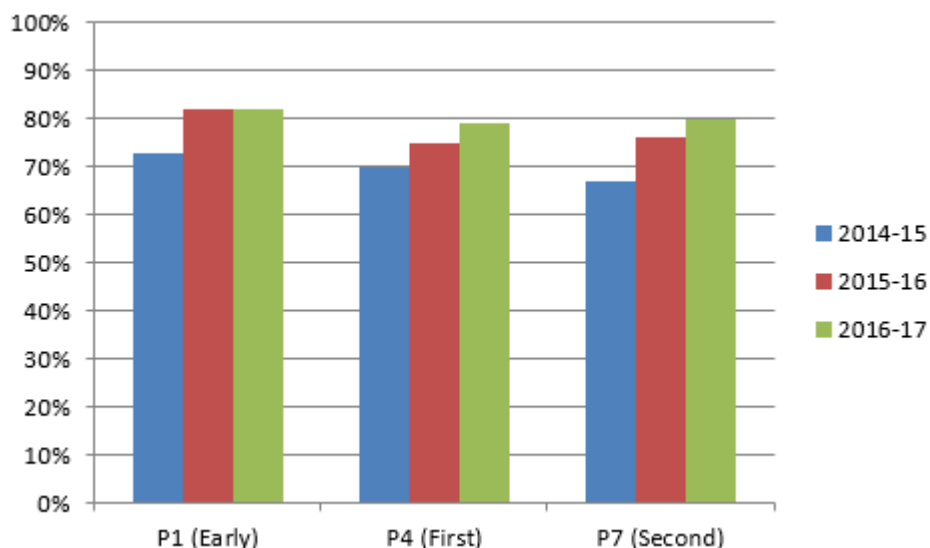
	P4 (2013-14)	P7 (2016-17)
Reading	99.1	105.7
Mathematics	94.5	99.0

Scores have increased from P4 to P7 which means that pupils have made better than expected progress over time. Although there has been a greater improvement

in reading than in mathematics, it is encouraging that the mean score for mathematics by end of P7 has moved to much nearer the average score of 100.

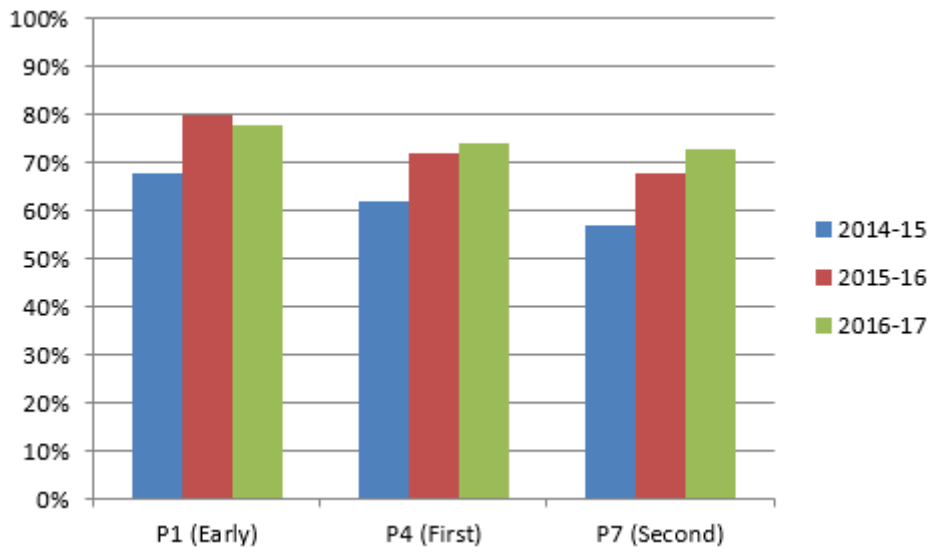
The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement:

Figure 2(a): percentage of pupils achieving the expected CfE level in reading



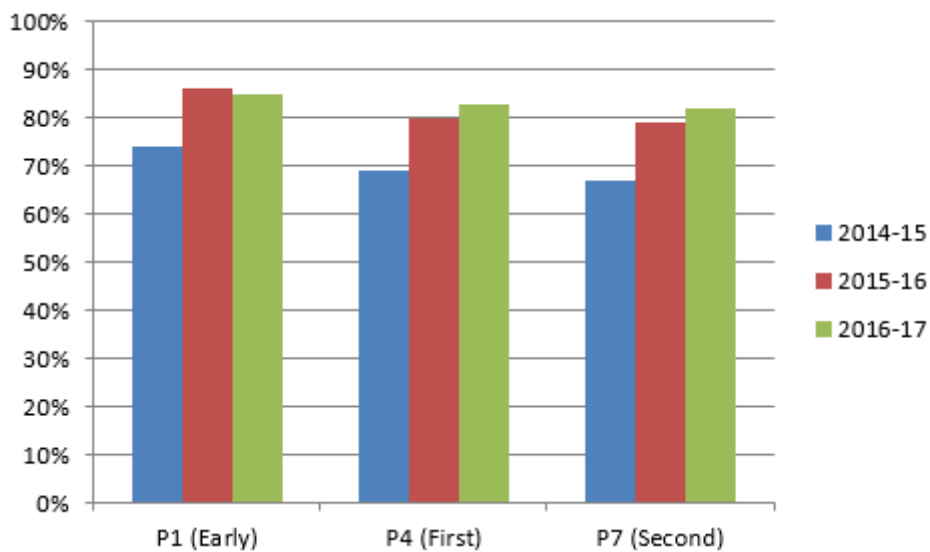
Reading	2014-15	2015-16	2016-17
P1 (Early)	73%	82%	82%
P4 (First)	70%	75%	79%
P7 (Second)	67%	76%	80%

Figure 2(b): percentage of pupils achieving the expected CfE level in writing



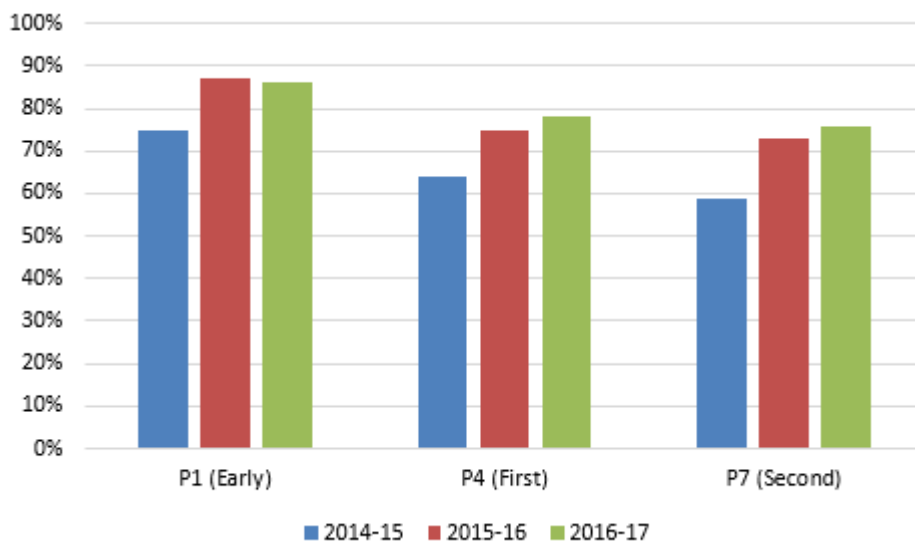
Writing	2014-15	2015-16	2016-17
P1 (Early)	68%	80%	78%
P4 (First)	62%	72%	74%
P7 (Second)	57%	68%	73%

Figure 2(c): percentage of pupils achieving the expected CfE level in listening and talking



L & T	2014-15	2015-16	2016-17
P1 (Early)	74%	86%	85%
P4 (First)	69%	80%	83%
P7 (Second)	67%	79%	82%

Figure 3: percentage of pupils achieving the expected CfE level in numeracy



Numeracy	2014-15	2015-16	2016-17
P1 (Early)	75%	87%	86%
P4 (First)	64%	75%	78%
P7 (Second)	59%	73%	76%

3.3 Key Strengths and Successes in Primary Schools:

- 3.3.1 Whilst the performance of pupils in mathematics is below that in reading, pupils have made better than expected progress in both areas from P4 to P7.
- 3.3.2 Improvements in performance in mathematics at P1, P4 and P7, and in reading at P4 (as measured by standardised assessments).
- 3.3.3 A clear improving trend in literacy and numeracy at P4 and P7, as measured by teacher judgement.

3.4 Aspects for Development

- 3.4.1 To continue to ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;
- 3.4.2 To identify reasons for, and to address, the drop in literacy and numeracy performance in P1, as measured by teacher judgement
- 3.4.3 To continue to focus on improving outcomes for the lowest attaining pupils including Looked After Pupils and Young Carers;
- 3.4.4 To consolidate and continue to improve attainment in numeracy;
- 3.4.5 To continue to improve literacy levels with a particular focus on writing.

3.5 Overall evaluation of improvements in performance of Primary Schools within Early to Second Level is Good.

3.6 Secondary Schools

Using Quality Indicator (QI) 3.2 Raising Attainment and Achievement from *How good is our school?*⁴ overall evaluations of improvements in performance in secondary schools are noted in the tables below:

Table 5: QI 3.2 Evaluations from the City of Edinburgh Council Secondary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2		5	11	7		

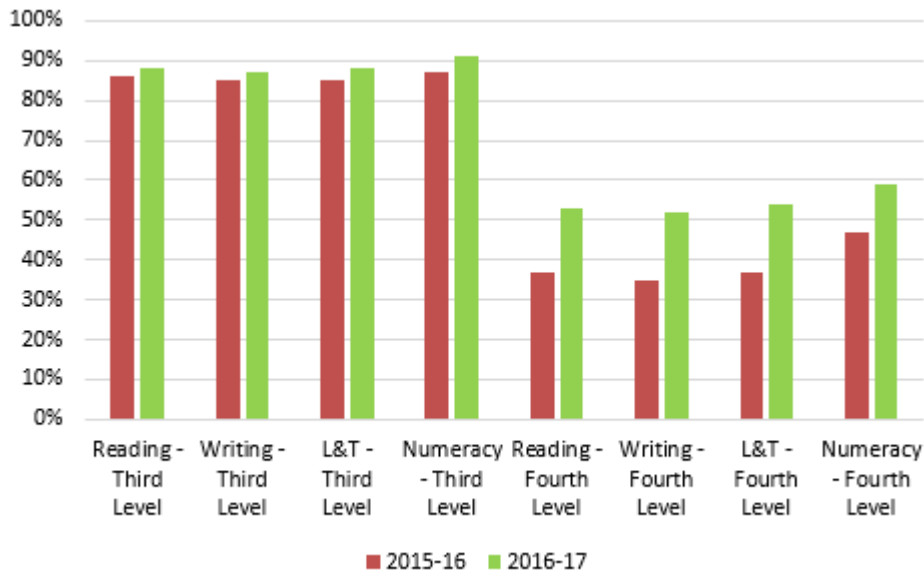
Table 6: QI 3.2 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Secondary Schools published in academic session 2016-17

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 3.2			1			

Broad General Education (S1 to S3)

The graph below shows the percentage of S3 pupils achieving the expected CfE level (Third level) or better in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement, for the past two sessions:

Figure 4: percentage of S3 pupils achieving CfE Third level or better



	2015-16	2016-17
Reading - Third Level or better	86%	88%
Writing - Third Level or better	85%	87%
L&T - Third Level or better	85%	88%
Numeracy - Third Level or better	87%	91%
Reading - Fourth Level	37%	53%
Writing - Fourth Level	35%	52%
L&T - Fourth Level	37%	54%
Numeracy - Fourth Level	47%	59%

Note that Fourth Level data was not collected prior to session 2015-16.

3.7 Achievement of CfE levels (P1 to S3) Key Strengths and Successes:

- 3.7.1 There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions, according to teacher judgement at P4-S3
- 3.7.2 Approaches to improve assessment and moderation have continued to be embedded through the QAMSO network. This will be developed next session
- 3.7.3 A high quality Professional Learning programme is in place to support the implementation of CfE, with a focus on understanding of CfE assessment standards. This continues to include sessions on professional understanding of standards at school and cluster levels.
- 3.7.4 Training in the Stages of Early Arithmetical Learning (SEAL) methodology supported some secondary staff to develop approaches to provide targeted support to learners.

3.8 The following areas to secure improvement and next steps have been identified in secondary schools by the end of S3:

- 3.8.1 To ensure that all staff are aware of the Equity cohorts within each school and the approaches to improve attainment
 - 3.8.2 To further embed assessment and moderation approaches across clusters
 - 3.8.3 To continue to improve attainment in Mathematics/numeracy in S1-S3 through the implementation of the Numeracy Strategy
 - 3.8.4 To improve writing through implementation of the Writing Strategy
 - 3.8.5 To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children and Young Carers.
- 3.9 Overall evaluation of attainment at the end of the Broad General Education stage taking account of a range of pupil progress measures, assessments and self-evaluation information, is Satisfactory.

3.10 Secondary Schools – Senior Phase (S4-S6)

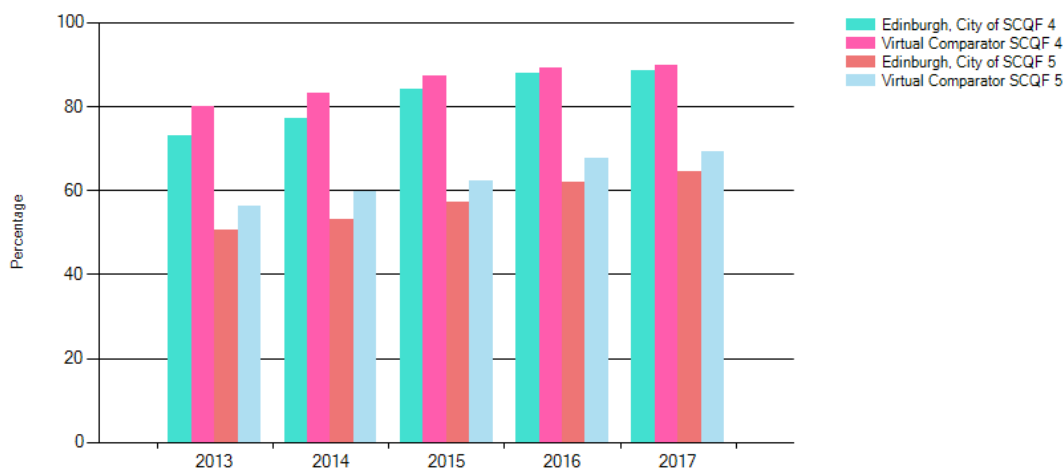
The data from *Insight* has been used to inform comment on the attainment measures below. (See Appendix 4 for more details on these measures, including an explanation of the Virtual Comparator.)

Improving Attainment in Literacy and Numeracy

The graph below shows the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5, compared to the Virtual Comparator and the national figures, for the last five academic sessions, including 2016-17:

Figure 5: the percentage of leavers attaining literacy and numeracy at SCQF level 4

or better and SCQF level 5 or better



Percentage of leavers achieving Literacy and Numeracy at Level 4

Year	Edinburgh, City of	Virtual Comparator	National
2013	73.02	80.13	77.92
2014	77.16	83.33	81.24
2015	84.21	87.14	85.76
2016	88.01	89.17	88.06
2017	88.63	89.85	89.15

Percentage of leavers achieving Literacy and Numeracy at Level 5

Year	Edinburgh, City of	Virtual Comparator	National
2013	50.45	56.37	52.47
2014	53.08	59.73	55.29
2015	57.19	62.31	58.62
2016	62.05	67.68	64.21
2017	64.59	69.28	66.45

3.11 Key Strengths and Successes

When comparing performance of leavers in 2017 with performance in 2016, the following strengths are notable:

3.11.1 Percentage point improvement in literacy and numeracy at level 5: there has been a 3 percentage point rise in attainment at this level.

3.11.2 There is a clear pattern of improvement of overall combined literacy and numeracy at Level 4 and 5: attainment has risen each year since 2011.

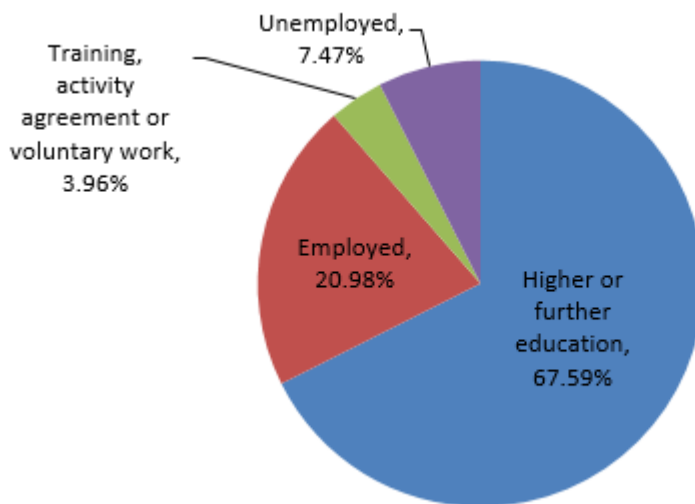
3.12 Aspects for development

The Edinburgh figures remain below the corresponding national figures and those of the Virtual Comparator.

3.13 Increasing Population

The graph below shows the breakdown of leaver destinations for session 2016-17:

Figure 6: leaver destinations for 2017



The table below shows the percentage of school leavers entering a positive destination for the last five academic sessions:

Table 6: percentage of school leavers entering positive destinations

	2012-13	2013-14	2014-15	2015-16	2016-17
CEC	91.65	91.27	92.53	93.73	92.52
VC	92.67	93.46	93.53	93.94	94.13
National	91.71	92.52	93.02	93.33	93.72

The 2017 figures for City of Edinburgh are now below those of our Virtual Comparator and to the national position. This is the first decrease in Positive Destinations for over 4 years.

The table below shows the percentage of school leavers from the most deprived areas of Edinburgh (SIMD deciles 1 to 3) entering a positive destination for the last five academic sessions:

Table 7: percentage of school leavers entering positive destinations from the most deprived areas

	2012-13	2013-14	2014-15	2015-16	2016-17
CEC	86.71	85.89	88.28	90.39	87.81
VC	86.87	88.25	88.49	89.35	89.40
National	87.3	88.65	89.17	89.6	90.27

3.14 Key Strengths and Next Steps

3.14.1 To begin to analyse these findings, the Quality Improvement Service conducted six 16 + Focus Visits to secondary schools in April/May, to identify good practice and areas for improvement. Findings included:

3.14.2 Effective practice in schools working in strong partnership with SDS and career advisors.

3.14.3 Early engagement with children (from as early as P4) via transition programmes, to build strong links with the secondary school.

3.14.4 The need for effective communication with parents regarding career pathways and available support.

3.14.5 The importance of effective tracking of young people's career aspirations and their progress towards meeting any entry requirements.

3.14.6 The challenge of ensuring effective engagement with young people even after they have left school.

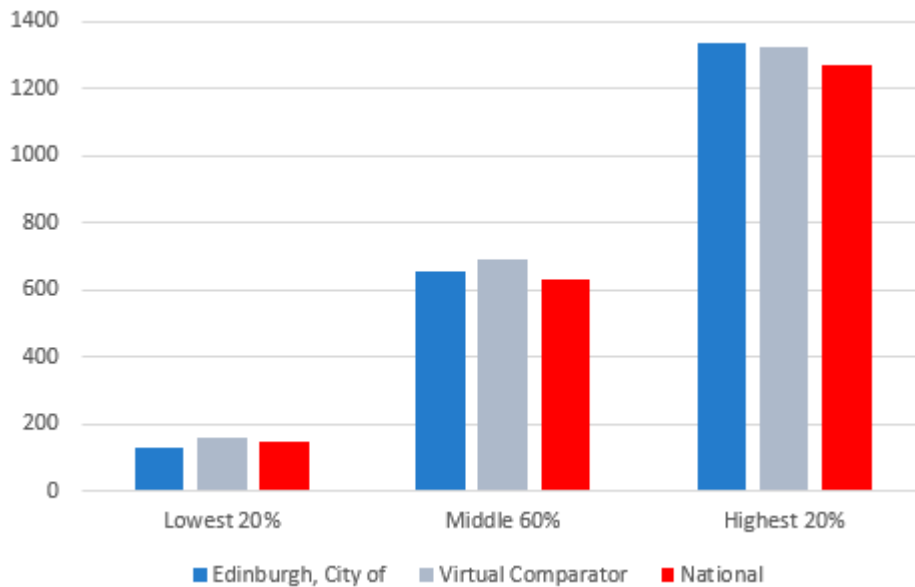
3.14.7 The need for effective communication with further education providers, to identify and support young people who drop out of college courses.

3.15 These findings will be shared with all senior leaders, 16plus DHTs and the DYW Strategic Group. The DYW Strategic Plan will be reviewed to reflect the actions that require to be taken to make improvements.

3.16 Improving Attainment for All

The graph below shows the average complementary tariff points for leavers, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Figure 7: Average Complementary Tariff Points for leavers, session 2016-17



Establishment	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	131	658	1336
Virtual Comparator	157	689	1326
National	148	634	1269

3.17 The performance of the middle 60% and the highest 20% continues to be above the national figures. However, the performance of the lowest 20% continues to be below the national figure.

3.18 The graphs below compare the attainment for each of these three groups over the past five sessions.

Figure 8: comparison of lowest attaining 20% over last five sessions

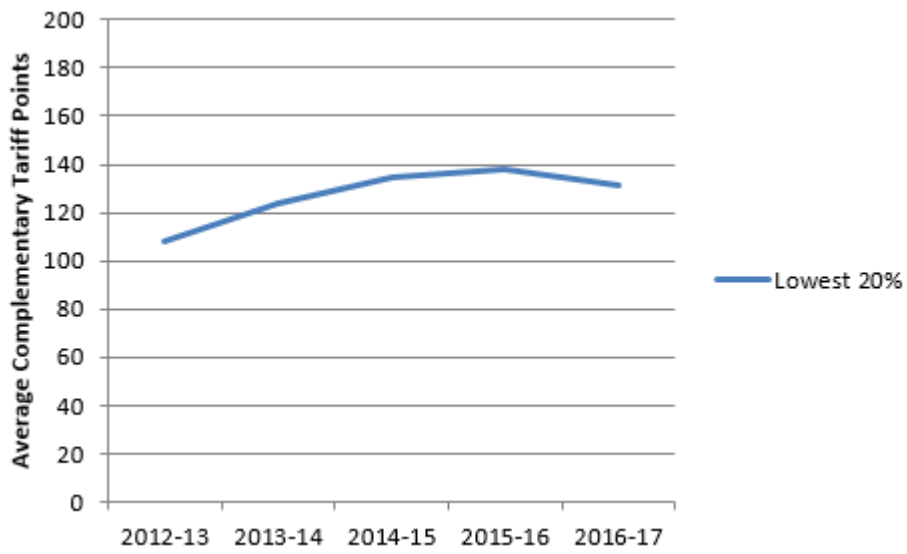


Figure 9: comparison of middle attaining 60% over last five sessions

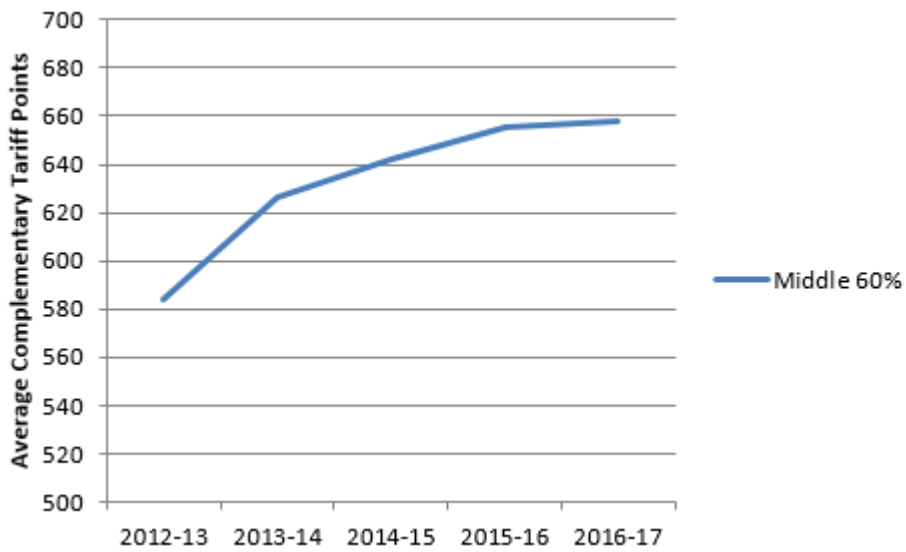
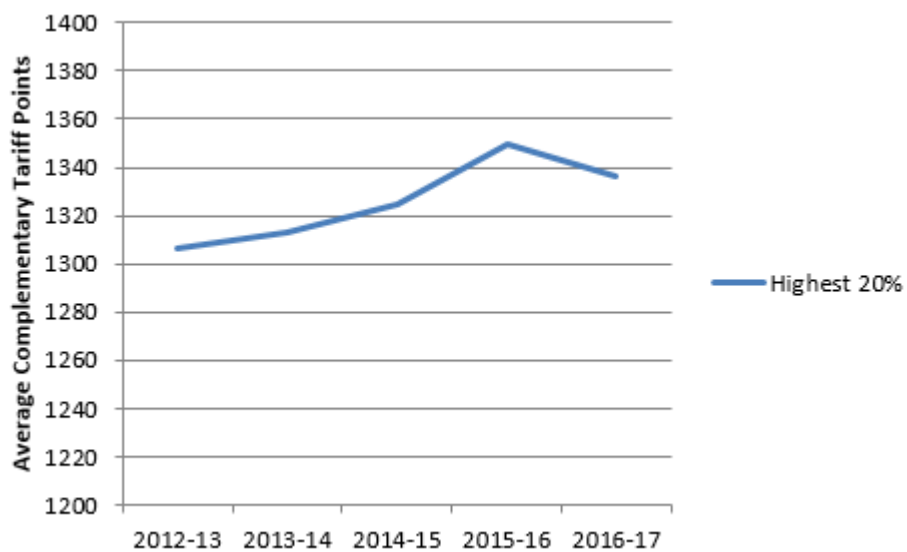


Figure 10: comparison of highest attaining 20% over last five sessions



	Lowest 20%	Middle 60%	Highest 20%
2012-13	108	584	1306
2013-14	124	626	1313
2014-15	135	642	1325
2015-16	138	655	1350
2016-17	131	658	1336

Breadth and Depth

The table below shows the percentage of CEC school leavers for session 2016-17 achieving awards at SCQF levels 3 to 7. Note that the CEC figures are consistently above the national averages for SCQF levels 6 (Higher) and 7 (Advanced Higher). This pattern has held for the last four sessions.

Table 7: awards achieved by 2016-17 leavers at SCQF levels 3 to 7

CEC

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.96%	95.98%	85.85%	65.57%	25.25%
2 or more	96.51%	93.70%	79.79%	57.08%	11.93%
3 or more	94.34%	91.41%	73.49%	49.91%	5.38%
4 or more	92.21%	88.84%	67.65%	43.36%	0.53%
5 or more	89.49%	84.92%	61.59%	35.51%	0.03%

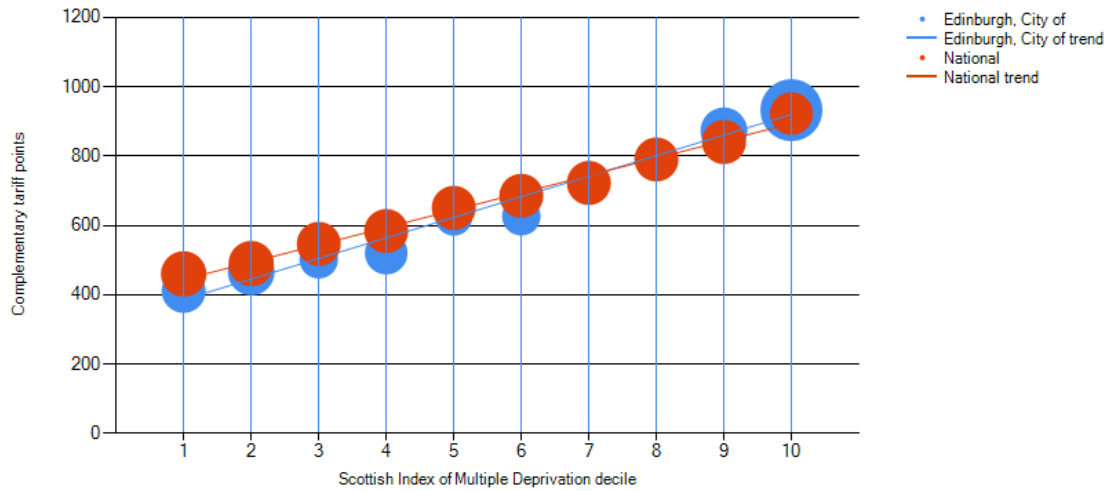
National

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.07%	96.63%	87.66%	64.80%	21.99%
2 or more	96.82%	94.69%	81.36%	56.00%	9.68%
3 or more	95.25%	92.90%	75.56%	48.93%	3.38%
4 or more	93.46%	90.67%	69.47%	42.01%	0.39%
5 or more	90.77%	87.37%	62.19%	34.52%	0.04%

3.19 Attainment versus Deprivation

The graph below shows the average complementary tariff points for leavers in session 2016-17, broken down by SIMD decile, compared to the corresponding national figures. The averages for SIMD deciles 1, 4 and 6 are significantly below the corresponding national averages. The averages for SIMD deciles 7 to 10 are above the national averages, but not significantly so.

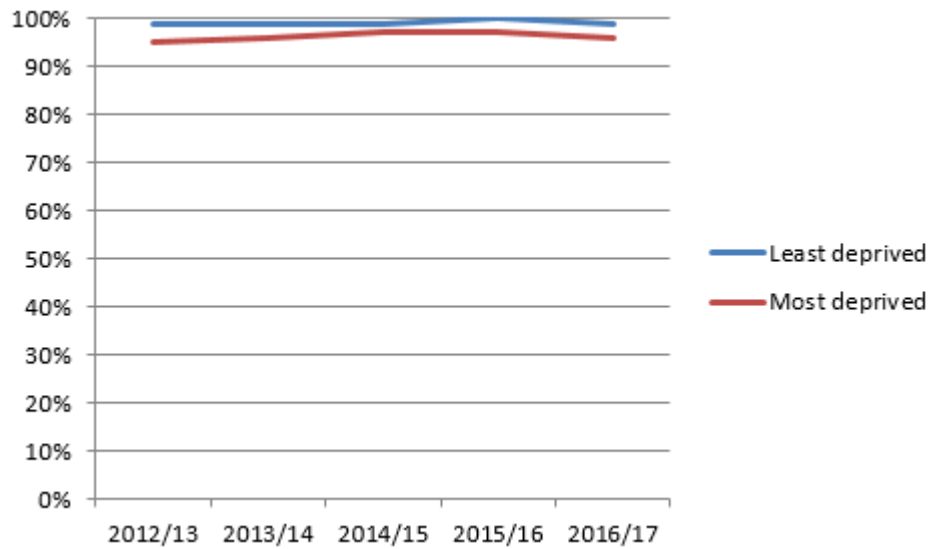
Figure 11: comparison of average complementary tariff points for school leavers by SIMD decile, session 2016-17



SIMD decile	1	2	3	4	5	6	7	8	9	10
Edinburgh, City of	411	466	502	520	624	627	732	794	873	933
National	460	490	547	584	651	686	723	791	841	923

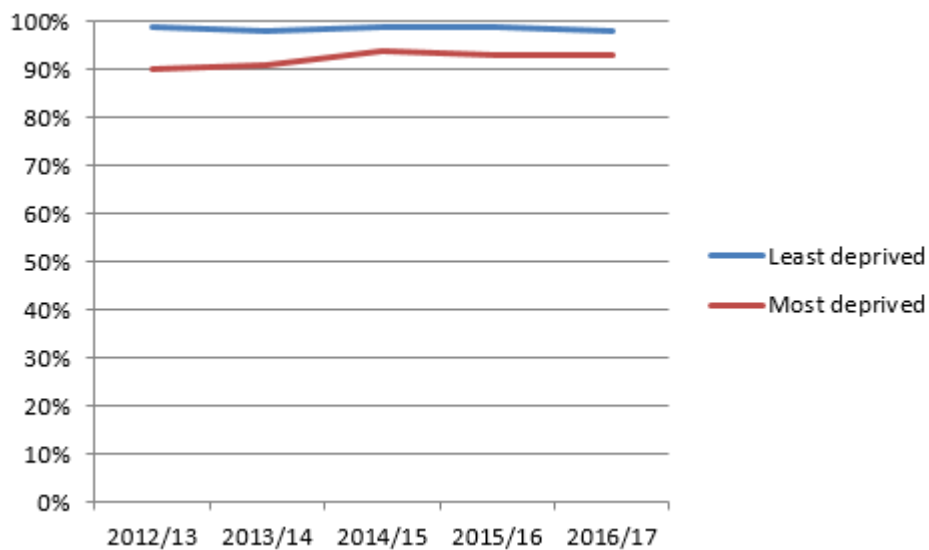
The graphs below compare the attainment of leavers from the most deprived 30% (SIMD deciles 1-3) with that of the least deprived 30% (SIMD deciles 8-10) for the past five sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.

Figure 12: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better



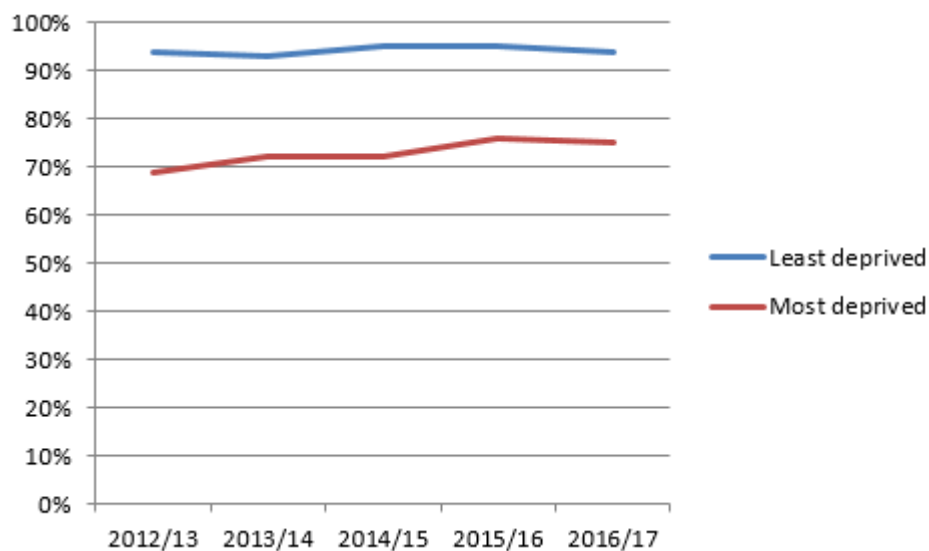
	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	99%	99%	99%	100%	99%
Most deprived	95%	96%	97%	97%	96%

Figure 13: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better



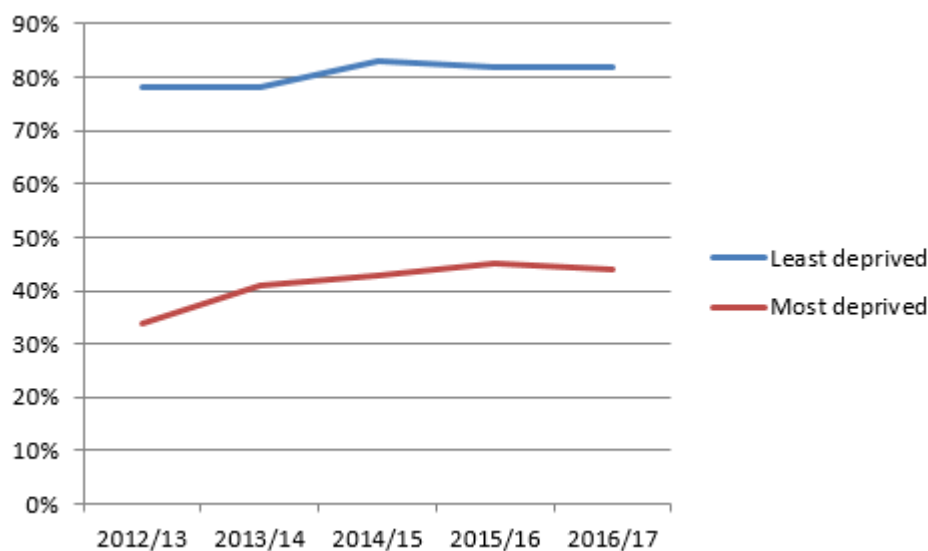
	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	99%	98%	99%	99%	98%
Most deprived	90%	91%	94%	93%	93%

Figure 14: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better



	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	94%	93%	95%	95%	94%
Most deprived	69%	72%	72%	76%	75%

Figure 15: percentage of school leavers gaining one or more qualifications at SCQF Level 6 or better



	2012/13	2013/14	2014/15	2015/16	2016/17
Least deprived	78%	78%	83%	82%	82%
Most deprived	34%	41%	43%	45%	44%

3.20 Successes in Senior Phase Attainment (S4-S6):

3.20.1 The performance of the middle-attaining 60% and highest-attaining 20% of leavers are above the national figures.

3.20.2 The performance of the middle-attaining leavers has improved year on year for the last four academic sessions;

3.20.3 The strong performance of school leavers at SCQF levels 6 and 7.

3.20.4 The overall evaluation of attainment by school leavers for session 2016-17, taking account of progress and self-evaluation information, is Satisfactory.

3.21 The following areas to secure improvement and next steps have been identified in secondary schools in the senior phase:

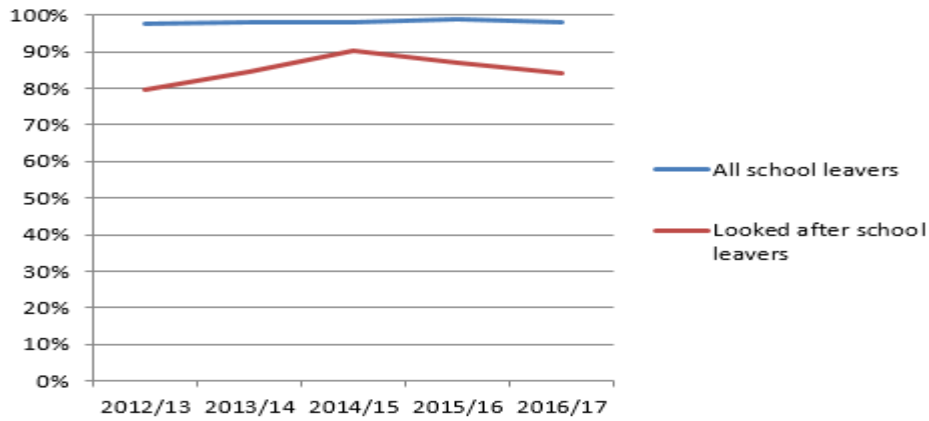
- 3.21.1 To improve attainment for young people living in poverty
- 3.21.2 To continue to improve attainment for all in numeracy in S4, S5 and S6;
- 3.21.3 To continue to improve attainment for all in literacy in S4, S5 and S6
- 3.21.4 To increase the number of leavers gaining level 5 qualifications in literacy and numeracy;
- 3.21.5 To improve the number of pupils moving into positive destinations;
- 3.21.6 To continue to improve the average complementary tariff points for leavers, with a particular focus on the lowest attaining 20%;

3.22 **Looked After Children**

- 3.22.1 In the academic session 2016-17, 62 City of Edinburgh leavers were classified as “Looked After Children” (LAC) compared to a national figure of 1028.
26 out of these 23 LAC leavers left school at the end of S4.
 - 3.22.2 84% of LAC leavers achieved one or more qualifications at SCQF level 3 or better for session 2016-17; this is 3 percentage points below the national figure.
 - 3.22.3 76% of LAC leavers achieved one or more qualifications at SCQF level 4 or better for session 2016-17; this is 1 percentage point below the national figure of 77%.
 - 3.22.4 77% of these LAC leavers achieved a positive destination – this is a 4 percentage point increase on the previous session, and is 1 percentage point above the national figure of 76%.
 - 3.22.5 47% of LAC leavers achieved one or more qualifications at SCQF level 5 or better for session 2016-17.
 - 3.22.6 This is an improvement of 14 percentage points on the previous session, and is 2 percentage points above the national figure of 45%.
 - 3.22.7 The percentage of Looked After young people moving into Positive Destinations is higher than the national figure.
- 3.23 The graphs below compare the attainment of LAC leavers in City of Edinburgh with the attainment of all leavers in City of Edinburgh for the past four sessions.

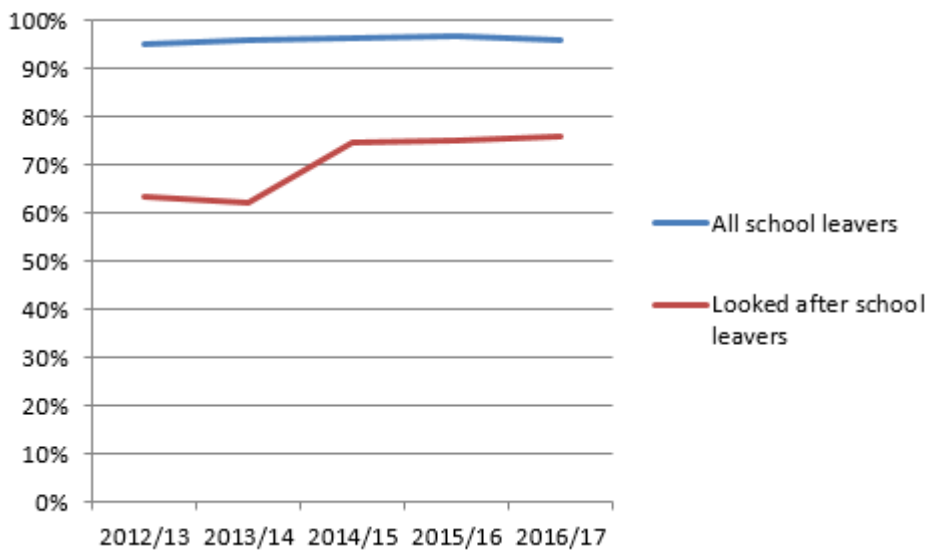
Figure 16: percentage of school leavers gaining one or more qualifications at

SCQF Level 3 or better (LAC leavers compared to all leavers)



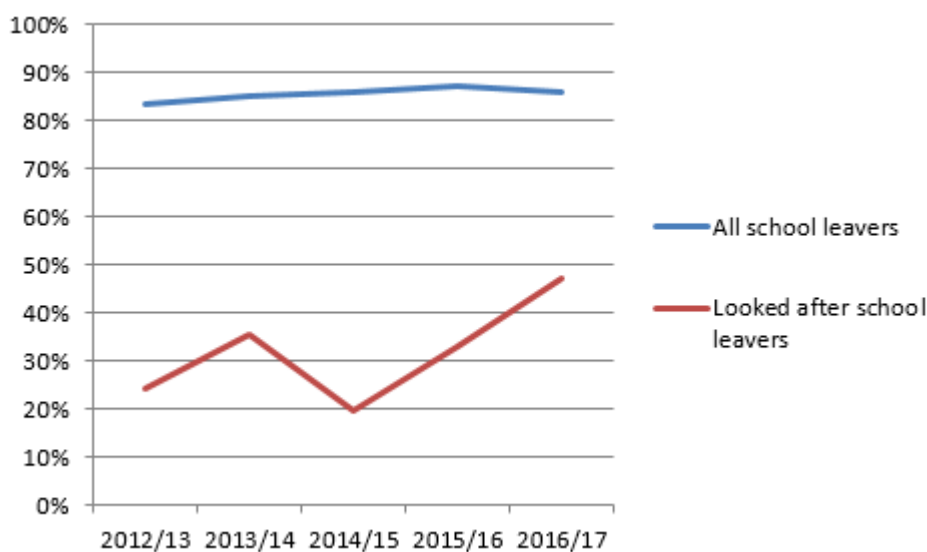
	2012/13	2013/14	2014/15	2015/16	2016/17
All leavers	97%	98%	98%	99%	98%
LAC leavers	80%	84%	90%	87%	84%

Figure 17: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better (LAC leavers compared to all leavers)



	2012/13	2013/14	2014/15	2015/16	2016/17
All leavers	95%	96%	97%	97%	96%
LAC leavers	64%	62%	75%	75%	76%

Figure 18: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better (LAC leavers compared to all leavers)



	2012/13	2013/14	2014/15	2015/16	2016/17
All leavers	83%	85%	86%	87%	86%
LAC leavers	24%	36%	20%	33%	47%

3.24 Positive Destinations

3.24.1 Schools are supported regularly by the DYW Manager who facilitates termly meetings of the 16+ Network for Depute Head Teachers with responsibility for this area; this includes sharing regular summaries of current information stored by Skills Development Scotland (SDS) via the 16+ Data Hub.

3.24.2 During session 2017-18 five secondary schools took part in Education Scotland's Career Information, Advice and Guidance reviews; Education Scotland also visited six secondaries to provide support.

3.24.3 In addition, the Quality Improvement Service conducted six 16 + Focus Visits to secondary schools in April/May, to identify good practice and areas for improvement. Findings included:

3.24.4 Effective practice in schools working in strong partnership with SDS and career advisors.

3.24.5 Early engagement with children (from as early as P4) via transition programmes, to build strong links with the secondary school.

3.24.6 The need for effective communication with parents regarding career pathways and available support.

3.24.7 The importance of effective tracking of young people's career aspirations and their progress towards meeting any entry requirements.

3.24.8 The challenge of ensuring effective engagement with young people even after they have left school.

3.24.9 The need for effective communication with further education providers, to identify and support young people who drop out of college courses.

4. Measures of success

4.1 Based on a range of evidence:

4.1.1 Overall evaluation of attainment/improvements in performance in primary schools is Good.

4.1.2 Overall evaluation of attainment/improvements in performance in secondary schools is Satisfactory.

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

- 10.1 [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](#)
[Educational Attainment 2015, 24 May 2016](#)
[Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)

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11. Appendices

- 11.1 Appendix 1 – The new attainment measures
- Appendix 2 - List of SQA qualifications included in Scottish Credit and Qualifications Framework
- Appendix 3 – Education Scotland scale for evaluating performance
- Appendix 4 – Progression through Curriculum for Excellence levels

Appendix 1

The new attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of new attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;
- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);
- **Improving Attainment for All:** the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.
The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

Appendix 2

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

SCQF level Qualifications included

Level 3	National 3
Level 4	National 4, Intermediate 1
Level 5	National 5, Intermediate 2
Level 6	Higher at grades A-C
Level 7	Advanced Higher at grades A-C

(Intermediate 1 and Intermediate 2 qualifications were discontinued from session 2015-16 onwards.)

Appendix 3

Education Scotland scale for evaluating performance:

Excellent	Outstanding or sector leading	(Level 6)
Very Good	Major strengths	(Level 5)
Good	Important strengths with areas for improvement	(Level 4)
Satisfactory	Strengths just outweigh weaknesses	(Level 3)
Weak	Important weaknesses	(Level 2)
Unsatisfactory	Major weaknesses	(Level 1)

Appendix 4

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

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Child Protection Performance

Item number	7.9
Report number	
Executive/routine	
Wards	
Council Commitments	C34

Executive Summary

This report sets out progress made by CEC children's social work services in relation to key performance indicators; quality assurance work conducted in 2013-2017 and management of risk in child protection work.

Child Protection Performance

1. Recommendations

- 1.1 To note the content of the report.

2. Background

- 2.1 The performance of children's practice teams and the reviewing team in the council on day to day processes is measured against a number of key indicators including submission of reports to the Children's Reporter within timescale and the extent to which meetings such as Looked After Children's Reviews and Child Protection Case Conferences (CPCCs) are held within timescale.
- 2.2 The report describes performance in relation to these indicators and gives brief details on quality assurance work carried out within the children's social work service, the governance of Edinburgh Child Protection Committee and the operational multi agency procedure followed by senior managers to oversee the assessment and response to each new child protection concern.

3. Main report

Performance

- 3.1 There are no national comparisons for our processes – the only one previously available being the national comparison report from Scottish Children's Reporters Administration (SCRA) regarding Hearing Reports which stopped when SCRA moved to its new recording system. However, when last available, Edinburgh was well above the national figure (77% v 56%) and has continued to improve on this with the current year to date being 87% of Hearing Reports submitted within timescale.
- 3.2 Data indicates that overall performance has been maintained at a good level, but there have been variations over time and there were dips in some indicators between 2016 and 2017 which have been addressed by the management team.
- 3.3 Factors which have affected performance are changes to management arrangements (fewer middle managers in most, managing larger teams; fewer front line managers; and a high proportion of temporary managers in post for various reasons) and a reduction in business support in localities.

- 3.4 Nevertheless, overall performance remains good. Progress is reported by individual teams to the senior manager on a fortnightly basis and team performance is discussed with locality practice team managers in 1-1 meetings and actions are taken to address under performance. For instance, a trend of increasing numbers of late CPCCs was identified by the senior manager and a number of local measures taken has resulted in some improvement in performance which is visible in the data since then.
- 3.5 The service has reported separately to committee over the last 5 years on numbers of Looked After Children and the balance of care in the Looked After population. Corporate Parenting of Looked After Children is reported to the Corporate Parenting Member Officer Group and the service has put in place a champions board of Looked After Children and Young People whose views will inform planning and development of services. This work will be reported to a future Education, Children and Families committee.

Quality assurance of cases known to children's practice teams

- 3.6 In order to assess quality of practice in the service, there has been a range of quality assurance activity over a number of years. This has been done primarily in two ways:
- Case file audits
 - Practice evaluation
- 3.7 Attached are a summary of quality assurance activity 2013-2017 and the findings of the most recent case file audit done in October 2017.
- 3.8 Cases file audits, including this most recent one, have shown an encouraging picture in relation to the extent to which day to day processes work and the extent to which staff records evidence the quality of the work they do.
- 3.9 Cases which are audited or evaluated are selected at random from the SWIFT social work recording system. It is therefore reasonable to assume that the findings of audits and practice evaluations are representative of standards of practice and recording across the service. Cases which are audited or evaluated may involve children who are looked after, subject to child protection procedures or children in need who are not subject to any formal legislative process or procedure.
- 3.10 The analysis of strengths and areas for development inform planning for the service. Current development priorities include increasing the quality of chronologies and an in-house training course has been designed and delivered by our Workforce Learning and Development team.

Edinburgh Child Protection Committee

- 3.11 Edinburgh Child Protection Committee (ECPC) is the multi-agency partnership which drives improvement in child protection through an agreed Child Protection Improvement Plan (CPIP). The Child Protection Committee reviewed the CPIP at an away day on 14 March 2018 and it is currently being updated.

- 3.12 ECPC reports to a Lothians-wide multi agency Chief Officers Group which is chaired by the CEC Chief Executive.
- 3.13 ECPC commissions independently chaired reviews of significant cases in which harm has occurred to children. One such case review reported in 2017 and there is a further review which will conclude in the current year. The 2017 report related to historical sexual abuse of children looked after in CEC residential care in the period from 1994-2006. The review team invited the committee to consider a number of questions in relation to listening and taking into account the lived experiences of children in our care; quality of investigative processes; quality of care and staff recruitment processes. The council's quality improvement team has undertaken work in relation to each of these areas which is in the process of being converted into an action plan by senior managers. This will be reported in the first instance to the Chief Officer Group for Public Protection chaired by the Chief Executive.

Senior officer scrutiny of child protection work

- 3.14 There is a high level of senior officer scrutiny of child protection work at individual case level. Agencies work closely together in the day to day operations of child protection and senior officers are closely involved in jointly authorising the actions taken. Since 2011 we have had in place the electronic IRD (eIRD) which is a shared electronic record for Inter Agency Referral Discussion (IRDs). An IRD is the multi- agency conversation which takes place between statutory agencies (police, NHS and social work) when a child protection concern is received. Its purpose is to agree a multi-agency assessment of risk, determine what measures are necessary to investigate the concerns raised, agree immediate measures if required to protect the child, and agree whether a Child Protection Case Conference (CPCC) is needed in order to make a Child Protection Plan. Each eIRD is reviewed by a meeting of senior officers and no IRD is closed without agreement of the senior officer in each statutory agency.
- 3.15 These arrangements ensure robust senior level decision making in relation to each child protection concern.

Elected Member Involvement

- 3.16 There is currently no elected member involvement in the governance of child protection work. It is proposed to address this by inviting member representation onto the Chief Officer Group (COG). This first needs to be discussed with the COG before referring to Corporate Policy and Strategy Committee.

4. Measures of success

- 4.1 Key performance indicators.
- 4.2 Findings of case audits and practice evaluations.
- 4.3 Outcomes achieved as per child plans agreed on an individual basis for children.

5. Financial impact

- 5.1 The service managed pressures on out of council placements in 2017-18. A review of CEC residential care will be conducted in 2018-19 to ensure that provision is proportionate to demand.

6. Risk, policy, compliance and governance impact

- 6.1 Operational risk is managed through adherence to multi agency child protection procedures.

7. Equalities impact

- 7.1 Children's practice teams and multi-agency child protection services work to meet need and manage risk for the city's most vulnerable.

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

- 9.1 The service has set up a champions board for looked after children to engage and participate with officers and elected members in our corporate parenting work.

10. Background reading/external references

- 10.1 Child Protection and Looked After Children Performance
- 10.2 Case File Audit – Social Work Services, Communities and Families - Single Agency, October 2017
- 10.3 Document of QA work and Key Findings, Children's Services 2013 – 2017, Strengths & Areas of Development

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11. Appendices

11.1 None.

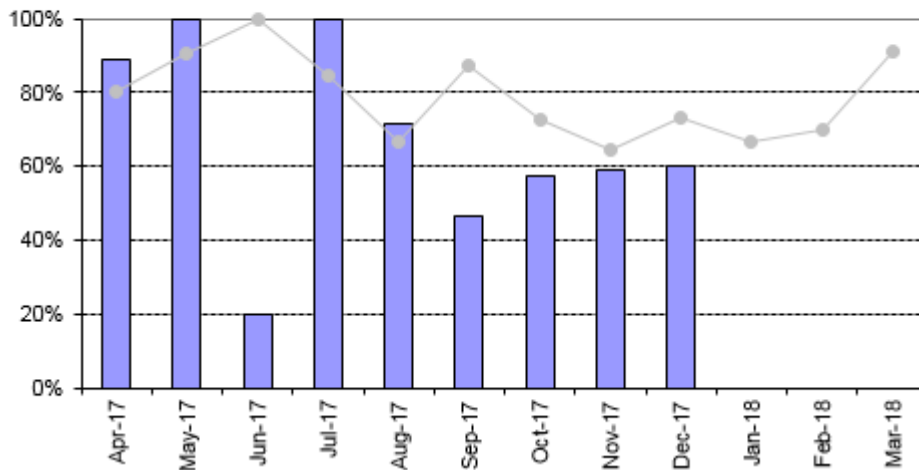
Child Protection and Looked After Children Performance

Note: the grey line shows the monthly figures for the previous year.

All data is up to December 2017.

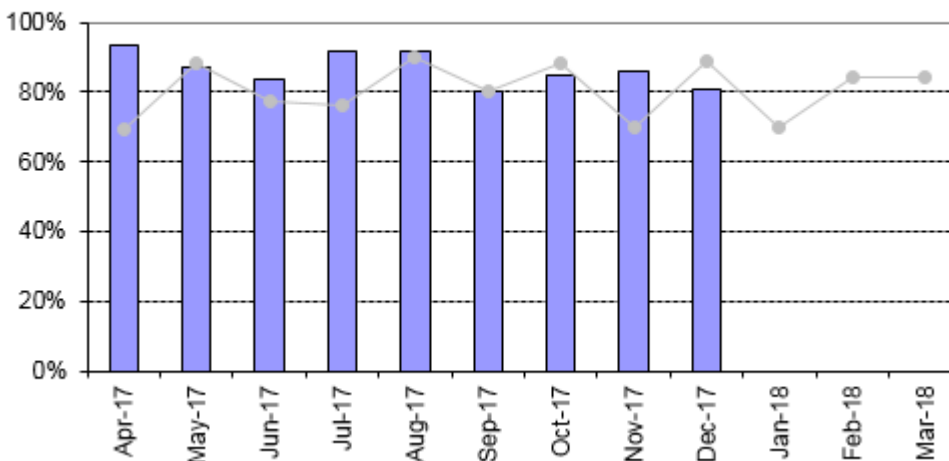
The following two indicators are reported through the Children’s Services Monthly Report.

Percentage of children seen by a supervising officer within 15 working days in 2017-18 by month



Year to date 2017/18 = 64%. 2016/17 = 81%

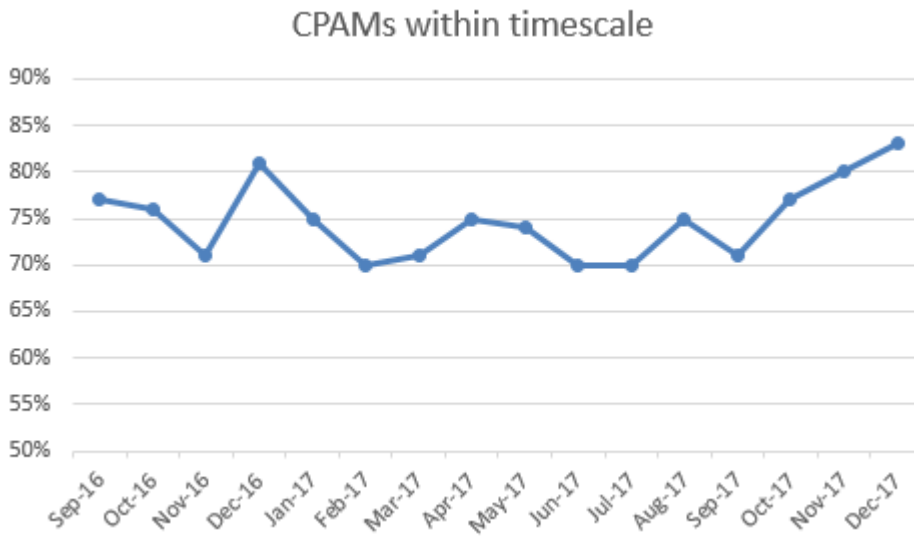
The percentage of Children's Hearing reports requested by the Reporter which were submitted within target time in 2017-18 by month



Year to date 2017/18 = 87%. 2016/17 = 80%

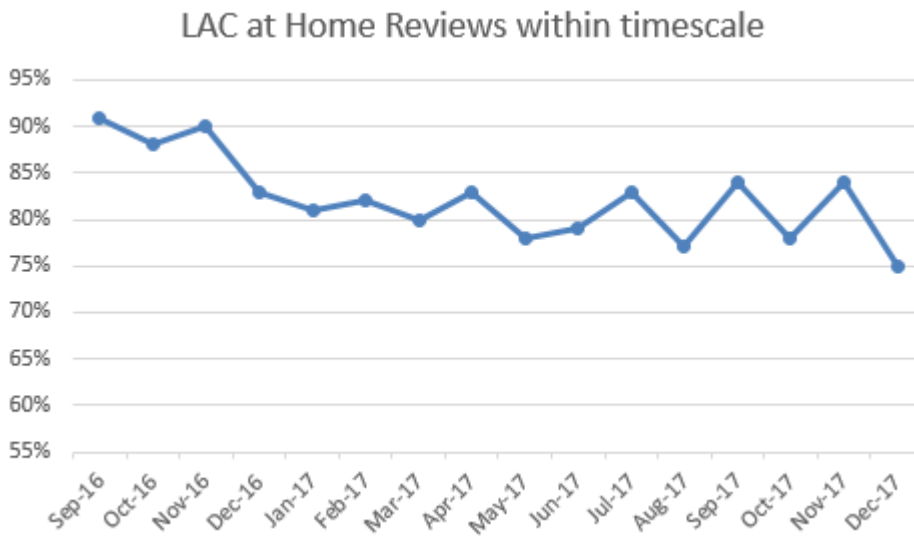
The following two indicators are reported through the Children’s Services Fortnightly Report.

Care Planning and Agreement Meetings (CPAMs) within timescale



Range over last 12 months is 70% to 83%. Current figure is 83%.

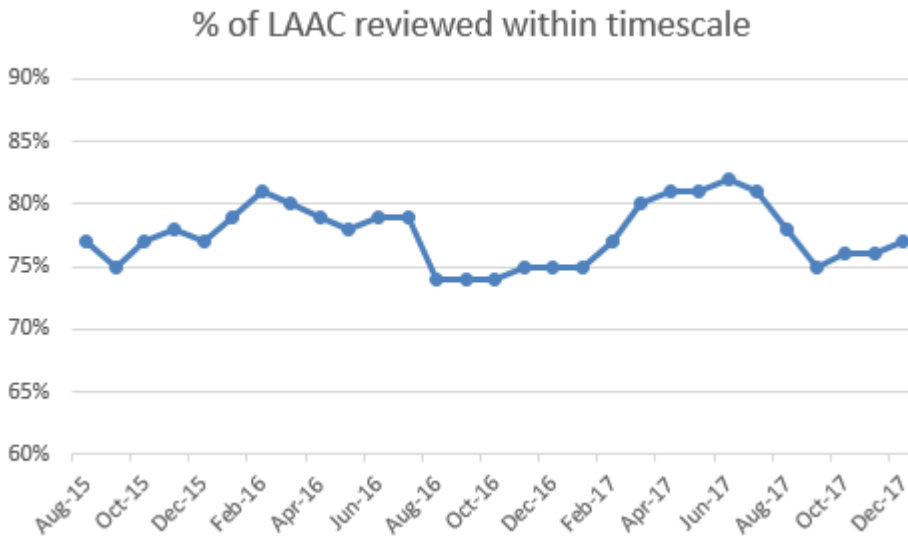
Current Children Looked After at Home reviewed within timescale



Range over last 12 months is 75% to 84%. Current figure is 75%.

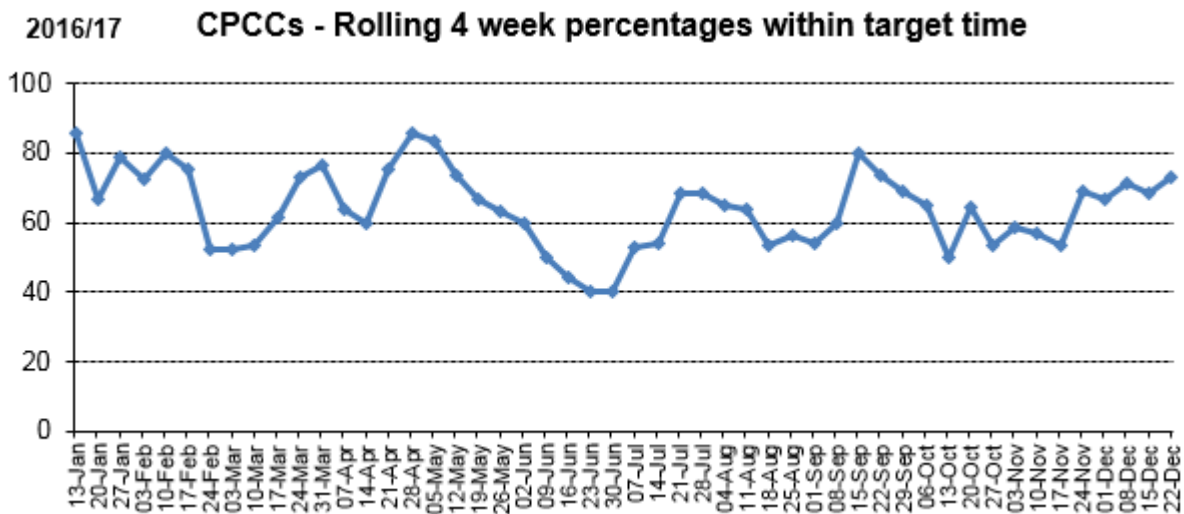
The following two indicators relate to the Children and Young People’s Review Team.

Current Children Looked After and Accommodated reviewed within timescale



Range over last 12 months is 75% to 82%. Current figure is 77%.

Child Protection Case Conferences held within timescale



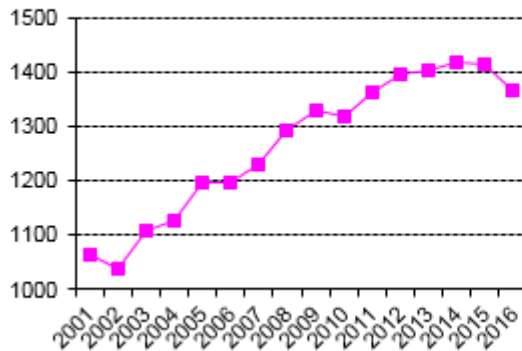
Range over last 12 months is 40% to 86%. Current figure is 73%.

The Looked After Children population and the Balance of Care

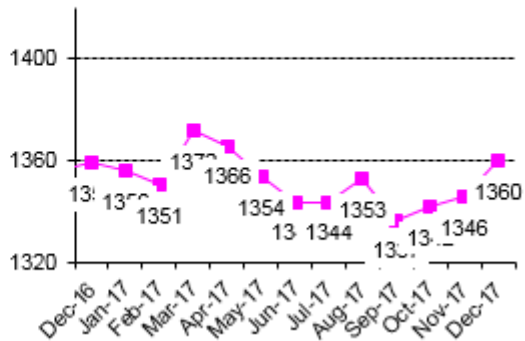
The number of Looked After Children

Historical trend

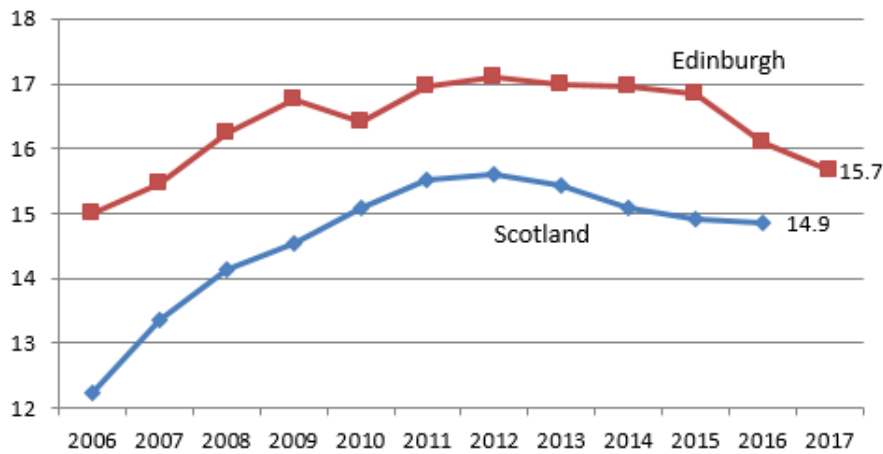
2001 to 2016



Recent trend



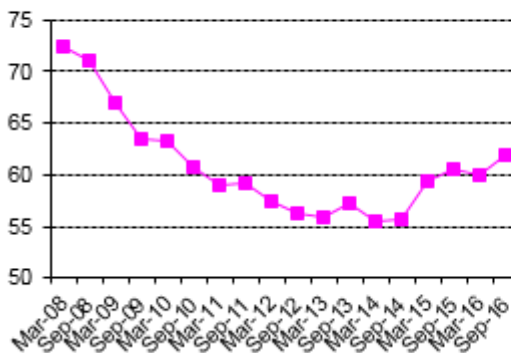
Looked After Children as a rate per 1,000 population



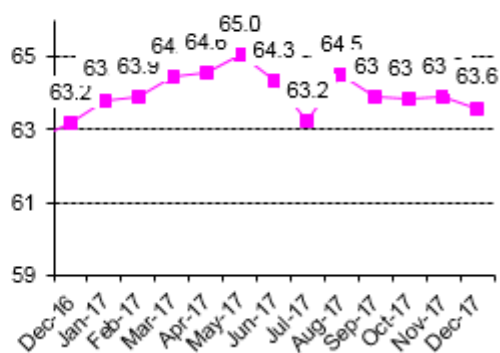
The percentage of Looked After Children in Foster Care that are placed with Council carers

Historical trend

March 2008 to September 2016



Recent trend



The rate per 1,000 LAC and % with CEC carers are currently both included in the Performance Dashboard for the Corporate Leadership Team.

Case File Audit – Social Work Services

Communities and Families - Single Agency Case File Audit

October 2017

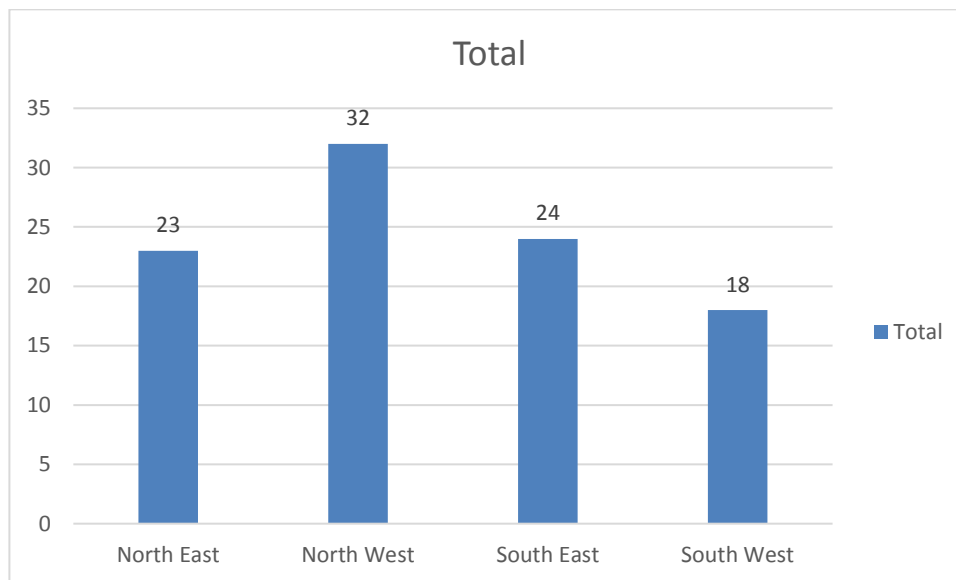
1. Background

- 1.1 The Case File Audit Programme is part of a Quality Assurance Framework to monitor and improve departmental performance. It allows the department to self-evaluate practice and determine:
 - how well day-to-day processes work;
 - how well staff evidence the work they do through good quality record-keeping.
- 1.2 The Community and Families Management Team requested a single agency 100 case file audit to review the quality of Assessments of Need and Risk (ANRs). The audit was completed in October 2017.
- 1.3 The case file audit followed feedback on the quality of ANRs in September 2016 from members of the Children's Panel and Reviewing Officers from the Children and Young People's Review Team. Briefing and guidance sessions were subsequently provided to staff at team meetings, with the aim of improving the quality of ANRs, and this training was delivered to localities between the end of 2016 and July 2017.
- 1.4 The main purpose of the 2017 case file audit was to review the impact of the briefing sessions and assess the quality of current practice. Where applicable, comparisons have been made with findings from the last audit in 2016, which reviewed 100 cases (90 on a single agency basis). This audit focused on targeted areas of development resulting from previous case file audits over the period 2011 to 2014.
- 1.5 As per the 2016 audit report, additional analysis will be provided for sampled child protection cases. This will highlight any variations.

2. Methodology

2.1 The 2017 case file audit intended to produce findings from 100 case file readings. However, the final return of audited cases totalled 97, and as such, this report will focus on findings and analysis from these 97 cases. Cases were selected from each of the four localities and audited on a single agency basis. Figure 1 shows a breakdown of the number of cases audited for each locality:

Figure 1: Cases Per Locality



2.2 The cases sampled for the 2017 audit were selected at random using the following criteria:

- cases with an ANR completed in June, July or August 2017;
- child protection (initial or pre-birth case conference), initial / review children's hearings and cases involving de-registration from the child protection register.

2.3 Whilst it was intended to choose a sample breakdown of 25% child protection and 75% looked after and accommodated children's cases, this was not possible due to the availability of completed ANRs within these categories during the designated period. As a result, the breakdown of the 97 reviewed cases was as follows: child protection (34 cases, 35%); child in need (6 cases, 6%); LAAC (57 cases, 59%).

2.4 26 internal case file readers (Senior Practitioners, Team Leaders and Practice Team Managers), were assigned to read electronic case files over a designated two-week period, with the results recorded on survey monkey.

- 2.5 Briefing sessions were offered to readers on three separate dates, 29 August, 30 August and 4 September. The purpose was to provide uniformity of understanding in relation to scoring / rating the files audited. The sessions were not mandatory and were attended by 42% of readers. File reading guidance notes, specific to the 2017 audit, were also provided to all readers prior to the case readings ([see appendix 1](#)).
- 2.6 The questions were developed between Communities and Families and Quality Assurance. Relevant questions from the 2016 case file audit were included, to allow for some comparative analysis and reporting between the 2016 and 2017 audits. Please note that the 2016 audit was completed using an amended version of the former Social Work Inspection Agency (SWIA) case file audit tool.
- 2.7 The audit was co-ordinated by the Quality Assurance Service. The audit focused on key areas of the ANR which included the quality of chronology, quality of assessment and recommendations, effectiveness of the child's plan, recording of views of the child / parent / carer, and multi-agency working.
- 2.8 The survey monkey format allowed readers to answer or skip questions which has, for some questions, reduced the number of responses.

3. Findings

3.1 Chronology

- 3.1.1 Where appropriate, a chronology was attached to the assessment in 90% of the audited cases. There was no chronology found in 10% of cases, although in 4% of those cases, readers explained that a chronology was not expected.

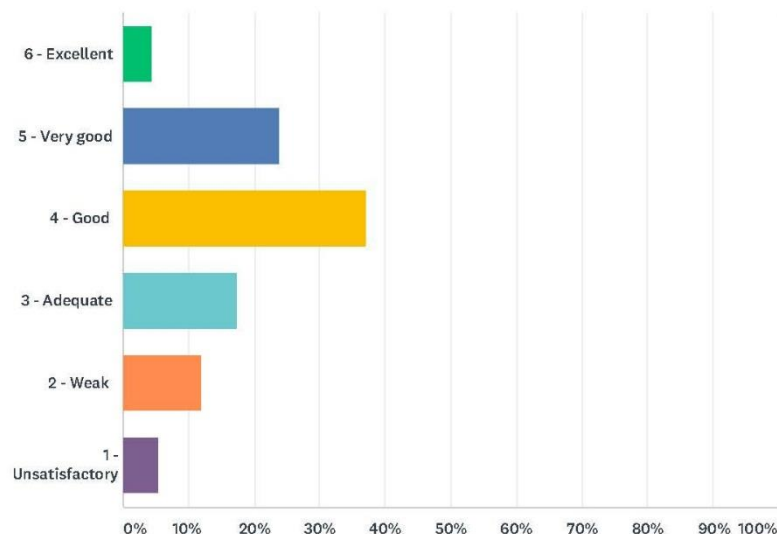
For the child protection cases sampled, 88% had a chronology.

- 3.1.2 Readers were asked to rate the quality of the chronology using a prescribed scale (Excellent, Very Good, Good, Adequate, Weak, Unsatisfactory) as set out [in appendix 1](#). Figure 2 outlines the findings.

Figure 2: Quality of the Chronology

Q12 2. How would you rate the quality of the chronology?

Answered: 92 Skipped: 5



ANSWER CHOICES	RESPONSES	
6 - Excellent	4.35%	4
5 - Very good	23.91%	22
4 - Good	36.96%	34
3 - Adequate	17.39%	16
2 - Weak	11.96%	11
1 - Unsatisfactory	5.43%	5
TOTAL		92

3.1.3 Chronologies rated as excellent and very good (28%) had similar characteristics with readers commenting: **relevant information recorded, succinct, clearly outlined action / interventions, evidenced based, up to date and clear picture.**

Chronologies rated good (37%) contained most of the relevant information but comments such as: **too long, evidence of copy / paste and out of date information were made.**

Chronologies rated adequate, weak and unsatisfactory (35%) shared similar characteristics: **no chronology, too detailed, difficult to understand, use of copy / paste, use of abbreviations, missing pertinent information and out of date.**

Of the child protection cases sampled, none had chronologies rated as excellent, 9% were rated as very good, 41% good, 23% adequate, 15% weak and 12% unsatisfactory (from the sample of 34 child protection cases).

3.2 Assessment of Need and Risk

3.2.1 The timing of the completion of the ANR was rated as in keeping with the needs of the service user in 100% of the cases read.

3.2.2 85% of the assessments were rated as proportionate to the apparent level of risk and need from the chronology and case records. The following themes were identified: **clearly identifies risk, makes clear recommendations, good level of analysis, clear plan.**

In the 15% of cases where the assessment was not considered proportionate, the following reasons were given: **assessment lacks analysis, clear picture not provided, assessment does not reflect case records, assessment does not clearly outline risk, lack of evidence, lack of chronology, too detailed.**

71% of the child protection cases sampled were rated proportionate to the apparent level of risk and need from the chronology.

3.2.3 82% of cases had information documented in the assessment which was up to date. Readers commented that **historic information relevant to the current situation had been retained and the assessment focused on the current situation with relevant historical information contained in the chronology.**

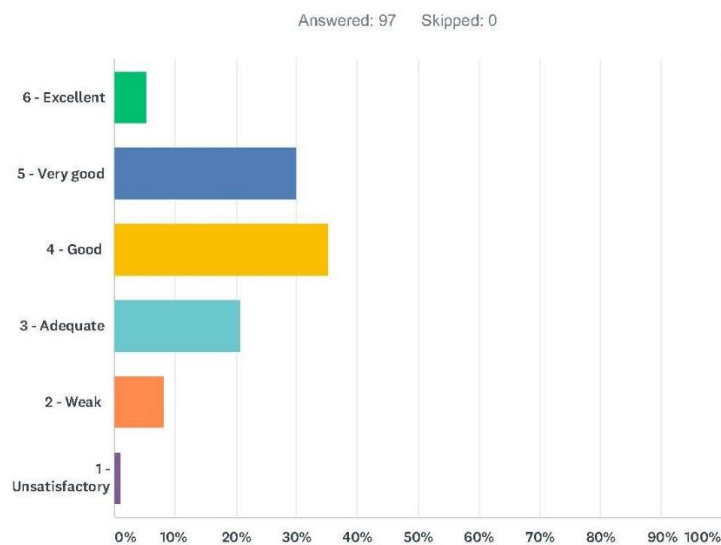
In 18% of cases, readers found the information to be out of date or overly historic. In these cases, the following themes were identified: **more summary of historic information required, more reference to chronology required, out of date irrelevant information, copy / paste used, over summarising affecting clarity.**

85% of the child protection cases sampled contained information which was up to date.

3.2.4 Readers were asked to rate the quality of the assessment using a prescribed scale (Excellent, Very Good, Good, Adequate, Weak, Unsatisfactory) as set out in [appendix 1](#). Figure 3 outlines the findings.

Figure 3: Quality of the Assessment

Q23 8. How would you rate the quality of the assessment?



ANSWER CHOICES	RESPONSES	
6 - Excellent	5.15%	5
5 - Very good	29.90%	29
4 - Good	35.05%	34
3 - Adequate	20.62%	20
2 - Weak	8.25%	8
1 - Unsatisfactory	1.03%	1
TOTAL		97

3.2.5 Assessments rated as excellent and very good (35%) shared similar characteristics: **clear risk statement, good analysis of patterns, clear plan, child centred, clear recommendations, well written, guided by ANR guidance document.**

Assessments rated as good (35%) generally **contained the relevant information but would have benefited from more analysis.**

Assessments rated as adequate and weak (29%) shared similar characteristics: **overly narrative, lacking analysis, limited record of child views or views of other key people / partner agencies, lacking clarity, excessive copy / paste, alternatives not explored, missing pertinent information, assessment not specific to the child.** 1% of assessments were rated as unsatisfactory. This assessment did not provide: **a clear picture about the child, there was no analysis, the chronology was out of date and the recommendations made were not justified.**

Of the child protection cases sampled, none of the assessments were rated as excellent, 29% were rated very good, 27% were rated good, 29% were rated adequate, 12% weak and 3% were rated unsatisfactory (from the sample of 34 child protection cases).

- 3.2.6 77% of the cases had a good summary of concerns, needs and risks at the beginning of the assessment. The following comments supported this: **assessment distinguishes between risk and need, provides a good summary, succinct, good analysis, clear picture, identifies patterns.**

In the 23% of cases where the summary was not considered to be of a good standard, readers commented: **incorrect form used, too lengthy, lacks clarity, lacks analysis, contains inaccuracies, section not completed, missing pertinent information, out of date information, overly generalised, cut and paste used.**

71% of child protection cases sampled were found to have a good summary of need and risk at the beginning of the assessment.

- 3.2.7 In 80% of cases, readers confirmed that recommendations were clear, realistic, justified and alternatives considered. The following themes were identified: **clear justification / evidence, clear explanation of alternatives explored, clear recommendation, recommendations reflected in child's plan.**

In 20% of cases where the recommendations were not of the expected standard, readers commented: **lacking evidence for recommendation, alternatives not explored, no recommendation made, recommendation not relevant to assessment.**

78% of child protection cases sampled had evidence of recommendations which were clear, realistic and alternatives considered.

- 3.2.8 74% of cases evidenced that the views of the child / young person had been sought and recorded in the ANR (with pre-birth case conference cases excluded), as appropriate to their age and stage of development. Readers commented: **workers had engaged with the child / young person to seek their views and talk through plans, where possible, including these in recommendations.** For cases of very young children and babies, readers commented: **workers made observations of the child's attachment, responses and behaviour and recorded this in the assessment.**

However, 26% of cases did not evidence the views of the child / young person in the assessment. The main reason for this appears to have been due to the young age of the child and readers commented: **where the child did not yet have verbal skills, the assessing worker should have provided some analysis of the child's presentation, behaviour and responses, particularly for example, where contact sessions had been observed with the parents or visits made to the carer.**

74% of child protection cases sampled evidenced that the views of the child / young person had been sought and recorded in the ANR as appropriate to their age and stage of development.

- 3.2.9 93% of cases were found to have an assessment which reflected the views of the parents / carers. Many readers commented that these views were clearly recorded in terms of planning and recommendations. However, in 11% of these cases, readers added that a view had not been obtained from both parents, or where it had, the detail was too brief and limited. In the remaining 7% of cases, readers clearly felt a parental / carer view was not reflected in the assessment with comments including: **no up-to-date view recorded; no record of father's view; and parental engagement sought but not achieved.**

88% of the child protection cases sampled reflected the parent / carer's view in the assessment.

- 3.2.10 In 90% of cases, the relevant partner agencies were found to be actively involved in the assessment. Many readers commented that **the assessment reflected information shared by the police, education, and health and that the expectation of their roles and responsibilities towards planning was clearly recorded.** This was not the position in 10% of the cases, with readers' comments indicating a **lack of recorded detail to explain how the different agencies were working collaboratively together.**

85% of the child protection cases sampled evidenced the involvement of relevant partner agencies.

3.3 Child's Plan

- 3.3.1 A child's plan was available in 95% of the cases and considered to be fully proportionate to the level of risk and need in 76% of these cases. The following comments were made in support of these findings: **clear plan, clear actions, clear accountabilities, child centred, holistic.** The child's plan was rated as partially proportionate in 15% of cases and not proportionate in the remaining 9% of cases. These responses identified similar themes: **lack of detail, out of date, not holistic, no plan / plan not complete, lacks clarity of expectation / accountability, lacks focus on identified risks, out of date.**

The child protection results reflected the overall findings regarding the availability of the child's plan, with one being available in 94% of cases. However, 70% of the child protections plans were considered fully proportionate to the level of risk and need.

- 3.3.2 In 74% of cases, the child's plan was written in Specific, Measurable, Achievable, Realistic, Timebound (SMART) format. Readers were only asked to provide a written comment where they had answered no to this question. The following themes emerged: **plan lacks specifics, no timescales, out of date, lacks structure, overly complex, incomplete, lacks focus, not reflective of assessment, key people not partners to plan.** However,

several readers in the comments section stated that they would have answered “partially” had this been an option.

74% of the child protection cases sampled were also written in SMART format.

- 3.3.3 The child’s plan was rated as child focused in 78% of the cases. Readers were only asked to provide a written comment where they had answered ‘no’ or ‘partially’ to this question. 6% answered no and 16% answered partially. Readers answering ‘no’ did so because: **no plan was included, plan lacked detail**. The following themes emerged from the partial responses: **lacks sufficient links to the child and too general**.

70% of the child protection cases sampled found the child’s plans to be child focused, 24% were partially and 6% were not.

- 3.3.4 In 87% of cases, the plan made clear the expectations of parents / care givers in order to improve outcomes for the child. Readers found that **these plans were clear and set out desired outcomes, timescales, and roles / responsibilities**.

84% of the child protection cases sampled found the plan made clear the expectations of parents / care givers in order to improve outcomes for the child.

- 3.3.5 79% of cases had evidence of relevant agencies contributing proportionately to the plan. Some readers commented that whilst partner agencies were named, it was not clear from the case notes, assessment, or child’s plan what their specific roles and responsibilities were and what support they were actively providing towards the plan. In 4% of cases, readers commented that there was no clear or comprehensive plan available to review.

71% of the child protection cases sampled had evidence of partner agencies contributing to the plan.

3.4 Delivery of Positive Outcomes

- 3.4.1 88% of cases evidenced that appropriate action was being taken to facilitate positive outcomes for the child / young person. Evidence of positive outcomes included: **appropriateness of placement, good levels of support, plans being adapted to changing needs and risks, and safe contact / effective working arrangements with family members**. In the 12% of cases where this was not found to be the position, readers stated this was either because **no plan existed or the plan was not clear / concise and lacked sufficient detail**.

79% of the child protection cases sampled found evidence that appropriate action was being taken to facilitate positive outcomes.

- 3.4.2 In a free text section of the survey, readers were asked to comment on what was making the difference / impacting on the delivery of positive outcomes. 83% gave positive examples: **effective multi-agency working, early intervention, clear concise plan, good engagement, access to resources, stability of care, child focused plans and quality of assessment**. 17% provided examples of barriers to positive outcomes: **lack of engagement and lack of specifics in the plan making monitoring difficult**.

3.5 Written Quality of Assessment

- 3.5.1 Readers were asked to comment on the quality of grammar. Cases assessed as excellent, very good or good (91%) shared similar themes: **well written and organised, concise information, clear use of language, abbreviations were always written out in full first**. 7% of cases were rated as adequate and 2% were assessed as weak, with no cases found to be unsatisfactory. The cases rated as weak were due to: **incorrect punctuation, poor use of grammar and sentence structure, and dates not being written in the council approved format**.

Of the child protection cases sampled, the quality of grammar was as follows: excellent / very good / good 88%, adequate 9%, weak 3%.

- 3.5.2 65% of cases had assessments which were clear / focused and concise. 28% of cases partially met this as readers found these **assessments lacked analysis and focus, had no clear recommendation, were not detailed enough, had chronologies which were too long, used irrelevant information, contained too much reference to historical events, and had significant details missing**. In 7% of cases, readers found that the assessments were not clear / focused and concise. The reasons given for this were: **disjointed, too long and lacking focus, too much information and detail, no analysis of risk to clearly inform recommendations**.

Of the child protection cases sampled, 62% of cases had assessments which were clear / focused and concise. 32% of cases only partially met this, and 6% of cases were not considered clear focused and concise.

- 3.5.3 Use of copy / paste was found to be an issue in 25% of cases, with 12% of cases having at least partial evidence of this practice. Readers stated this was evident due to things like: **out-of-date sibling information being contained within the assessment, duplication of information, chronology containing copies of email communication, different styles of grammar used, use of past and present tense, copying from case records and inappropriate sentence structure (i.e. sentences not ending properly)**.

Use of copy / paste was found to be an issue in 35% of the child protection cases sampled, with 15% of cases having at least partial evidence of this practice.

- 3.5.4 20% of cases were found to have unnecessary duplication of information. Readers commented on ***the duplication of information between different sections of the report and mentioned the same information being contained within the main report and chronology***. Some readers stated that ***too much historical information was in sections like the summary of concerns***.

12% of cases were found to have unnecessary duplication within the child protection sample.

- 3.5.5 The use of abbreviations, jargon or the names of people and services without an explanation was found to be an issue in 34% of the cases reviewed, with 18% having at least partial evidence of this practice. ***The use of acronyms for names of services, processes and meetings; and references to people without a clear explanation as to their position within the family structure were highlighted as the main issues***.

The use of abbreviations, jargon or names of people and services without an explanation was found to be an issue in 38% of the child protection cases sampled, with 24% having at least partial evidence of this practice.

4. Analysis of Results

In order to analyse the findings of the case file audit a general threshold of 80% was set by quality assurance officers in order to measure areas of strength. As the child protection sample was smaller than the overall sample, a natural variation of 2% has been allowed. Therefore, child protection cases with a score of 78% or 79% have still been considered as an area of strength.

4.1 Areas of Strength

- 4.1.1 In the current audit, the timing of the completion of the most recent assessment of risk and need was in keeping with the needs of the service user in 100% of the cases. This had increased from 90% in the 2016 audit.

Child protection remained at 100% in both audits.

- 4.1.2 93% of cases were found to have an assessment which reflected the views of the parents / carers.

88% of the child protection cases sampled reflected the parents / carers views in the assessment.

There is no comparative data available from previous audits.

4.1.3 82% of cases had information documented in the assessment which was up-to-date and relevant.

85% of the child protection cases sampled contained information which was up-to-date and relevant.

There is no comparative data available from previous audits.

4.1.4 90% of relevant partner agencies were actively involved in the assessment, no change from the 2016 audit.

For child protection cases sampled, this was 85%, down 11% from the 2016 audit.

4.1.5 80% of cases had recommendations which were clear, realistic, justified and alternatives considered.

78% of the child protection cases sampled had recommendations which were clear, realistic, justified and alternatives considered.

There is no comparative data available from previous audits.

4.1.6 90% of assessments had a quality of grammar deemed to be of a good standard or higher.

The grammar was of a good quality or higher in 88% of the child protection cases sampled.

There is no comparative data available from previous audits.

4.1.7 87% of plans were found to make clear what was expected of parents / carer to improve outcomes for children / young people. This represented no change from the 2016 audit.

For child protection cases sampled, this was 85%, which was a 10% decrease from the 2016 audit.

4.1.8 88% of cases evidenced that appropriate action was being taken to facilitate positive outcomes for the child / young person. This was a significant increase of 19% from the 2016 audit.

For child protection cases sampled, the figure was 79%, a decrease of 8% from the previous audit.

4.2 Development areas

4.2.1 The current audit highlighted that 90% of assessments were found to have a completed chronology, a 3% increase from the 2016 audit. However, the quality of the chronology was considered to be of a good standard or above in

65% of the cases sampled. This is considered an area of development due to the quality of 35% of the chronologies sampled.

A completed chronology was identified in 88% of the child protection sample, a 3% decrease from the 2016 audit and a 12% decrease from the 2013 audit. However, the overall quality of the chronology was only considered to be of a good standard or above in 50% of the child protection sample. 80% of the cases rated as unsatisfactory from the overall sample were child protection cases.

- 4.2.2 In the current audit, 85% of the assessments were rated proportionate to the apparent level of risk and need evident from the chronology and case records. This is a decrease of 15% from the 2016 audit. The quality of the assessment was considered to be of a good standard or above in 70% of the cases sampled. This is considered an area of development due to the quality of 30% of the assessments sampled.

In the current audit, 71% of child protection cases had an assessment proportionate to the apparent level of risk and need evident from the chronology and case records. This is a decrease of 29% from the 2016 audit. The overall quality of the assessment was considered to be of a good standard or above in 56% of the child protection sample.

- 4.2.3 77% of cases had a good summary of concerns, needs and risks documented at the beginning of the assessment.

For child protection cases sampled, this was 71%.

There is no comparative data available from previous audits.

- 4.2.4 The child's view was recorded, appropriate to the age and stage of the child / young person, in 74% of the overall sample. This was a 2% increase from the 2016 audit.

For child protection cases sampled, this was also 74%, down 13% from the 2016 audit.

- 4.2.5 Whilst the written quality of the assessment was found to be good or above in 91% of cases, the use of abbreviations was found to be an issue in 34% of cases and 25% had evidence of copy and paste. 20% of cases had unnecessary duplication of information.

For child protection cases sampled, the use of abbreviations was found to be an issue in 38% of cases, copy and paste in 35% and unnecessary duplication in 12%.

There is no comparative data from previous audits.

- 4.2.6 95% of cases had a child's plan, a 7% increase from the 2016 audit. However, 76% of these cases had a plan considered to be proportionate, a 20% decrease from the previous audit. Although the current audit considered 15% of the remaining child's plans to be 'partially' proportionate, the comments made were similar to those where the plans were not considered to be proportionate. [See 3.3.1 for more details.](#)

For child protection cases sampled, 94% had a child's plan, a 1% decrease from the 2016 audit. However, 70% had a plan considered to be proportionate, a 25% decrease from the previous audit. A partial option was given in the 2017 audit which was not previously available and 23% selected this option.

- 4.2.7 74% of cases had a child's plan which was written in SMART format. This was a slight decrease from the 2016 audit (76%).

This was the same for the child protection cases sampled.

- 4.2.8 In the current audit, 78% of the cases had a child's plan which was child focused.

For child protection cases sampled, the plan was child focused in 70% of cases

There is no comparative data from previous audits.

- 4.2.9 79% of cases were found to have relevant agencies contributing proportionately to the plan.

For child protection cases sampled, this was 71%.

There is no comparative data from previous audits.

5. Conclusions

5.1 Areas of strength

- 5.1.1 It is positive that the 2017 case file audit found strength in the following areas (within the overall sample and within the child protection sample): the timing of the completion of the assessment (4.1.1); the written quality of the assessment (4.2.6); the recording of parents views in the assessment (4.1.2); the recording of up-to-date information in the assessment (4.1.3); the recording of the involvement of relevant partner agencies in the assessment (4.1.4); the clarity of recommendations (4.1.5); the standard of the written quality of the assessment (4.1.6); the clarity of expectations for parents within the plan (4.1.7); and evidence of appropriate actions to facilitate positive outcomes for the child / young person (4.1.8).

5.2 Development areas

Although the remainder of the conclusions focus on areas of development, it is worth noting that the case file audit found more evidence of good practice than practice which did not meet the required standard.

5.2.1 Despite there being an increase in the number of chronologies completed, the audit findings show that 35% were below a good standard. For the child protection cases sampled, the figure was lower still at 50%. (4.2.1) Given the importance of the chronology in highlighting trends for practitioners, managers, panel members and reviewing officers (and arguably more importantly the allocated worker), the findings are an area of concern overall and particularly within the child protection cases sampled. Whilst the briefing sessions provided to the practice teams touched on this area, it is evident from the findings that more action is required to lift the standard of chronologies.

5.2.2 The number of assessments deemed to be proportionate to the level of risk and need has decreased (4.2.2). This was of particular concern within the child protection cases sampled, with 29% of the assessments not being considered proportionate to the level of risk and need (4.2.2).

The quality of the assessments, in the overall sample, was also identified as an area of concern with 30% of assessments being rated as below a good standard. For the child protection cases sampled, this was lower still at 56%. (4.2.2) Whilst the briefing sessions provided to the practice teams covered the assessment of need and risk, it is evident from the findings that more action is required to improve the standard of assessments.

5.2.3 A good summary of concerns, needs and risks was not found in 23% of the overall sample and 29% of the child protection cases. (4.2.3) This is an important part of the assessment which requires improvement, particularly given feedback from children's panel members and reviewing officers which placed importance on this section as a scene setting part of the document. Whilst the briefing sessions provided to the practice teams covered this area, it is evident from the findings that more action is required to lift the standard of assessments.

5.2.4 The audit showed that the view of the child / young person was not recorded in a significant number of cases (26% in both the overall sample and child protection sample). (4.2.4) The briefing session, and guidance provided to workers confirmed that the child's view section should always be completed, however this remains an issue.

5.2.5 Use of abbreviations (34%), and use of copy and paste (25%) was found to be an issue. This was the case within the overall sample and the incidence was slightly higher within the child protection sample. (4.2.5) These are areas

children's panel members and reviewing officers had stated affected the clarity of the assessment, and this feedback was provided to workers during the briefing sessions. It is evident, however, that more work is required in this area.

- 5.2.6 Despite there being an increase in the number cases with a child's plan, the 2017 audit saw a decrease in the number of plans considered to be proportionate to the level of risk and need. This was concerning in the overall sample (with 24% of plans not considered fully proportionate) and the child protection sample (with 30% of plans not considered fully proportionate). (4.2.6) Work is required to improve practice in this area.
- 5.2.7 The audit evidenced that 26% of cases, in the overall sample and the child protection sample, did not have a child's plan written in SMART format. (4.2.7) This was identified as a development area in the 2016 audit (where the result was the same), but no improvement has been noted.
- 5.2.8 The child's plan was not considered to be fully child focused in 22% of the overall sample and in 30% of the child protection sample. (4.2.8) This is considered a development area to ensure that the child is at the centre of all child's plans.
- 5.2.9 More work is required to ensure relevant agencies are contributing proportionately to the plan. (4.2.9) This was particularly the case for the child protection cases sampled, with 29% of cases not providing evidence of relevant agencies contributing proportionately.

6. Recommendations

- 6.1 The Communities and Families Management Team are asked to note the findings of this case file audit and consider the following recommendations:
 - 6.1.1 Work with SCRA and the Review Team to receive real time information regarding the quality of chronology / assessment to provide targeted feedback to frontline staff during supervision.
 - 6.1.2 Provide mandatory ANR and chronology training to all staff, and ensure that this training is available to new staff on an ongoing basis.
 - 6.1.3 Offer peer mentoring to newly qualified staff and new employees of City of Edinburgh Council for an agreed period.
 - 6.1.4 Work with quality assurance to identify the reasons why child protection cases are experiencing more issues with the quality of chronologies and assessments, and build an improvement plan.

- 6.1.5 Introduce mandatory sample audits by team leaders of cases to ensure that self-evaluation, as well as audit, lead to improvements in ANR quality.
- 6.1.6 Pilot peer led reviews of assessments. Use exemplar examples to improve performance.

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Appendix 1

COMMUNITIES AND FAMILIES - ASSESSMENT OF NEED AND RISK AUDIT OCTOBER 2017

FILE READING TEMPLATE – GUIDANCE NOTES

Introduction

These explanatory notes are designed to aid the process of case file analysis and should be used by file readers alongside the case file audit template. **The last Assessment of Need and Risk to be considered will have been completed in July / August 2017.**

Part 1 Case Record and Case Type

All sections should be answered.

Part 2 Assessment and Risk

Q1-2. A chronology of key events should be located within the assessment of risk and need and contain significant life events (e.g. birth of sibling, change of school / house / employment, change in family relationship etc.), changes to legal status, and any concerns which have been reported about the child / young person by themselves or others. A chronology of social work events / interventions is not acceptable as a chronology. A chronology should be present in all statutory cases and where the referral suggests significant intervention and for provision of services by the local authority.

Core elements of a chronology (from '*Practice Guide to Chronologies*,' Care Inspectorate 2017):

- key dates such as dates of birth, life events, moves
- facts, such as a child's name placed on the child protection register, multi-agency public protection arrangements (MAPPA) meeting, adult who is subject to adult protection procedures
- transitions, life changes
- key professional interventions such as reviews, hearings, tribunals, court disposals
- a very brief note of an event – for example, a fall down stairs, coming to school with a bruise, a registered sex offender whose car keeps 'breaking down' outside a primary school
- at the same time, the writer needs to provide enough information for the entry to make sense. Statements like: "...[the individual] behaved inappropriately..." do not necessarily have sufficient detail
- the actions that were taken
- not opinions – these may be for the case record, but the strength of chronologies lies in their reporting of facts, times, dates etc.

Using the above please rate the quality of the chronology using the scale below:

Excellent – You will be able to answer ‘yes’ to all of the above areas where they are appropriate.

Very good – You should be able to answer ‘yes’ to all of the above areas where they are appropriate. There are no weak areas and there are areas of real strength.

Good – You should be able to answer ‘yes’ to almost all of the above areas where they are appropriate although there may be a few weaker areas.

Adequate– You should be able to answer ‘yes’ to most of the above areas where they are appropriate but there may be some areas of weakness. An adequate chronology should demonstrate a basic level of professional competence.

Weak – You cannot answer ‘yes’ to more than half of the above areas where they are appropriate. Some key areas are weak,

Unsatisfactory – You can answer ‘yes’ to only a minority of the above areas where they are appropriate.

- Q3. The AN&R should address the level and complexity of risk and need in relation to the child / young person and their family. The chronology should be a live document that should contain comprehensive and relevant information which informs the assessment.
- Q4. A judgement should be made by the file reader whether the most recent assessment of risk and need is current and relevant to the needs of the service user.
- Q5. The **Summary of concern, needs and risks** is an introduction, giving an overview of events, issues and interventions to date. As a chronology of significant events will be attached to the report, it is not necessary to give a full account of the family history. However, this overview of the history **must give sufficient factual detail to evidence any statements** about the child or family circumstances.

This summary must include:

- when child / family first known to the agency
- the key issues of need and/or risk
- patterns and seriousness of these issues.

Where an assessment is being undertaken at the request of the Children’s Reporter, the summary **must** contain sufficient factual detail to enable the Reporter to frame grounds of referral, as appropriate.

The summary may also include:

- interventions by agencies to date, timescales and outcomes
- any previous formal and statutory interventions, e.g. child protection and Children’s Hearing.

For children involved with social work for a long time this could lead to a very long summary of concerns, needs and risk and would be an example of an area where we would be using workers to consider using the chronology to support the assessment.

- Q6. Assessment is not a static piece of work. Assessments must be revised and developed as new information becomes available or new events occur.
- Q7. The recommendations must describe the action required to achieve a clearly articulated outcome for the child. If there is need for services or any significant intervention, the recommendations must always refer to a proposed **Child's Plan**, which will outline detailed action to be taken.

If the assessment is for a **Children's Hearing**:

1. Refer to the proposed **Child's Plan** to be complete as a draft and presented to the Hearing with this assessment report.
2. Give opinions and make a recommendation about the need for compulsory measures.
3. If the child / young person is to be accommodated with foster carers, **confirm that the carer is approved under the Fostering Regulations and include a copy of the carer summary** obtained from the Family Placement Team.

If the assessment is for a **child protection case conference (initial or review)**:

1. Refer to the proposed Child's Plan to be complete as a draft and presented to the conference with this assessment report.
2. Give an opinion and make a recommendation on the need for the child's name to be placed or to continue on the Child Protection Register.
3. Make recommendation on the living circumstances of the child.

For all other assessments:

1. Refer to the proposed Child's Plan to be complete as a draft.
2. Give an opinion and make a recommendation on the main resources required to meet the desired outcome.
3. Highlight processes required, where and with whom the draft plan should be discussed, for example discussion at a named.

- Q8. There are a number of factors which should be taken into account when **considering the quality of needs assessments**.

They may not all be relevant for every assessment, but assessments should always include appropriate analysis of the key factors. The assessment should:

- contain all relevant information including personal / family history and critical information about other family members (siblings and adults). where appropriate;
- be recent enough to take account of any changes in the child's needs;
- clearly identify the specific needs of the child / young person in the context of the needs of their carer(s) and family as appropriate;
- be structured in a meaningful way;
- be integrated with contributions from all relevant agencies as appropriate;
- include the views of the child / young person, their carer(s) and family as appropriate;
- address the communication needs of the child / young person fully (for example, language spoken, signs, symbols, speech and language therapy, braille or audio);

- include the views of other relevant agencies;
- provide an analysis taking account of up-to-date knowledge / theory / research etc;
- include a summary of previous support / intervention with the child / young person and family and the response to this, where appropriate;
- clearly set out options for meeting the child's needs with the advantages and disadvantages of each option clearly stated and resource requirements where appropriate and
- offer a clear recommendation on how the child's needs may be best met.

Using the above please rate how well you think the child's needs have been assessed using the scale below:

Excellent – You will be able to answer 'yes' to all of the above questions where they are appropriate. All of the areas are strong. The assessment describes the child's current needs exceptionally well and anticipates likely future needs, detailing any action required to compensate for past deficits or reduce future difficulties. An excellent assessment will demonstrate an outstanding level of professional competence.

Very good – You should be able to answer 'yes' to all of the above questions where they are appropriate. There are no weak areas and there are areas of real strength. A very good assessment should be of a high standard, describe the child's short and longer-term needs very well and identify actions to meet them. It should demonstrate professional competence which exceeds an acceptable level.

Good – You should be able to answer 'yes' to almost all of the above questions where they are appropriate although there may be a few weaker areas. For example, short term needs are outlined well but there is limited attention to anticipating future needs. However, a good needs assessment still should demonstrate an entirely acceptable level of professional competence.

Adequate – You should be able to answer 'yes' to most of the above questions where they are appropriate but there are some important weaknesses. An assessment rated adequate should demonstrate a basic level of professional competence. However, the assessment could be strengthened in the extent to which it describes and analyses the needs of this particular child.

Weak – You cannot answer 'yes' to more than half of the above questions where they are appropriate. Some key areas are weak, for example there is limited consideration of the particular needs of this child or a lack of clarity in identified what is required to meet identified needs. A weak assessment demonstrates a lack of professional competence in key areas and is unlikely to helpfully inform decision-making.

Unsatisfactory – You can answer 'yes' to only a minority of the above questions where they are appropriate. There are major weaknesses, for example key information is inaccurate or out of date and/or important areas of need for this child are overlooked. The assessment may not identify needs but not address how to meet them. An unsatisfactory assessment demonstrates a lack of professional competence and may compromise sound planning for children / young people.

Plans

- Q9. The Child's Plan **must be completed** in all instances where the assessment recommends services or a significant intervention. The Child's Plan sets out the actions to be taken to meet the child's needs. It records the person responsible for taking each identified action and the timescales for this.
- Q10-11 There are a number of factors which should be taken into account when considering the quality of the Child's Plan to manage risks. Please consider the extent to which there is:
- the most recent Child's Plan is current enough to be of use in informing day to day practice with this child / young person
 - clarity about which agency and lead officer has responsibility for overseeing the plan to manage risks
 - a clearly stated aim and desired outcome/s (albeit these may be short-term)
 - a SMART (specific, measurable, achievable, realistic and time bound) list of actions
 - clarity about who is responsible for each action, and by when
 - clarity about how progress will be monitored and recorded
 - a statement on how partners will review and monitor the plan and how they will communicate / collaborate with each other
 - a statement about what partners will do if risks change (contingency planning)
 - evidence of consideration of appropriate use of legislation, if required
 - evidence of consideration of the need for statutory measures
 - where appropriate, sign-off by the child / young person, advocate or family carer (where appropriate) and agency lead.
- Q12. The Child's Plan must identify intended outcomes for the child and set objectives for work with the child, the birth family and the carers in relation to the **Wellbeing Indicators** and child's developmental needs.
- Q13. The plan should reflect engagement and involvement of parents / carers stating what changes will be made and how they will be progressed and actioned.

User involvement

- Q14. Evidence of involvement and inclusion of the views of children / young people in their care could be taken from case notes, minutes or reports reflecting a conversation with a child / young person and/or appropriate representative or worker. Details of this should be well documented in the AN&R. For children too young or not able to directly articulate their views, evidence of this could be from observations regarding behaviour. Older children may disagree with social work recommendations / plans and this should be voiced.
- Q15. Evidence of the involvement and inclusion of the view of parent's / carers in relation to the issues in the assessment could be taken from case notes, minutes or reports reflecting a conversation with the parents. Details of this should be well documented in the ANR. If a parent disagrees with something in the plan or assessment, that should

be detailed but put it into a context of where the information came from, i.e. the parents deny any drug use, however their view of events is contradicted by the police report of the incident.

Any analysis of this conflict of views can be documented at in the summary and conclusions section.

Multi-agency Working

- Q16. Involvement of relevant partner agencies in the assessment will be evidenced in the casenotes and should be reflected in the ANR.
- Q17. Involvement of relevant partner agencies should be recorded in the plan and recorded in SMART format – [see guidance note Q10-11 above.](#)

Outcomes

- Q18. Evidence of positive outcomes should include an improvement in the child / young person`s circumstances that is tangible and the outcomes can be identified, e.g. reaching developmental milestones, improved health and wellbeing, improved safety, improved attainment at school. Positive outcomes should also be recognised from the child / young person`s perspective where they feel there has been an improvement.
- Q19. File readers should take account of the various factors they have identified already in their scrutiny of the case file. Of particular relevance are:
- the chronology and if this is comprehensive, consistent and follows the child / young person`s pathway from birth, is clear about multi-agency working and is a live document
 - the quality of the assessment of need and risk and the extent to which this is reflected in the plan
 - the achievement of objectives and outcomes.
- Q20. Information should be written in plain English and organised in a way which assists understanding of the information and service given. See [House writing style](#) on the orb.

Writing essentials:

- keep your audience in mind at all times
- keep it simple and use everyday language
- avoid too many exclamation marks
- avoid strings of capitals as they are hard to read
- be accurate - check your spelling, grammar and content
- use the correct house style for dates, numbers etc (these are detailed in the [ORB](#))
- use the active and not the passive. For instance, 'The Council agreed to underwrite the transport management costs'. Rather than 'it was agreed by the Council to underwrite the transport management costs'
- avoid formality - use 'we' and 'you' instead of 'the resident' or 'the tenant'.

Apostrophes are used to denote:

- a) a missing letter or letters, e.g. “can’t” instead of “cannot”, or “it’s” instead of “it is”.

While it is appropriate to abbreviate words like this in some written communications, it is not appropriate in official documents, such as committee, court or case conference reports. You should therefore avoid the use of apostrophes in this way when writing reports.

b) possession, e.g. “the Council’s report”.

An exception to this is the possessive form of “it”, which has **no** apostrophe, e.g. “in its mouth”.

When writing plural possessives, the apostrophe comes after the “s”, e.g. “the pupils’ books”.

Apostrophes are never used to denote plurals as shown below:

INCORRECT	CORRECT
Councillor’s met today	Councillors met today
Many 1000’s of people attended	Many 1000s of people attended
The decision was taken in the 1990’s	The decision was taken in the 1990s
GP’s	GPs

Q21. Assessments should be concise and to the point but include all the relevant information.

Q22-23 Assessment is not a static piece of work. Assessments must be revised and developed as new information becomes available or new events occur. Copying and pasting can lead to conflicting information, duplication and a disruption to the flow / readability of the assessment. Assessors should avoid repeating information in different boxes and should leave the box blank if there is no new information to add.

Q24. Assessors should not assume the reader knows the jargon and terminology: abbreviations and people’s roles should be explained.

Abbreviations:

When using abbreviations or acronyms to refer to names of projects, organisations or bodies, etc., you should type out the name in full the first time it is referred to, putting the initials in brackets after it. Thereafter you can just use the initials.

Ampersands (&)

You should not use ampersands (&) in normal text in reports or letters. They can sometimes be used in tables, etc., but should never be used in headings or in the text such as the example below:

The Council agreed to fund the sports centre, the swimming pool & the playing fields.

Q25 Any additional comments

Please add any additional comments which are useful in relation to the practice within the case file.

If there are any questions when completing the audit please contact:

Pauline Rogers, 0131 553 8512 or pauline.rogers@edinburgh.gov.uk

A document of QA work and Key Findings

Children's Services 2013 - 2017

Strengths & Areas of Development

This document collates a summary of both strengths and areas for development from the following reports:

- LAAC Review Self-evaluation (2014)
- Multi-Agency Team Around the Family Practice Evaluation (2014)
- 'Stronger North' Complex Case Practice Evaluation Model (2014)
- Secure Accommodation Audit (2016)
- Children & Families Case File Audit (2016)
- Young People Who Persistently Offend Audit (2017)
- Practice Evaluations for 2013, 2014, 2015
- Practice Evaluation: Three Year Evaluation (2016)
- Best Practice, Domestic Abuse (2016)
- Domestic Abuse Audit (2017)

Strengths and areas for improvement were identified and extracted according to the reoccurring data and themes contained in the above reports.

1.1 Strengths

- **Good engagement** was identified with children, young people and their families. Practitioner commitment was an area of strength often in situations of initial resistance and hostility, where barriers had to be overcome and effective communication was initiated through open and honest dialogue. Effective communication based on respect and trust between practitioners and children and their families was evident. In the disability team, a range of communication tools were used to gain the views and wishes of children.
- **Assessments** were deemed to be of a high standard. There was evidence that the shared assessment process enabled a more effective and co-ordinated approach to addressing risk and need, with GIRFEC principles clearly underpinning the assessment process and interventions provided. Most professionals believed that their assessments had contributed to the overall understanding of the families' needs and that this was shared through multi-agency meetings.
- **Plans** were SMART and feedback indicated that they were based on well informed assessments and in many cases included an in-depth knowledge of complex family dynamics.
- A realistic rather than an over optimistic approach was evident when **managing risk** with insight into the long term impact of substance abuse, domestic abuse and neglect. Case notes and discussion highlighted the positive use of social work authority balanced with engaging with families and listening to their wishes.
- **Intervention** was based on theory and underpinned by legislation in many cases. There were examples of research and models being quoted and used to support children and their families i.e. Signs of Safety, The Three Houses Tool, GIRFEC and safe and together models.
- There was clear evidence of **multi-agency working** with both internal and external partners. There were many examples of good working relationships with 'team around the child' planning taking place in an effort to improve the lives of children and young people. The role of the lead professional was seen as instrumental in co-ordinating any multi-agency assessment effectively. Effective multi-agency work was enhanced when professionals were clear about their own role and that of others and how they fitted into the overall plan.
- Positive **outcomes** were identified with examples including children being more settled, parental substance abuse well managed, families working together even in difficult circumstances and children in successful placements away from home. Other examples included children who had issues of truancy and were now attending school, parents had been given strategies for managing challenging behaviour and setting clear boundaries, and high-risk behaviours had decreased for some children due to engagement, planning and joint working practices. Young people in TcAc were seen to be making more positive choices and in many cases permanence planning resulted in children being placed with kinship carers, foster carers and adoptive parents, resulting in them reaching their potential and reducing the impact of long term harm.
- Support and **supervision** were mentioned as being a positive factor in cases being well managed with newly qualified workers being well supported with challenging child protection issues. Evidence suggested practitioners were receiving high quality supervision and being supported by their managers, who usually attended practice evaluation sessions.
- In cases of domestic abuse there is evidence that the cases allocated to **Safe and Together Champions** linked the perpetrators' patterns of coercive control to a wide-ranging analysis of the impact on the non-offending parent and the child. The worker's consistent attempts to hold the perpetrator accountable and partner with the victim resulted in a more accurate assessment of risk to the child and an ability to continue to engage positively with the mother. This practice exemplified many of the key principles and components of the Safe and Together model.
- There was strong evidence that staff pay close attention to the **views of children, young people and families** and that children and families are encouraged and supported to attend meetings and to take an active part in decision-making. There was evidence that professionals knew the child(ren)/young person well and could convey a good sense of the child's world. There were many examples of good communication with children, and of children being kept at the centre of the planning process.
- There is an identified need to ensure as much **consistency** of people and practice as possible. Families need a 'go to' key worker to support them and continue the work over the long term. In the case of the Youth Offending Scheme the ethos in the service is to always try and ensure that a case is re-

allocated to the previous worker. This allows the worker to establish a trusting relationship with both the young person and their family to ensure consistency of approach.

- **Early intervention** with children and family where needs were identified quickly, rather than waiting until a situation escalates, was seen by professionals as the best way to promote good outcomes. This, combined with access to the right resources at the right time, potentially avoided an escalation of issues and statutory measures being pursued. There is evidence of preventative work to keep the young person out of the Children's Hearing system; reducing risk and meeting need.
- **Family Group Decision Making** was effective in getting families together in many cases and identifying support within the family that would not otherwise have been identified.
- In several cases, the benefit of the mandatory **chronology** on the current assessment template was acknowledged. It was commented that chronologies were often only shared at formal points in the process, e.g. core groups, Children's Hearings or meetings, but that it would also be beneficial to share at other transitional points. Professionals often used chronologies with families to help them understand their 'story' or journey over a period of time, which helped shift the focus away from intervention as a result of isolated, single events or episodes.
- Evidence of good standards of practice and decision making in **cases where a child / young person is admitted to secure accommodation**. Decisions to admit to secure accommodation were taken against clear criteria as identified within the legislation and there was evidence of strong communication with children / young people and their families. Recording in which decisions and assessments of risk were undertaken were of a good standard prior to submission to secure.

1.2 Areas for Development

- **Recording**; while there was evidence of good practice within case notes, this was not always translated into the risk and need assessment. Equally, the views and wishes of the child are expressed well in discussion with practitioners, but this is not always clearly articulated or reflected in written reports.
- **Chronology**; a large number of professionals involved reflected that the use of chronologies could be improved. The chronology is part of the Child Protection process, but this is not necessarily updated or shared if the child is removed from the CP register. There is no chronology within the GIRFEC Child Planning framework. There is a need to be able to contribute to chronologies on an inter-agency basis.
- **Risk assessment and safety planning** was not comprehensively undertaken in several cases. Increased face to face discussions would be beneficial to inform joined up assessment and child planning, where there were different perceptions amongst professionals about whether the needs of the child(ren) were being met, concerns that the care of the child(ren) was not good enough, multiple house moves across geographical and service boundaries, different perceptions/views about parenting capacity and parental mental health. A 'child's risk and need assessment' is not the same as a 'domestic abuse risk assessment'. References to 'risk' were noted throughout case files; however, it was not clear what was being used to assess this risk. In some domestic abuse cases risk assessment seemed to focus on the likelihood of a physical assault taking place while the child was present. Evidence-based risk assessment tools did not appear to be used. Where such assessments were provided by perpetrator programmes, they did not clearly inform the child's risk and need assessment and child's plan. It was not evident from the files that the potential risk, which perpetrators present to adult and child victims in future relationships, was considered.
- The **multi-agency assessment process** could have been improved. The identified needs of the parents were not always acknowledged or assessed by professionals; outcomes from interventions were potentially compromised as a result. Assessments of the adults by adult social work services were not always shared or not shared timeously with the Lead Professional (children's services) or other Team around the Family members. Questions arose regarding how up to date the information was within the shared assessment.
- Areas for development were identified in the **coordination of the assessment** i.e. the lead professional had not coordinated, the professionals involved appeared to be working in clusters. A clear plan, outlining roles and responsibilities for each professional should be agreed from the outset with clearly identified outcomes for the family members, with one person taking the role of co-

ordinator. There was a lack of clarity about roles and responsibilities and during periods when social work was not involved, it was not always clearly agreed who was in the lead professional role.

- **The Child's Plan;** many young people seemed to have limited understanding of the purpose of their plan and their role in developing the plan, some did not know if the Child's Plan would help them and others felt it would not help them. Areas for development include strategies to increase young people's understanding of the purpose of their plan and their role in developing the plan. In some cases, child's plans need to be more specific about what changes are expected around parental behaviour, particularly in relation to safety, appropriate relationships and attachments.
- One child - one plan; areas for future development include co-ordination of **Child Planning meetings** for all children in the family to involve a greater range of professionals and promote a shared understanding of the families' circumstances based on a holistic perspective of family function. Quality assurance audits noted an absence of regular Child Planning meetings, as well as professional participation and contribution to these. The school nurse is not automatically invited, where there are younger, pre-school age siblings/children living in the household. In addition, there was a lack of continuity planning for when the Family Nurse Partnership and the Early Years Centre cease involvement. There was a lack of clarity about child planning meetings where there were several children in the family; they are often set up for individual children, but are not always sufficiently family focused. It is necessary to embed Child Planning meetings into practice early in the intervention and at regular intervals to promote regular information sharing, joint assessment and planning.
- Preventative and **early intervention services** are not always planned or delivered in ways which sufficiently meet the needs of the most vulnerable children. Similarly, it was questioned whether the system was only protecting children who may be in immediate danger, as opposed to families where children are subject to long term chronic neglect. There was evidence that the trauma which the young people experienced may have been mitigated by earlier intervention. The need to recognise and respond to assessed need within geographical areas where there are recorded (high) levels of deprivation was highlighted.
- **Intervention;** the 'right services' for families are often not available. The audits variously found that, for example, a referral made to family therapy had also not been progressed by the family therapy team. Unreasonable delays in accessing many key services, such as CAMHS, were cited as potentially causing significant problems in terms of delivering effective services at the point of maximum need. Support packages offered by agencies should be available over the longer term to help create and sustain improvement, where appropriate.
- There was agreement that **communication** could be improved, acknowledging difficulties around part time working. The presence of an identified Lead Professional and communication between Named Person, Lead Professional, hospital and school were discussed as areas for improvement at the assessment stage by embedding regular information sharing sessions, joint assessment and planning meetings into practice at the earliest point. It was identified that information sharing out with working hours (i.e. weekends) presents a challenge to professionals. In addition, all Team around the Family professionals should be alerted following the decision/outcome of the initial referral discussion (IRD).
- **Review processes** need to be robust to allow effective planning and decision making and ensure parents' compliance with plans for cases of children in need. There should be regular and systematic multi-agency review meetings similar to those for children and young people who are looked after and accommodated or whose names are on the Child Protection Register. There were examples where the evaluation process helped consolidate thinking that the situation had gone on too long without sustained improvement and more formal measures were needed.
- Delays and difficulties in obtaining **foster placements** hampered attempts to put in place a more effective support package at an early stage. Placements broke down in several cases due to an experienced foster carer being unable to manage the young person's/child's behaviour. The need to recruit specialist foster carers to meet children's needs and ensure early intervention is a reality. In one sample, none of the long-term foster carers were able to manage the behaviours of the young people. Concern was raised in the evaluation group about capacity and resilience of foster carers to manage challenging behaviours - how much support is given to them when things become difficult. There is discrimination regarding the age at which young people are no longer seriously considered for fostering.

- Universal **barriers to effective practice** across all disciplines were identified, including; an expanding workload, fewer staff, less resources and less stability in services. Late allocation of Child Protection cases was seen to have a direct impact on outcomes for children.
- Insufficient use was made of **child well-being concern** forms. Some professionals were unaware that when a case is not allocated to social work they can refer concerns directly to the Children's Reporter.
- There was believed to be a training issue for Children's Panel members - **Children's Hearings** did not always make decisions that were seen to be in the child's best interests, but were swayed by strong parental advocates. There was concern that panel members did not trust professional opinion, although there was factual evidence to support recommendations.
- The lack of integrated **IT systems** creates unnecessary barriers to effective information sharing and communication between professionals and agencies. Third sector agencies, whose workers often spend most time with the family, do not have access to other recording systems. Recording of involvements on SWIFT was inconsistent in a large number of cases evaluated. Involvements were often out of date (had ended), missing or misleading (denote active involvement with family, which was found to be inaccurate) some professionals/agencies known to have been working with the family for a number of years were in some instances completely absent from the involvement tab. This theme also extended to relationships; some relationships were unclear or misleading.
- **Secure referral panel**; the relevant audit identified a lack of transparency in record keeping related to decisions made, particularly in relation to the availability of the minute (or minute extract) held within the young person's file or on the G Drive. There was no evidence in any of the files reviewed that the decision to admit or not admit the child / young person to secure accommodation had been recorded on a *Significant Occurrence Notification Form*.
- **Supervision**; there needs to be more focus and investment given to effective supervision arrangements, both for individuals and the Team around the Family as a whole.
- It was identified that the practice of SMART planning in relation to **domestic abuse** is not as robust as with other categories of case. There were unclear expectations of how the family should manage the domestic abuse and in some cases the victims of the abuse were held responsible or equally responsible for carrying out the plans.

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Choose Youth Work – Participatory Budgeting

Item number	7.10
Report number	
Executive/routine	
Wards	
Council Commitments	31

Executive Summary

In year 2 of the Choose Youth Work (CYW) programme, £166k of funding for youth work was distributed via participatory budgeting (PB). At E, C & F Committee in August 2017, officers were asked to evaluate year 2 and report to Committee prior to any decision about year 3. This report provides the outcome of year 2 in terms of the vote, an evaluation of the PB process and the funding recipients, and makes recommendations for year 3.

Choose Youth Work – Participatory Budgeting

1. Recommendations

- 1.1 Committee is asked to:
 - 1.1.1 To reverse the decision (from E, C & F in December 2016) to distribute the entire universal youth work budget (£590k) in year 3 (2019/20) via Participatory Budgeting;
 - 1.1.2 To approve that grant funding of £424k should be rolled over from year 2 (2018/19) into year 3 (2019/20) at the same levels for the same organisations as in year 2 (see Appendix 2). This is consistent with the recommendation made in the main revenue grants report;
 - 1.1.3 To approve that the remaining £166k (as in year 2) be available as a grant fund distributed via a participatory mechanism based on close engagement with young people (for example Youth Talk, a Youth Panel or PB) for work with children and young people;
 - 1.1.4 To approve that Schools and Lifelong Learning work with Procurement, Localities, young people and the Third Sector to co-produce a more strategic and sustainable model of funding for open-access, universal youth work to come into effect in 2020/2021;
 - 1.1.5 To note the awards for 2018/19 in appendix 1.

2. Background

- 2.1 The [Youth Work Funding 2017-19](#) report was presented to the Education, Children and Families Committee on 13 December 2016 outlining a strategy of funding for open-access, universal youth work in the city.
- 2.2 The report included recommendations to run participatory budgeting grants programmes from 2017-18 onwards with increasing budgets.
- 2.3 The first programme was run in 2017-18 with a budget of £60k and 11 awards were made.
- 2.4 Owing to concern from some of the youth work sector about PB as a means of distributing core funding, officers were asked to carry out a full evaluation of the process in year 2 and report back to E, C & F Committee with recommendations about how to proceed in year 3.

- 2.5 In year 2, a total of £166k was made available through PB. Five Choose Youth Work (CYW) PB programmes ran concurrently: one in each locality and a city-wide programme. 58 applications were received, of which 55 proceeded to the voting stage. 32 organisations were awarded funding.
- 2.6 This work closely relates to the participation theme of the Year of Young People 2018 and developments underway aimed at working with children and young people to make Edinburgh a children and young person friendly city (as reported to Committee in March 2018). It also reinforces the importance of children and young people's meaningful engagement in decisions that affect their lives and services they may use (e.g. as set out in the Additional Support for Learning and Special Schools – Inclusion and Engagement of Children, Young People and Families report to this meeting). It contributes to Strategic Outcome 5 of the Children's Services Plan 2017 -20, specifically the objectives to 'ensure continued delivery of effective universal youth work programmes' and 'enhance children's rights across the city in line with the United Nations Convention on the Rights of the Child.'

3. Main report

- 3.1 A consultation process took place with young people over the summer of 2016 to identify priorities for them in open access youth provision. These priorities were then used to shape the questions in the grant programme application form.
- 3.2 The first Choose Youth Work Grant programme invited voluntary organisations to make applications up to a value of £10,000. Twenty-one applications were received with a total request value of £155,520. The total budget available was £60k.
- 3.3 Sixteen applications went forward to the voting stage and a total of 11 awards were made following the voting period.
- 3.4 For the programme in 2018-19 there was an increase of budget from £60k to £166k and the introduction of four locality programmes as outlined in the [Youth Work Funding 2017-19](#) report. The budgets available were as follows;
- Citywide £60,000
 - North East £23,758
 - North West £24,035
 - South East £27,555
 - South West £30,652

The maximum award for the citywide programme is £10k and the minimum £1k.

The maximum award for each locality programme is £5k and the minimum is £500.

- 3.5 The application period opened on 25 September 2017 and closed on 10 November 2017. Two briefings were held for organisations interested in applying for funding.

- 3.6 Initially applications were received from a total of 36 organisations across the five programmes. These applications were assessed to ensure quality and strategic fit before going on to the voting process. Four applications did not score highly enough to go to the voting process. As a result, only the citywide and north west programmes had enough applications to require a ballot.
- 3.7 It was therefore agreed to extend the application period to encourage more applications with a new closing date of 16 February 2018 and the voting period opening on 5 March and closing on 16 March. A third briefing was held for organisations interested in applying for funding. Applicants which were unsuccessful in the first round were encouraged to re-apply.
- 3.8 After this extended application period a further 22 organisations applied making a total of 58 applicants. Following a second round of assessments 55 applications went forward to the voting process.
- 3.9 Young people could vote online at the Young Scot website using their Young Scot Card number or using temporary numbers issued through schools, libraries or via an email application to chooseyouthwork@edinburgh.gov.uk. In addition, paper ballots were provided to support young people who couldn't vote online. In order for their vote to be valid, young people had to cast three votes in each ballot.
- 3.10 The total number of votes cast was as follows;
- Citywide 7161 (2387 voters)
 - North East 1440 (480 voters)
 - North West 2820 (940 voters)
 - South East 2412 (804 voters)
 - South West 1668 (556 voters)
- 3.11 It is not possible to give the exact number of young people that voted because young people needed two different temporary numbers to vote in a locality programme and the citywide programme. The best estimate is that approximately 4,000 young people took part in total.
- 3.12 Organisations were ranked by their number of votes and the budget applied until it was exhausted.
- 3.13 These organisations are listed in Appendix 1.
- 3.14 Analysis of evaluation of Choose Youth Work has identified a number of common themes:
- The principle of participatory budgeting (PB) has some merit but there are concerns regarding the time and effort required to engage with young people to ensure that they all have the information and access necessary.
 - PB does not ensure the strategic funding of youth work across the city.
 - The process was seen as inequitable, excluding many young people, particularly minority groups and those who are harder to reach.
 - The engagement of schools in the PB process was not consistent.

- The use of Young Scot cards as key to the voting system proved problematic.
 - There needs to be clarity about the principle of universal youth work.
 - PB is not an appropriate method for the allocation of funding to youth work organisations.
- 3.15 Using a PB approach resulted in several positive developments. It engaged, citywide and in localities, a number of young people in designing the programme, assessing applications, promoting the programme to applicants and peers, and evaluating its impact. There was useful learning for those young people from this involvement and there should be opportunities for them to build on this should they so wish.
- 3.16 The programme also attracted new applicants, involvement from secondary schools and a higher voter turnout than in year 1, with several thousand young people taking part.
- 3.17 There are, however, some concerns about PB as a funding model, and its use led to some concerted criticism from some of the youth work sector, including from some organisations that submitted applications.
- 3.18 Some organisations opted not to apply because they oppose PB on principle. One organisation, having submitted an application, then chose to withdraw it for this reason. Others viewed the process as highly labour-intensive. They cited the need to invest what they considered to be a disproportionate amount of time and work in order to have any chance of success and felt that this did not merit the level of funding available.
- 3.19 A further concern is that the programme can become a ‘popularity contest’ in which the organisation which is better-known, more popular or more able to marshal its vote will have a greater chance of success.
- 3.20 The definition of open-access, universal youth work is complex and open to challenge. In consultation with partners from the sector and academics, the following definition was agreed:

‘Choose Youth Work aims to support open access universal youth work.

Although there is no universally agreed definition of the term, by open access universal youth work we mean provision which:

- *all young people in a community (defined either in terms of geography or of interest) can take part in*
- *young people take part in on a voluntary basis*
- *is affordable for participants (and often free of charge)*
- *offers a safe space (often a youth club or a youth centre) for personal and social development and learning, and for young people to meet and associate with each other*
- *offers a high degree of autonomy to young people*
- *supports, listens to and empowers young people especially those in marginalised or vulnerable situations, with youth workers able to act as trusted adults, identifying needs and issues through early intervention where appropriate*

- *uses informal learning methods and adapts them to suit the needs and interests of young people*
- *does not have predetermined outcomes and is not designed to address specific issues or problems*

*Open access universal youth work is often contrasted with more **targeted work** which:*

- *is focused on identified individuals and groups of young people*
- *is based on particular needs, generally with pre-defined outcomes*
- *is often accessed by referral*
- *often takes place through one to one meetings with professionals.*

3.21 Whilst every effort was made to apply this definition consistently, it is acknowledged that it was not failsafe. It is also acknowledged that this may be confusing for equalities groups, where provision is open but for a particular community of young people (e.g. young people who are deaf). In practice, the distinction between open access, universal youth work and more targeted provision is often blurred and there are many links between the two approaches.

3.22 In addition, there are a number of logistical and practical aspects that need to be taken into account. PB has not proven to be an efficient means for distributing funds. A great deal of staff time and resources, from the central and each locality team, have been invested in creating the Choose Youth Work PB programme. This was partly due to the lack of existing infrastructure to support the work (especially the absence of: an e-voting platform; an information-storing agreement with the chosen platform provider; and resources for promotion and publicity) and the need for substantial input from Business Support. Amongst other things, this deflected staff time and attention away from other important and pressing priorities.

3.23 At a time when resources are under significant pressure, it is essential that they are used as effectively as possible and reach the young people that can most benefit from this type of provision. The role of youth work in terms of early intervention and prevention, GIRFEC, and its contribution to raising attainment and work with schools needs to be prioritised. The benefit and impact of youth work is well-documented but still needs to be more widely recognised. Research for YouthLink Scotland in 2016 estimated, conservatively, that youth work delivers £7 in value for every £1 it costs.

3.24 It also builds a range a soft skills and capabilities, especially confidence and motivation, both highly valued by employers. The same research estimates that youth work has made a major difference to the lives of over 450,000 people in Scotland today (over 13% of the population)¹ For many 'disengaged' young people, youth work can also provide the contact with one significant adult that research

shows is important in young people's lives. Research demonstrates that youth work supports a range of protective factors including good mental health and wellbeing by facilitating friendships, belonging to groups, and being involved in leisure and informal learning activities.

- 3.25 An essential factor in achieving coherent and effective youth work provision will be a strong partnership with third sector youth work providers. Any new funding mechanism should therefore be co-designed with localities teams, third sector organisations and young people, and be one that they support. This should tie in with the current mapping work to develop a community entitlement for young people which includes youth work provision. This will highlight gaps in provision and ensure that children and young people's views are included in future provision.
- 3.26 The experience of PB in this context has, to some extent, put additional strain on the relationship with the third sector. Several organisations have expressed concerns that distributing the whole of the current budget for youth work via PB could threaten the survival of some youth work providers, including those with proven track records working with priority groups of young people.
- 3.27 There are also concerns that PB is insufficiently strategic and, because it requires an annual vote, offers organisations and participants little in the way of certainty or sustainability, especially where core funding is concerned. Whilst all the applications are assessed against a set of strategic priorities, there is no guarantee, once these are put to a vote, that the most important or pressing of these will receive funding. Sustainable core funding is crucial for organisations when looking to lever in other, external funding. The PB programme as proposed is also seen by officers and representatives from the third sector as potentially fragmenting the youth work budget and setting up a 'scattergun' of short-term, small-scale provision that no longer has the 'critical mass' to attract significant additional match-funding and thus negating a more strategic and co-ordinated multi-sector service.
- 3.28 No organisations expressed concern at the greater involvement of young people in decision-making, including about funding. Indeed, it was widely welcomed as a positive development. The main concern, expressed from different sectors, was that decisions were ultimately made on the basis of a vote. It is felt that this can only be justified if those being asked to vote do so from a fully informed position. The large scale of this programme made it extremely difficult to carry out in-depth and meaningful engagement with young people that allowed them to vote from a fully informed point of view. The fact that young people were asked to vote for projects across their locality meant that some were being asked to vote on projects which were based several miles away whilst there weren't any local applicants that they could vote for (e.g. between Kirkliston and Pilton in the North West Locality). A number of organisations, young people and schools raised this as a concern. Additionally, some also felt that some young people would find it more difficult to be meaningfully involved in this kind of exercise because of other issues in their lives. Several organisations stated, in line with the children and young people's rights agenda, that young people were already involved in decision-making and agreeing

what would be delivered in their programmes. It was also pointed out that not all young people take part in open access, universal youth work and that therefore some non-participants were not interested in voting on which projects should be funded.

- 3.29 Whilst the intention at the outset was to facilitate, as far as possible, meaningful involvement of young people throughout, with hindsight there are more effective ways to engage young people in participative processes. Alternative approaches could include establishing a representative Youth Panel in each locality which is supported to, amongst other things, assess funding applications. Alternatively, PB on a much smaller scale (in terms of numbers of young people and budget available) where the emphasis is on supporting young people to generate and develop ideas (for more general work with children and young people as in North Ayrshire rather than more narrowly-defined open-access, universal youth work), and facilitating a much more in-depth deliberative engagement prior to any voting, would be much more rewarding. Such a proposal could be trialled in the Small Priority Areas identified in each Locality Improvement Plan, thus ensuring that resources were appropriately targeted where most needed and ‘hardly reached/seldom heard’ young people were more engaged in deciding how they were used.
- 3.30 A new model for funding youth work that helps to safeguard its future and ensures that it is focused where most needed should be co-produced with the third sector, localities teams and young people, and supported by Procurement. The detail of this should be developed by June 2019. It could take the form of developing a youth work ‘hub’ or ‘anchor organisation’ in each locality that is contracted by the Council to develop the improvement themes identified in the Youth and Children’s Work Strategy and to support the priorities of the Integrated Children’s Services Plan. A contract model will allow the Council to ensure that resources are deployed as and where most required. The hubs should be located in areas of disadvantage to ensure they are accessible to the most disadvantaged young people. The work to develop this new model should also draw on the experience of successful similar developments in Scotland such as Scottish Borders Council’s work with Youth Borders.

4. Measures of success

- 4.1 Young people from across the city are involved in decision-making on funding for youth work, from identifying priorities to co-assessing applications to voting for projects

5. Financial impact

- 5.1 The allocation of the budget available (£166k) is set out in Appendix 1.

6. Risk, policy, compliance and governance impact

- 6.1 This report is in line with the recommendations of the Review of Grants to Third Parties and complemented by the co-production process to redesign the Communities and Families approach to grants for 2016/17 onwards as approved at Committee in October 2016.

7. Equalities impact

- 7.1 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. PB initiatives are intended to promote community cohesion and therefore contribute to good relations.

8. Sustainability impact

- 8.1 N/A

9. Consultation and engagement

- 9.1 This process involved extensive engagement with young people throughout.

10. Background reading/external references

- 10.1 <https://www.youthlinkscotland.org/media/1254/full-report-social-and-economic-value-of-youth-work-in-scotland.pdf>

Alistair Gaw

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11. Appendices

- 11.1 Appendix 1: Citywide and Locality

Appendix 2: Youth Work Grants Awards 2018-19

Appendix 1

Citywide

	Total votes	Award
Edinburgh Leisure	1021	7,966
Deaf Action	785	10,000
Gorgie City Farm	716	9,704
LGBT Youth Scotland	650	7,422
The Yard	617	9,360
Lothian Autistic Society	498	6,088
Media Education	497	6,936
Edinburgh & Lothians Greenspace Trust	399	2,524
RUTS	372	no award
The Green Team	338	no award
Venture Scotland	311	no award
FABB	260	no award
Friends of the Award	247	no award
Canongate Youth	245	no award
Saheliya	205	no award
Total votes cast	7161	
Total number of voters	2387	

North East Locality

	Total votes	Award
Citadel Youth Centre	279	5,000
Craigentinny Community Centre	278	4,993
A.R.T.s Afternoon	202	4,920
Pilmenny Youth Centre	198	1,689
Cavalry Park Sports Club	168	4,677
Circus Alba Ltd.	160	2,479
People Know How	155	no award
Total votes cast	1440	
Total number of voters	480	

North West Locality

	Total votes	Award
Fetlor	490	5,000
Pilton Youth and Children's Project	329	4,916
Granton Youth Centre	326	5,000
Corstorphine Youth and Community Centre	296	4,978
Stepping Stones North Edinburgh	257	4,141
Drylaw Telford Community Association	224	no award
North Edinburgh Young People's Forum	188	no award
Arts Afternoon	178	no award
North West Carers	166	no award
Muirhouse Youth Development Group	145	no award
North Edinburgh Arts	116	no award
U-Evolve	105	no award

Total votes cast	2820	
Total number of voters	940	

South East Locality

	Total votes	Award
Gilmerton Community Centre	463	4,996
Goodtrees Neighbourhood Centre	433	4,995
Positive Realities	377	4,918
Canongate Youth Projects	334	4,998
Dunedin Canmore Youth Projects	317	5,000
Bridgend Allotments Growing Communities	299	2,648
Bridgend Inspiring Growth	189	no award
Total votes cast	2412	
Total number of voters	804	

South West Locality

	Total votes	Award
Clovenstone Community Centre	183	5,000
Sighthill Community Centre	179	4,366
West Edinburgh Warriors	170	4,992
Broomhouse Centre	152	5,000
The Health Agency	135	4,999
About Youth	113	4,941
88th Craigmmond Scout Group	110	1,354
Ratho and District Community Council	102	no award
Friends of the Award	97	no award
Youth Vision	96	no award
Buckstone Youth Project	95	no award
Dunedin Canmore Housing	88	no award
St David's Broomhouse	86	no award
SCOREScotland	62	no award
Total votes cast	1668	
Total number of voters	556	

Appendix 2

Youth Work Grant Awards 2018-19

Name	2018/19
Canongate Youth Project	£86,710
The BIG Project	£5,133
Edinburgh City Youth Café	£23,510
Citadel Youth Centre	£95,031
Pilton Youth & Children's Project	£96,139
West Hailes Youth Agency	£50,104
SCOREscotland	£33,612
WHALE Arts Agency	£33,760
Total	£424,000

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

City of Edinburgh Education Improvement Plan

Item number	7.11
Report number	
Executive/routine	
Wards	
Council Commitments	31

Executive Summary

The Scottish Government has embedded the four outcomes contained within the National Improvement Framework within the guidance for the Education Scotland Act 2016, focussing the work of local authorities and schools on raising attainment, improving health and wellbeing, improving employability skills and closing the poverty related attainment gap.

The Education Scotland Act makes it a requirement that local authorities consult with stakeholders to achieve these aims, produce an annual plan and report on the impact of the plan each year.

The Education Authority Improvement Plan (Appendix 1) sets out the actions at authority and school level. The Standards and Quality Report that informs the plan and the arrangements for consulting with stakeholders will be presented in separate reports.

City of Edinburgh Education Improvement Plan

1. Recommendations

- 1.1 It is recommended that the committee approve the Education Improvement Plan contained in Appendix 1.

2. Background

- 2.1 The Education (2016) Act placed a duty on local authorities to plan and report on the outcomes set out in the Delivery Plan for Scottish Education.

3. Main report

- 3.1 The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of income and address the four national improvement priorities.
- 3.2 The Education Improvement Plan focuses outcomes and activity around the outcomes contained within the National Improvement Framework and clarifies actions for officers and schools.
- 3.3 While actions within the Education Improvement Plan are directed to address the priorities of the national improvement framework, they are also reflective of the City of Edinburgh context and articulate with the other planning frameworks, such as the Children's Partnership Plan and the Council Commitments.
- 3.4 In keeping with the vision for the city, the Education Improvement Plan has been written to be ambitious while also improving outcomes for those suffering poverty and barriers to wellbeing.
- 3.5 The overall strategy to Raise Attainment contains six key Frameworks. These are listed within the Education Improvement Plan. Robust self-evaluation should help schools prioritise which areas to focus on to raise attainment.
- 3.6 Attainment data indicates that the most significant area for activity for schools will be to embed the Equity for Learning Framework, to raise attainment for children and young people.

4. Measures of success

- 4.1 Measures of success are detailed in the plan, while the action plans sitting underneath each improvement area will also contain measures of success.
- 4.2 Across schools and at authority level, attainment in children's progress in national assessments and Scottish Qualifications will demonstrate success towards improvements in literacy and English and numeracy and mathematics. SQA results for other subjects will also be documented.
- 4.3 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.4 Officers will also support schools to analyse data for disadvantaged learners facing barriers to learning and wellbeing.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact and no negative impacts have been found.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance. Subsequent legislation may alter the council's position and agency in regard to some of the improvement actions.

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 The recommendations of this report are focused on ensuring sustainability for Edinburgh's children and families. No negative impacts have been found.

9. Consultation and engagement

- 9.1 Ongoing consultation with parents and young people informs school and authority planning.

10. Background reading/external references

10.1 [Statutory Guidance Standards in Scotland's Schools etc. Act 2000](#)

10.2 [National Improvement Framework 2018](#)

Alistair Gaw

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11. Appendices

11.1 Appendix 1 Education Authority Improvement Plan

City of Edinburgh Council

Education Improvement Plan

2018-2021

Section 1: Reducing inequalities

1. Steps taken by the authority to reduce inequalities of outcome for pupils who experience them as a result of socio-economic disadvantage or experience them for other reasons.

High level improvements

1.1 Improve attainment for pupils living in poverty

1.2 Improve skills for learning, life and work for young people experiencing socio-economic or other barriers

1.3 Poverty proof the school day, with actions in place to ensure that children and young people experiencing socio-economic and other disadvantage fully develop their potential

1.4 Increase opportunities for wider achievement, particularly for those pupils who experience inequalities of outcome

1.5 Improve pathways for young people

Outcomes

- Learners, regardless of their socio-economic situation, access all opportunities in school.
- Children requiring targeted interventions are effectively assessed and supported at the earliest opportunity
- Attendance is improved for those learners living in areas of low SIMD
- The attainment of looked after learners is improved
- Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020.
- Needs of refugees and asylum seekers are identified, supported and met.
- More children in SIMD quintile 1 reach their developmental milestones
- Parents are better able to support their children's learning
- Children and young people are increasingly confident in identifying their interests, strengths and skills

Strategic actions

- Implement Equity for Learning Strategic Plan
- Embed the Equity Framework for Schools
- Support schools provide targeted support to improve attendance of identified groups
- Closely monitor and promote attainment and achievement of looked after learners educated within and outwith the authority
- Pilot the increase in hours to 1140 and developing provision for eligible two year olds
- Review and improve inter-agency partnerships for early years' services e.g. with NHS colleagues.
- Support schools to build capacity of staff to support learners with English as Additional Language.
- Support schools to build capacity of staff to support learners with barriers to wellbeing and learning and Language and Communication difficulties
- Provide early intervention support for pre-school children with additional needs and their families
- Provide inter-agency support, including professional learning and resources, to meet the needs of refugees and asylum seekers.
- Develop and implement mechanisms to engage parents and carers in their children's and their own learning
- Increase participation in learning experiences in school and in the wider community that build confidence and develop skills, taking particular account of those pupils who are affected by poverty, are looked after, have protected characteristics or any other additional support need

Section 2: National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements

Improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3
 Improve average complementary tariff score for school leavers Lowest attaining 20%, middle attaining 60% and highest attaining 20%
 Increase the percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement
 Increase the percentage of centres self-evaluated as 'good or better for QI 3.2 Securing children's progress
 Increase the percentage of schools evaluated as 'good' or better for QI 1.3 Leadership of change

School Leadership

School Improvement

Teacher Professionalism

Parental Engagement

Assessment of Children's Progress

Performance Information

Outcomes

Leads and Links to plans

Authority/School/Centre Actions

Raised attainment for all

Raising Attainment Strategy
 Lorna Sweeney

- **Continue to develop and embed the frameworks within the Raising Attainment Strategy**
 - Equity for Learning
 - Improving Quality in Learning
 - Excellence in Learning
 - Teaching and Learning
 - Digital Learning
 - Health and Wellbeing for Learning
 - Pathways for Learning
 - Parental Engagement
- ASLS and EPS support and challenge schools to improve provision and improve outcomes for learners with additional support needs,

A culture of self-evaluation and improvement exists in all schools and centres	Gillian O'Rourke Lynn Paterson Darren McKinnon Anna Gray	<ul style="list-style-type: none"> • Embed Improving Quality in Learning Framework • Support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4, How Good is our Early Learning and Childcare? and Building the Ambition
Improve monitoring and tracking of Early Years and the BGE	Stephen Gilhooley Early Years Strategic Plan Janice MacInnes	<ul style="list-style-type: none"> • Implement electronic tracking system for ELCs and schools • Develop approaches to analysis of data • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight
Raise attainment in Literacy and English	Michelle More Lifelong Learning Plan David Bruce	<ul style="list-style-type: none"> • Implement Raising Attainment in Writing Strategy • Implement actions to raise attainment for young migrants • Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia • Continue to develop partnerships with libraries
Raise attainment in Numeracy and Maths	Lynn Paterson Darren McKinnon	<ul style="list-style-type: none"> • Implement Numeracy Strategy focussing on improved learning and teaching strategies <ul style="list-style-type: none"> ○ Devise guidance/framework to raise attainment in maths and numeracy
Improve approaches to assessment and moderation	Stephen Gilhooley	<ul style="list-style-type: none"> • Implement and embed Assessment Policy • Implement 3-15 cluster moderation activities for numeracy and literacy • Embed use of SNSAs to support professional judgement of progress through CfE • Embed benchmarks across all curricular areas
Improve Leadership	Leadership Task Plan Anna Gray Creative Learning Plan	Provide support for leadership at all levels: Teacher Leadership; Middle Leadership; In Headship; Into Headship; Excellence in Headship; SCEL Fellowship; Creative Conversations Ensure PRD procedures are in place Signpost staff to leadership pathways

2.2 Closing the attainment gap between the most and least disadvantaged learners

High Level improvements	Ensure an inclusive and nurturing ethos of high expectations and achievement in every school and centre				
	Improve attainment of disadvantaged children and young people				
	Develop higher levels of parental engagement in children’s learning and in the life of the school				
	Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities				
	Reduce exclusions and improve attendance rates in our schools, especially for looked after children				
Develop flexible learning pathways to reduce number of pupils on part-time timetables					
Reduce the number of children and young people reporting they experience bullying and/or hate crime					
Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months					
School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children’s Progress	Performance Information
Outcomes	Leads and Links to plans		Authority/School/Centre Actions		
The poverty related attainment gap is reduced in all schools	Raising Attainment Strategy Equity Framework Michelle Moore		<ul style="list-style-type: none"> • Embed Equity Framework • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts 		
An inclusive ethos of aspiration exists in every school	Inclusive Practice Strategy: Martin Vallely Gillian Barclay Lifelong Learning Plan Anti-bullying – Aicha Reid CIRCLE Kirsty Spence/Keith Thomson		<ul style="list-style-type: none"> • Implement Inclusive Practice Strategy • Implement revised Anti-Bullying guidance • Implement Rights Based Learning (Rights Respecting Schools) • Implement CIRCLE resource 		
Parental Engagement is high	Parental Engagement Strategy Maria Plant Patti Santelices Lifelong Learning Plan		<ul style="list-style-type: none"> • Implement Parental Engagement Strategy • Develop approaches for Family Learning across city • Continue to provide Parenting Programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P) 		

		<ul style="list-style-type: none"> Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide
<p>Exclusions are reduced</p> <p>Attendance is high</p>	<p>Included Engaged and Involved Strategy: Gillian Barclay</p> <p>Kirsty Spence/Martin Gemmell</p> <p>Lifelong Learning Plan</p>	<ul style="list-style-type: none"> Implement Exclusion Guidance Implement Included, Engaged and Involved
<p>Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare</p>	<p>EY Strategic Plan</p> <p>ASLS Early Years Team – Kirsty Spence</p>	<ul style="list-style-type: none"> Continue roll-out of 1140 hours in targeted settings with capacity and high intake of SIMD 1 and 2

2.3 Improvements in children and young people’s health and wellbeing

High Level improvements

Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond

Schools evaluate children’s progress in HWB as evidenced by SHANARI indicators from N1-S6

Establish cultures based on Getting It Right for Every Child

Develop learners’ experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential

Develop partnership arrangements which ensure that all pupils experience a smooth transition across all stages, sectors and establishments to a positive and sustained destination

Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed

Increase the provision of nurture across schools

increase the percentage of schools evaluated as ‘good’ or better for QI 3.1 inclusion equity and wellbeing

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children’s Progress	Parental Engagement	Performance Information
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Outcomes	Leads and Links to plans	Authority/School/Centre Actions
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<p>All children and young people have best possible health and wellbeing</p>	<p>Raising Attainment Strategy: HWB Framework Janice Watson</p> <p>Inclusive Practice Strategy: Kirsty Spence</p> <p>Lifelong Learning Plan Linda Lees/Pattie Santelices</p>	<ul style="list-style-type: none"> • Implement Health and Wellbeing Framework • Implement Inclusive Practice Framework • Embed HWB Progression Pathways • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)
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All schools and centres are compliant with Equality Act 2010	Aicha Reid/Maria Plant Paul McCloskey (Lifelong Learning Strategic Manager) ASL Staff - Kirsty Spence	<ul style="list-style-type: none"> • Implementation of Anti-bullying policy, including Equality Act training; Develop processes to ensure monitoring of Equality Act • Provide training: Mentors in Violence Prevention (MVP) training, and support staff and pupils to develop and use the skills to safely intervene
There is an increase in uptake of physical activity in all sectors	Active Schools Action Plan Outdoor Learning Action Plan	<ul style="list-style-type: none"> • Embed use of Benchmarks for HWB • Increase access to outdoor spaces • Implement Active Schools Plan • All children benefit from 2 hours quality PE
There is an increase in uptake of musical, arts and creativity activity	Creative Learning Plan Youth Music Initiative Plan Linda Lees/Lorna Macdonald/Frances Rive	<ul style="list-style-type: none"> • Embed Benchmarks in Expressive Arts • Embed Creativity Skills Progression Framework • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning
There is an increase in the levels of pupil participation and learner voice	Pupil Participation QIEO Year of Young People Linda Lees	<ul style="list-style-type: none"> • Extend numbers of schools delivering Rights Respecting Schools • Embed actions within Child Friendly Edinburgh Plan • Embed Young People's 'How Good is Our School'
All children are supported to be safe	Maria Plant	<ul style="list-style-type: none"> • Support continued implementation of aspects of Child Protection Levels 1-4 • Update current guidance on Keeping Myself Safe
Our children are well nourished	J Watson	<ul style="list-style-type: none"> • Continue to support Better Eating Better Learning guidelines • Incorporate actions for breakfast clubs and family learning
Culture of Getting it Right is in place in every setting	ASL Service – Kirsty Spence	<ul style="list-style-type: none"> • Continue to support staff to embed the principles of Getting It Right for Every Child (GIRFEC) in all schools and ELCs • Implement training on CIRCLE, autism, nurture, Visual Support Project, Emotion Talks

	Lifelong Learning Plan - David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees	<ul style="list-style-type: none"> • Provide up-to-date guidance on creating accessible school environments • Ensure compliance with new regulations on Information Sharing • Embed Rights Based Learning, e.g Rights Respecting Schools
Our Looked After Children are supported to achieve	Corporate Parenting Leadership Group	<ul style="list-style-type: none"> • Implement the Corporate Parenting Plan • Implement the Looked After Children's Plan
Improvements in the Learning experiences in all schools and centres	<p>Outdoor Learning Strategy Robin Yellowlees/Andrew Bradshaw</p> <p>EY Strategic Plan</p> <p>ASL Service – Kirsty Spence</p> <p>Aicha Reid, Depute Principal Psychologist</p> <p>Creative Learning Plan –IMS Action Plan</p>	<ul style="list-style-type: none"> • Embed CIRCLE resource • Increase opportunities to develop outdoor literacy and numeracy • Special Schools and provisions engage in Social Communication, Emotional Regulation and Transaction Supports (SCERTS) programme • Improve quality of play and pedagogy in Early Years • Review and adapt environments for learners with sensory needs and Additional Support Need • Increase numbers of young people in SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative
Improvements in the delivery of Gaelic Medium Education	Gaelic Language Plan	<ul style="list-style-type: none"> • Develop and implement Gaelic Education Plan • Provide guidance and support to schools in the delivery of Gaelic Medium Education

2.4 Improvements in employability skills and sustained, positive destinations for all young people

High level improvements	<p>Increase the number of young people who report high levels of satisfaction with learners' experiences</p> <p>Support schools to develop pathways to ensure skilled and competent workforce for City Deal aims</p> <p>Support schools to develop skills based curricula</p> <p>Support schools to improve school leaver destinations</p> <p>An increase in opportunities for young people to develop into active, responsible citizens of Edinburgh</p>				
School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information
Outcomes	Leads and Links to plans	Authority/School/Centre Actions			
Improve learning and teaching, and pedagogy at early level	<p>Raising Attainment Strategy:</p> <p>Excellence in Learning</p> <p>David Leslie</p> <p>1+2 Languages Plan</p> <p>Curriculum Guidance:</p>	<ul style="list-style-type: none"> • Implement Excellence in Learning Framework • Establish Edinburgh Learns Pedagogy Team • Implement/embed One plus Two Language Plan 			
Our learners make the best use of technology	Digital Learning Strategy	<ul style="list-style-type: none"> • Develop and implement a Digital Learning and Teaching Strategy • Implement STEM Strategy 			
Flexible pathways are in place for all learners	<p>DYW Action Plan</p> <p>Tommy Hughes</p> <p>Linda Lees</p> <p>Paul McCloskey</p> <p>Robin Yellowlees (Lifelong Learning Strategic Managers)</p>	<ul style="list-style-type: none"> • Develop and Implement Pathways for Learning Framework <ul style="list-style-type: none"> ○ Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways. • Implement Pathways Hub Pilot • Implement DYW Action Plan <ul style="list-style-type: none"> ○ Embed Career Education and Workplace Standard ○ Improve use of Labour Market Intelligence 			

DYW Manager
Jet Team linking with Special Schools
Education Support Officer, Chamber of
Commerce/
Regional DYW Group,
Edinburgh Guarantee, SDS. other
partners.

Early Years Strategic Plan

- Increase the uptake of vocational qualifications available to those in the senior phase.
- Support and promote foundation and modern apprenticeships
- Increase participation and improve completion rates in Duke of Edinburgh's Awards for young people in SIMD deciles 1-3
- Increase the number of pupils who gain a range of wider achievement and youth leader awards in and out of school
- Increase numbers of paid work experience/internships for young people, targeting those from less affluent families
- Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020. Current progress and next steps

Item number	7.12
Report number	
Executive/routine	
Wards	
Council Commitments	32

Executive Summary

This report provides an update on our approach to delivering 1140 hours of Early Learning and Childcare to all eligible 2, 3 and 4 year olds by August 2020. Our expansion plan will continue to be reviewed and adapted where necessary as we work with the Scottish Government in terms of funding allocations.

Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020. Current progress and next steps

1. Recommendations

- 1.1 Committee is asked to:
 - 1.1.1 Note the progress made towards 1140 hours;
 - 1.1.2 Approve the increase in the hourly rate paid to partner providers from £3.70 to £3.80 from August 2018 to enable them to continue to sustain the delivery of early learning and childcare to approximately 40% of Edinburgh's children;
 - 1.1.3 Approve the increase in the hourly rate from £3.70 to £5.31 for a small number of partner providers (up to 100 children) to allow them to pilot the 1140 provision;
 - 1.1.4 Note that the proposed capital investment plan as outlined in this report is subject to the availability of funding from the Scottish Government.
 - 1.1.5 Note intention to progress design and investigation work for new ELC facilities;
 - 1.1.6 Note intention to progress informal consultation with affected communities;
 - 1.1.7 Note that this report will be referred to the Finance and Resources Committee;
 - 1.1.8 Note the risks as outlined in Section 6 of this report in particular the significant challenges in the Council's ability to deliver the expansion from 2020;
 - 1.1.9 Note the intention to return a report on the finalised plan to Education, Children and Families Committee in August 2018 following the recent announcement of the multi-year revenue and capital funding by the Scottish Government.

2. Background

- 2.1 The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children.
- 2.2 Edinburgh has 216 settings providing funded Early Learning and Childcare. This is made up of 98 local authority and 118 partner provider settings. 17 local authority settings are open all year round and the rest are open term time only. Almost all partner providers are open all year round.
- 2.3 In October 2016, The Scottish Government launched 'A Blueprint for 2020 Consultation' which set out a vision for the expansion of Early Learning and Childcare (ELC) in Scotland which is underpinned by four clear guiding principles: Quality, Flexibility, Accessibility and Affordability.
- 2.4 The Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Action Plan' in March 2017. This plan sets out the policy framework that will underpin the expansion. The Framework focuses on quality of provision, structures and capacity.
- 2.5 The Scottish Government allocated £1.7 million revenue and £2.5 million capital funding to Edinburgh to support the phased implementation of the expanded hours from August 2017.
- 2.6 Twenty five Local Authority settings now deliver 1140 hours ELC to families across the city and a further three settings deliver the increased hours through a blended model of nursery class and forest kindergarten provision.
- 2.7 The Scottish Government requested that all Local Authorities submit an Expansion Plan for 2020 by the end of September 2017. This plan along with the finance template outlining our estimated revenue and capital cost for the expansion was reviewed throughout October and November 2017. Following this review the Scottish Government requested that all Local Authorities submit a revised finance template by 2 March 2018.
- 2.8 Edinburgh currently has a baseline revenue budget of £30,000,000 to deliver 600 hours of Early Learning and Childcare. Revenue funding for 2018/19 has now be confirmed and Edinburgh has been allocated a total of £5,420,242 to meet the cost of delivering the expansion.
- 2.9 Following the agreement of the multi-year funding package, Edinburgh has been allocated a total recurring revenue of **£48,025,000** by 2021-22. This will be issued as a specific grant annually as follows 2019-20 **£26,019,000**, 2020-21 an additional **£17,035,000** and 2021-22 a further **£4,971,000**.
- 2.10 Edinburgh has been allocated a total capital funding of £39,480,000 to support the expansion. This is allocated as follows 2017-18 **£2,580,000**, 2018-19 **£12,400,000**, 2019-20 **£14,500,000**, and 2020-2021 **£10,000,000**

- 2.11 On 29 March the Scottish Government and COSLA published the **Early Learning and Childcare Service Model for 2020: Consultation Paper**, which sets out the Funding Follows the Child approach, and seeks views on the National Standard. The consultation can be accessed at: <https://consult.gov.scot/children-and-families/service-model-for-2020>.

3. Main report

Current Progress Towards 1140 hours by 2020

- 3.1 **Phase 1** of the expansion of early learning and childcare began in August 2017 with twenty five local authority settings offering 1140 hours to parents. Approximately 1050 children have access to the increased hours and uptake has been 87%. This uptake would be higher as due to demand we have had to cap the number of 1140 places in some settings.
- 3.2 Three additional local authority setting are offering access to the increased hours through a blended model with Forest Kindergarten provision. Children from Cramond nursery class and Clermiston nursery class are attending the forest kindergarten at Lauriston Castle. The grounds at Cliftonhall are also being used to deliver the forest kindergarten approach and children from Ratho nursery class are attending this in the morning or afternoon. Demand for the approach has been popular with 71 children attending a nursery class for part of the day and a forest kindergarten for the rest.
- 3.3 We have also piloted working in partnership with childminders to offer the increased hours to parents. In the North West of the city six childminders are supporting a blended model of provision with children attending a nursery class in the morning and a childminder in the afternoon. Another childminder is providing the full 1140 hours to one child.
- 3.4 We are in the process of evaluating phase 1 of the expansion and initial findings are positive. Staff have reported that children have benefitted from the increase hours through increased opportunities to build on their learning experiences. Parents have also benefitted and there are reports of some parents being able to start work as a result of having access to increased childcare.
- 3.5 The settings involved in phase 1 of the expansion initially found the delivery of lunches to a large number of children as one time challenging. However, support to manage this along with the provision of commercial dishwashers to save time, has led to a significant improvement.
- 3.6 The popularity of the additional hours has led to an increase in demand at settings where there has previously been a low uptake of places. The introduction of the criteria approved in the December report to Committee has enabled us to address this and ensure the provision of the additional hours is accessed by those who will benefit the most.

Next Steps towards 1140 hours by 2020

- 3.7 **Phase 2** of the expansion will begin in August 2018 and planning for this is in progress. In addition to the Phase 1 settings a further twenty one local authority settings are being considered to provide additional hours from August. Our aim is that a further 1,000 children will be able to access the additional hours in these settings.
- 3.8 We are also exploring phasing in the additional funded hours with our partner provider settings and aim to create approximately 100 places where the additional funded hours can be accessed. Our criteria for approaching partner providers will focus on settings that are currently providing subsidised childcare, in close proximity to local authority phase one settings and provide a balance of access to the increased hours across each locality in the city.
- 3.9 To support the delivery of the expansion, we will require a significant increase in the early years workforce. We will build on our successful approach to 'growing our own' workforce through Edinburgh's Early Learning and Childcare Academy (EELCA) and the next cohort recruited to our training programme will increase from 30 to 90 Modern Apprentice and Trainee Early Years Practitioners from August 2018
- 3.10 To further increase our workforce to the levels required we will procure external training providers to provide more qualification routes to a career in early learning and childcare in Edinburgh.
- 3.11 The Scottish Government has committed to funding an additional graduate in early years settings within areas of high deprivation. Edinburgh has been allocated 20 full time graduates to be in post by August 2018.

Early Years Capital Investment plan

- 3.12 Demand for early years places (local authority and partner providers) across the city has been assessed on a cluster basis using non-denominational high school catchment areas. The projected demand for places is based on:
- Catchment birth data;
 - Uptake of early years places for three and four year olds in local authority and partner provider settings;
 - The estimated percentage of eligible two year olds in SIMD declie 1 and 2 in each cluster area;
 - Housing data from the Council's [Housing Land Audit and Delivery Programme 2017](#);
 - National Records of Scotland (NRS) 2014 based Population Projections for Scottish Areas.
- 3.13 The capacity of the city's existing Early Years establishments to meet the projected demand has been assessed based on current management arrangements and

available infrastructure. Table 1 (below) shows that within City of Edinburgh Council area there is a projected capacity shortfall of almost 3,000 places for 3-4 year olds and a shortfall of 360 places for 2 year olds.

Table 1: Existing capacity for 1140 and future places required.

Cluster (Locality)	Existing Local Authority Places		Partner Provider Funded Places for 3-4's	Places Required (2020)	
	2 year olds	3-4 year olds		2 year olds	3-4 year olds
Balerno (SW)	0	90	17	0	221
Boroughmuir (SE)	60	134	488	0	688
Broughton (NW)	45	300	297	136	738
Castlebrae (NE)	110	358	0	135	354
Craigmount (NW)	30	280	304	2	662
Craigroyston (NW)	60	150	127	164	464
Currie (SW)	0	110	139	0	421
Drummond (NE)	10	180	270	3	686
Firrhill (SW)	25	238	219	32	612
Forrester (NW)	23	270	30	34	514
Gracemount (SE)	0	70	36	85	213
James Gillespie's (SE)	70	364	448	8	869
Leith (NE)	60	240	82	152	646
Liberton (SE)	20	295	246	73	806
Portobello (NE)	0	240	287	44	653
Queensferry (NW)	58	170	161	13	503
The Royal High (NW)	15	150	431	16	720
Trinity (NW)	60	200	264	29	516
Tynecastle (SW)	60	220	181	65	599
WHEC (SW)	70	136	37	145	316
TOTAL	776	4,195	4,064	1,136	11,201

3.14 In order to address these shortfalls an expansion strategy for Early Learning and Childcare in Edinburgh has been developed. The aim of this strategy is to provide all current and projected eligible children with a place in a City of Edinburgh Council

or partner provider establishment in their own cluster area or an adjoining cluster area.

- 3.15 Much of this shortfall may be met by changing the opening hours and management arrangements at existing facilities. Some of the shortfall may also be met by adapting existing facilities. However, a significant programme of new build will also be required. A summary of the physical expansion opportunities identified is contained within Appendix 1. Should this expansion plan be implemented the number of places available for three and four year olds and eligible two year olds would be sufficient to meet projected demand.
- 3.16 Delivering new and refurbished facilities by 2020 will be a significant challenge requiring swift design, procurement and construction processes. Accordingly, early design work and site investigations have been progressed. The Council have also opened discussions with representatives from the Scottish Government and the construction industry to identify the most appropriate construction methodologies. As all local authorities face similar pressures to deliver 1140 hours by 2020 there is a risk that resources, particularly within the construction industry, become stretched.
- 3.17 Early engagement with affected school communities has also begun and, while the Scottish Government have removed the requirement for local authorities to undertake a statutory consultation process to establish a nursery, it is the intention to undertake informal consultation with all affected communities

Funding

- 3.18 The capital costs of the Council's Early Learning Childcare expansion strategy has been estimated at £39.4m. A bid for this level of funding to the Scottish Government has been submitted and we are awaiting notification of our allocation.
- 3.19 In preparing its bid the Council has sought to address the eligibility criteria for capital funding issued by the Scottish Government which are based on the principles of "make best use of existing assets, buy what you can, build what you need".
- 3.20 The cost metric rate for capital funding is expected to cover design and development costs, furniture, fixtures and equipment and landscaping. To achieve economies of scale, where a new building is required, two standardised nursery designs are being developed that meet the Council's operational requirements, regulatory requirements and the Scottish Government's ELC design guidance 'Space to Grow'. Settings linked to other developments will be taken forward as a bespoke design.

4. Measures of success

- 4.1 Overall progress measured using a suite of indicators within the Communities and Families Service Plan to ensure that our children have the best start in life, are able to sustain relationships and are ready to succeed.
- 4.2 Outcomes from Inspections from Education Scotland and the Care Inspectorate provide information on quality across the service.
- 4.3 We have achieved the Council's commitments 32 and 33.

5. Financial impact

- 5.1 All plans for Phase 1 and Phase 2 will be covered through the revenue funding of £5,420,242 allocated for 2018/19.
- 5.2 Following the agreement of the multi-year funding package, Edinburgh has been allocated a total recurring revenue of **£48,025,000** by 2021-22. This will be issued as a specific grant annually as follows 2019-20 **£26,019,000**, 2020-21 an additional **£17,035,000** and 2021-22 a further **£4,971,000**.
- 5.3 Edinburgh has been allocated a total capital funding of £39,480,000 to support the expansion. This is allocated as follows 2017-18 **£2,580,000**, 2018-19 **£12,400,000**, 2019-20 **£14,500,000**, and 2020-2021 **£10,000,000**.
- 5.4 Delivery plans will be reviewed to ensure affordability.

6. Risk, policy, compliance and governance impact

- 6.1 Approximately 40% of children entitled to funded early learning and childcare attend our partner provider provision. There is a level of uncertainty about future partner provision due to concern about the hourly rate they are paid to deliver an increase in funded early learning and childcare.
- 6.2 To enable us to address this and support the sustainability of our partner provider provision, we have included an increase in the hourly rate paid to partners within the finance template submitted to the Scottish Government. This will increase from £3.70 per hour to £3.80 per hour for 600 hour provision from August 2018.
- 6.3 We are proposing to increase the hourly rate to £5.31 per hour for 1140 hour provision. This will be piloted with a small number of partner providers in Phase 2 of the expansion during session 2018.
- 6.4 There is a risk that the guidance we received from Scottish Government delivery support team to devise our expansion plan estimates in our finance template may require us to provide models of delivery for the 1140 hours which will not be suitable for many parents to be able to access work.

- 6.5 Delivering the required infrastructure and the ability to recruit the number of staff within the required timeframe continue to provide significant challenges in the Council's ability to deliver the expansion from 2020.
- 6.6 The timescales to allow the delivery of new infrastructure are extremely tight and represent a significant risk to the Council's ability to provide the statutory 1140 hours to all children. In addition, the requirement to construct and refurbish Early Years facilities on the scale proposed – both within Edinburgh and at a national level – will place significant pressure on the construction market. Accordingly, the availability of resources to undertake the work and supply the necessary services and products also represents a significant risk to the delivery of the Council's Early Learning Childcare expansion strategy.

7. Equalities impact

- 7.1 All work within this area seems to address inequalities, both in terms of provision of resources and impact on outcomes for children and their families. There is no negative impact arising from these proposals.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate or sustainable development arising from this report. These matters will be considered as part of planning, design development and in the implication of each phase of the expansion of the provision.

9. Consultation and engagement

- 9.1 Necessary consultation has been undertaken with key stakeholders in the development and delivery of the expansion. This includes an authority wide consultation with parents/carers, local authority and partner provider ELC settings and childminders. Consultation also took place in October 2017 with non-partner providers and sixteen have expressed an interest in coming into partnership; with the council. We will continue consultation throughout the expansion.
- 9.2 A Blueprint for 2020: The Expansion of Early Learning and Childcare – Scottish Government Consultation.

10. Background reading/external references

- 10.1 [Children and Young People \(Scotland\) Act 2014](#)
- 10.2 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland](#)

- 10.3 [2017 National Improvement Framework and Improvement Plan for Scottish Education: Achieving Excellence and Equity](#)
- 10.4 [Building the Ambition: National Practice Guidance on Early Learning and Childcare](#)
- 10.5 [My World Outdoors: Care Inspectorate](#)
- 10.6 [Report to Education, Children and Families Committee: Early Learning and Childcare Strategy Report August 2017](#)
- 10.7 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Early Learning and Childcare Service Model for 2020: Consultation Paper.](#)

Alistair Gaw

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11. Appendices

- 11.1 Appendix 1 - Early Learning Childcare (ELC) Expansion Strategy

APPENDIX 1

Early Learning Childcare (ELC) Expansion Strategy

Make best use of existing assets

Nursery classes within primary schools account for 72% of City of Edinburgh Council's existing Early Years places and generally offer morning or afternoon sessions during term time. Additional hours to purchase are offered during term time where there is capacity to do so.

The opportunity to expand early years provision into the existing primary and secondary school estate is limited because of existing pressures on the school estate. Accordingly, the ELC expansion strategy has developed having regard to projected growth in the primary and secondary estate to ensure it does not compromise capacity at existing schools.

Operational Changes

The requirement to make the best use of existing assets will require a change to the Council's operational model, increasing the availability in some settings from term time only to all year round. Where possible, this will be restricted to settings in standalone buildings to avoid revenue costs associated with opening part of a school building all year round.

Refurbishments and small extensions

Some existing Council Early Years settings offer the opportunity to increase their physical capacity if ancillary facilities are upgraded, for example, by provision of additional toilets or baby changing facilities. The establishments in Table 2 (below) have been identified as facilities that offer such potential (subject to the completion of feasibility work):

Table 2: Establishments where refurbishment or extension is proposed.

Site	Secondary School Cluster (Locality)	Existing Capacity	Proposed Capacity
Dean Park Primary School Nursery Class	Balerno HS (SW)	60	88
Moffat Early Years Centre	Castlebrae HS (NE)	100	144
Forthview Primary School Nursery Class	Craigroyston HS (NW)	50	64
Abbeyhill Primary School Nursery Class	Drummond HS (NE)	40	64
St Leonard's Nursery School	James Gillespie's HS (SE)	60	64

St Peter's Primary School Nursery Class	James Gillespie's HS (SE)	30	40
Stanwell Nursery School	Leith Academy (NE)	60	72
Prestonfield Primary School Nursery Class	Liberton HS (SE)	30	64
Brunstane Primary School Nursery Class	Portobello HS (NE)	40	96
Canal View Primary School Nursery Class	WHEC (SW)	60	64

Buy what you can - Partner Providers

Partner providers offer the flexibility of 08:00-18:00, all year-round provision that most Council settings do not offer. Early Years officers have been working with partner providers to consider what additional contribution they may make to reduce the shortfall for places in Edinburgh. However, any changes that may be brought about by partner providers are likely to be limited and are largely outside the control of the Council. Accordingly, the ELC expansion strategy assumes the existing number of places provided by partners will be maintained.

Build what you need - New Early Years Establishments

In order to meet the requirement to accommodate projected demand for 1140 hours by August 2020, the Council will be required to make significant investment in new facilities.

The expansion strategy has focused developing new facilities on existing Children and Families assets and, in consultation with Strategic Assessment Management, other Council owned assets. Existing Children and Families assets have been prioritised because there are no ownership constraints, no land use constraints and, in some cases, educational benefits associated with transition from nursery to primary classes.

The Council's [Edinburgh Design Guidance](#) (October 2017) sets parking standards for new developments. The Council's parking standards for schools and nurseries require a maximum number of spaces for staff determined by the zone within the city the site is located in and the number of staff. There is no minimum requirement for parking provision and there is no requirement to provide car parking for pick up or drop-off. Accordingly, where it is located on an existing school site, in order to retain as much playground as possible for children attending the school and nursery, it is proposed that no additional car parking for staff will be provided as part of the ELC expansion. As an employer, the Council promotes active travel and will consider other means to mitigate any adverse traffic impacts from new development working with the Council's Active Travel Team.

School Sites

Table 3 (below) shows the schools which have been identified as sites that offer potential (subject to further consultation and site feasibility work) for ELC expansion:

Table 3: School Sites Identified for New Build Early Years Facilities

School	Secondary School Cluster (Locality)	Existing Capacity	Proposed Capacity
Ratho Primary School	Balerno HS (SW)	30	64
Granton Primary School	Broughton HS (NW)	60	128
Nether Currie Primary School	Currie HS (SW)	0	64
St Mark's Primary School	Firrhill HS (SW)	30	128
Carrick Knowe Primary School	Forrester HS (NW)	60	128
Craigentenny Primary School	Leith Academy (NE)	40	128
Gilmerton Primary School (Spinney Lane)	Liberton HS (SE)	60	128
St John Vianney RC Primary School	Liberton HS (SE)	30	128
Echline Primary School	Queensferry HS (NW)	30	64
Sighthill Primary School	WHEC (SW)	30	128

Relocation of Temporary Units

There are two temporary nurseries in the Early Years' Estate that need to be relocated following the completion of building works at Leith Primary School and Tynecastle Nursery School. The new settings are expected to be in operation for August 2018.

It is proposed the units are relocated to Craigmillar Early Years Centre and Sighthill Primary School. Both sites are in areas of change because of housing growth and/or potential changes to the wider school estate. Until there is certainty regarding the education and community facilities in the affected areas it is considered appropriate to increase provision in the short term with the temporary units.

Table 4 (below) shows new primary schools the Council has committed to build by 2020 that will include new ELC.

Table 4: New School Sites

School	Secondary School Cluster (Locality)	Proposed Capacity
New South Edinburgh Primary School	Boroughmuir HS (SE)	80
Leith Waterfront Primary School (Victoria Primary School)	Trinity Academy (NE)	80
Broomhills Primary School	Gracemount HS (SE)	80

South Morningside Primary School's Nursery Class currently operates from Fairmilehead Parish Church and it is expected the Council will not renew its lease when the new South Edinburgh Primary School opens.

Non-school sites

Table 5 (below) shows the Council owned non-school sites which have been identified as offering the potential (subject to further consultation and site feasibility work) to support for ELC expansion:

Table 5: Non-School Sites Identified for New Build Early Years Facilities

Site	Secondary School Cluster (Locality)	Current Capacity	Proposed Capacity
Gracemount Leisure Centre Pitches	Liberton HS (SE)	50	114
Northfield / Willowbrae (adjacent to the Community Centre)	Portobello HS (NE)	30	64
Kirkliston Leisure Centre	Queensferry HS (NW)	70	128

All of the sites above are designated as an outdoor sports facility in the Council's [Open Space Map](#). Their loss is only likely to be supported through the Planning process if existing pitch provision is improved or the Council is satisfied there is a clear excess of outdoor sports facilities to meet current and future demand.

The Council's open space strategy, [Open Space 2021](#), states a new Physical Activity and Sport Strategy is expected to be prepared to examine the capacity and demand for sports facilities across the city. The timeline and schedule for consultation has not yet been determined.

While there is evidence to suggest the above sites could be developed without detriment to the overall quality of provision across the city, the absence of an up-to-date Physical Activity and Sport Strategy that assesses the city-wide resource and need for outdoor sports facilities may compromise their development.

Expansion of services is also required in the Leith Academy and Royal High School clusters. The Leith cluster in particular is difficult due to the lack of feasible sites. Options within both clusters require more investigation, development and consultation before progressing further. However, given the demand for places in these areas and the requirement to provide 1140 by August 2020, options identified will require to be developed swiftly.

Coordinated development

The Council’s Housing Development and Regeneration Team are taking forward and developing proposals for housing led redevelopment across a number of sites, some of which are adjacent to existing early years settings and offer the opportunity to develop mixed-use developments that include new early years settings with housing or other services, i.e. a library, or consolidate early years settings onto one site.

Table 6 (below) shows sites that have been identified offering potential for ELC expansion alongside other development (subject to feasibility studies):

Table 6: New Early Years facilities as part of other developments

Site	Secondary School Cluster (Locality)	Proposed Capacity	Notes
Muirhouse Library	Craigroyston HS (NW)	192	Mixed use development: library and nursery. Relocate Craigroyston EYC from Craigroyston HS to release secondary capacity.
Broughton Powderhall	Drummond HS (NE)	178	Mixed use development with Housing Development and Regeneration.
Calderglen Nursery	Forrester HS (SW)	128	Mixed use development with Housing Development and Regeneration.

Forest Kindergarten

The Council has established Forest Kindergarten as part of a blended approach to deliver 1140 hours with existing provision in nursery classes. Two sites, Lauriston Castle (NW) and Clifton Hall Independent School (SW) are currently being used to deliver 1140 ELC as part of a blended approach with Craigentenny Primary School, Ferryhill Primary School and Ratho Primary School.

The expansion strategy identifies sites to allow Forest Kindergarten provision to increase so that at least one is available in each locality.

For a site to be suitable for forest kindergarten it needs to offer year-round learning opportunities that meet all aspects of the curriculum. They also have to provide areas for shelter and places of safety during high winds. Accordingly, public parks and sites where

millennium woodland has been created, are not appropriate because they do not provide year-round learning opportunities.

Table 7 (below) shows sites which have been identified as offering potential for ELC expansion through the and will be subject to further investigation:

Table 7: New Early Years facilities as part of other developments

Site	Secondary School Cluster (Locality)	Proposed Capacity	Notes
Clifton Hall	Balerno HS (SW)	30	Privately owned
Mortonhall	Gracemount HS (SE)	30	Privately owned
Hermitage	James Gillespie's HS (SE)	30	CEC Culture and Leisure
Meadow Field	Portobello HS (NE)	30	CEC Culture and Leisure
Cammo Estate	Royal High HS (NW)	30	CEC Culture and Leisure
Lauriston Castle	Royal High HS (NW)	30	CEC Culture and Leisure
Craiglockhart	Tynecastle HS (SW)	30	CEC Culture and Leisure

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Family Support Volunteer Service to Safe Families for Children

Item number	7.13
Report number	
Executive/routine	
Wards	
Council Commitments	C34

Executive Summary

This report seeks the approval of the Education, Children and Families Committee to award a contract for the provision of a Family Support Volunteer Service to Safe Families for Children. The contract duration will be for 36 months, with an option to extend for up to a further two periods of 12 months each. The contract start date will be 1st July 2018. The total estimated value of the contract to the Council, including extensions, is £744,000.

Family Support Volunteer Service to Safer Families for Children

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to approve the award of a contracts to: Safe Families for Children Scotland for the provision of Lot 2 Family Support Volunteer Service from 1 May 2018 for a period of 36 months, with options to extend for a maximum of two 12-month periods at an estimated value of £744,000.

2. Background

- 2.1 The Edinburgh Integrated Plan for Children and Young Person's Services (2017-20) sets out our ambition that "Edinburgh is a truly child-friendly city, and that all partners will work together to achieve this."
- 2.2 As part of our ambition City of Edinburgh Communities and Families is committed to a shift in the balance of care to reduce the need for children and young people to be looked after and accommodated.
- 2.3 We wish to support parents and primary care-givers to maintain children in their homes and to prevent the need for children to be Looked After by the local authority whenever safe to do so.
- 2.4 We are aware that adverse circumstances facing parents and primary care-givers can have an impact on their ability to provide the optimum care, nurture, opportunities for safe play and positive experiences that all children need to develop their full potential. Periods of illness, personal loss or other life stresses impinge on all families. Extended family networks, friends and community supports play a vital role in supporting families at times of crisis. However, we are aware that some parents and carers are isolated from wider family support networks to help them and their children through times of crisis. Without support some parents and care-givers can struggle to meet the needs of their children leading to social work intervention and children becoming Looked After.
- 2.5 We wish to support and encourage local communities to develop support networks for local parents and carers who are facing adverse circumstances and who are isolated from supports.

3. Main report

- 3.1 During 2014 council officials and elected members were approached by Safe Families for Children UK (SFFC) a newly formed organisation in the UK. SFFC had adapted a model developed in the USA of recruiting, training and supporting volunteers to offer support and respite care to families in crisis and brought this to the north east of England. SFFC were looking for a pilot site in Scotland to offer support to families to prevent children becoming accommodated. During these discussions City of Edinburgh elected members and officers were keen to establish if this model could work in Scotland to support families and prevent the need for children to be accommodated. It was agreed that SFFC would begin to recruit volunteers in Edinburgh and accept referrals from social workers and health visitors in the south west of the city.
- 3.2 Prior to SFFC commencing work in the city social work managers examined the recruitment, selection and approval process that SFFC were using in England to ensure that this was both safe and appropriate. In Edinburgh we also uniquely put in place an agreement that a children and families social work manager would sit on the SFFC volunteer approval panel. This means that a CEC social work manager scrutinises all the application and assessment papers in respect of volunteers and has a say in who is approved and for what sort of role.
- 3.3 All SFFC volunteers go through a screening meeting, application form, training session, 3 references, PVG, assessment interview – the assessment interview is based on the competency framework which local authorities use to assess foster carers. The sections involve motivation; skills; ability to work in partnership; managing stress; applicant’s parenting style and how they were parented – also capacity to reflect on that; how is their faith practically worked out and looking at how that would affect a placed child; experiences in their lives and health issues. Applicants can be challenged throughout this process. This material is drawn together and then presented to a panel including a social work manager from the City of Edinburgh council. Volunteers are then asked to sign a volunteer agreement before being finally approved and issued with an ID badge.
- 3.4 SFFC was launched in Edinburgh during October 2014. From 1 April 2015 SFFC were supported with a small grant of £33K per annum from the City of Edinburgh Council. All other funding that SFFC has sourced to cover costs in Edinburgh has been via charitable donations, most notably from the Vardy Foundation and the STV Children’s Appeal.
- 3.5 During September 2016 SFFC prepared an impact report for the City of Edinburgh Council (appendix 1). At that point SFFC had received 89 referrals. SFFC class referrals from social workers where children are at risk of being accommodated as category 2 referrals. Referrals from social workers or other professionals for families in need are referred to as category 1 referrals. Of 89 referrals as of September 2016, 24 (27%) had been category 2. SFFC had matched 45 of these

89 referred families to volunteers which had benefited a total of 98 children and were in the process of matching a further 10 families to volunteers.

- 3.6 Feedback from social workers was very positive and included comments indicating that SFFC volunteer involvement had prevented children becoming accommodated and had significantly reduced risk to children who were registered on the child protection register. (appendix 2)
- 3.7 This early experience demonstrated that SFFC were able to recruit, support and train large numbers volunteers who were able to offer support including crisis respite care to families on the edge of care.
- 3.8 This experience of SFFC in the City of Edinburgh mirrored the experience of Nottingham who had been early adopters of SFFC in England. A review of cases in Nottingham (from July 2015 to July 2016) where Safe Families have been involved showed that there were **35 children who would have been accommodated** if they had not been supported through volunteer intervention provided by SFFC and that **SFFC had reduced the flow of children in care by 12%2** over that 12-month period. (see attached Appendix 3)
- 3.9 During 2015/16 Dartington Research engaged in an evaluation of the early work that SFFC were carrying out in England. This report concluded that “Early evidence from the programme in England suggested that it had the potential to support many vulnerable families at low cost, including a significant proportion of those children that were on the edge of the care system. This early evidence also found that:
- the programme did not evangelise on behalf of the Christian church
 - the initial transfer of the programme from the U.S. to the North-East of England had realised a steady stream of volunteers
 - the programme fitted well with local government’s need to forge new relationships between public services and civil society
 - the real benefit to local authorities would be in the potential to reduce the flow of children into foster and residential care
 - the programme was scalable.”

“The evaluation found that, no children in the intervention group entered care in the 6 month follow up period, (2 from the control group entered care and one was placed under a Special Guardianship Order). This suggests that Safe Families can divert cases away from the social care system. Data from the parental stress rating scales, SDQs, and interviews suggest that Safe Families volunteers can provide suitable support; that no harm had resulted to children, and the stress levels of carers had not increased as a result of the innovation. The focus on child protection was strong, and continued to improve. Carers and children supported by Safe Families as an alternative to coming into care appeared to be satisfied, although numbers were too low to draw any reliable findings.”

- 3.10 During 2016/17 CEC officers began to explore ways in which we could finance an increased service from SFFC to allow the service to cover the whole of the city. Through discussion with finance and procurement officers we agreed that the CEC should explore the market to establish if any third sector agencies could provide a

similar trained volunteer service to support families and offer overnight respite to children.

- 3.11 CEC officers had considered whether a similar service could be replicated in-house by the council for a similar or lesser cost but concluded that it could not for the following reasons: a) experience suggests that while the council has provided some services which included recruitment of volunteers, we have not been able to do so on a similar scale in the past and it would be better to build on the strengths and networks which are already being developed by the third sector b) the “on costs” of providing a council service are usually higher than commissioning from a third party c) we have not been able to recruit respite foster carers to the extent that would meet the needs of all the children who are referred as needing this form of care.
- 3.12 A Prior Information Notice (PIN) was published via Public Contracts Scotland on 22 February 2017. The PIN, which provides transparency by making interested parties aware of the future contract opportunity, provided briefing information and advertised the co-production event which was held on the 23 March 2017.
- 3.13 An open tender was published on the 21 September 2017.
- 3.14 A summary of the tender process is provided at Appendix 4 of this report.
- 3.15 Two bids were received by the deadline of 23 October 2017.
- 3.16 The tenders were evaluated based on most economically advantageous tender (MEAT), weighted 70:30 for quality and price. Quality being of greater importance due to the nature of the service.
- 3.17 Two tenders were assessed as meeting the qualification criteria and were therefore taken forward for evaluation of technical (quality) content. The quality assessment was undertaken by a varied team including Headteachers, a senior Social Work manager and a commissioning specialist.

Provider	Quality	Price	Total
Safe Families for Children Scotland	48/70	29/30	77/100
Provider 2	21/70	30/30	51/100

- 3.18 The recommendation for award of contract is based on the applicants' score and the outcome of further due diligence to ensure that robust and fit for purpose service(s) will be in place. The designated Contract Manager in Communities and Families will be responsible for contract and supplier management, and will work closely with all providers to ensure that outcomes are achieved.

4. Measures of success

- 4.1 To date SFFC have supported 98 families in Edinburgh. 37 of these are families currently receiving support from SFFC. A unique service that SFFC supply is “hosting” which involves trained volunteers looking after children for a day or overnight. Since launching in October 2014 SFFC have provided the following number of “hostings”.

Year	Hosting Instances
2014/15	11
2015/16	49
2016/17	127
2017/18	114

These are instances which can mean a volunteer taking a child out every week as 1 instance or it may mean a family offering overnight respite. These numbers include 134 overnight stays in the homes of host families. To put this into perspective it is almost impossible for us to find respite foster carers for families on the verge of breakdown. Our Family Based Care (FBC) service finds it extremely difficult to recruit and maintain respite foster carers to support families in the community who are on the verge of breakdown or crisis. Respite foster care is almost entirely used to support existing foster carers have a break. These 134 nights provided by SFFC far outstrip anything we have ever achieved via paid foster care for families in the community.

- 4.2 Additionally, we have referred families to SFFC when a parent has absolutely no family support and has had to go into hospital. SFFC have then used volunteer host families to look after the children. SFFC have also been able to offer ongoing supports to these families. In the past we would have gone to the open market to buy in foster care, but that would have been temporary foster care only, usually outside the city, and we would not have had the ongoing support built in to these very isolated families that SFFC offer.

Year	Hosted 'Hospital'
2015/16	2
2016/17	5
2017/18	3

- 4.3 The awarding of the contract will allow SFFC to expand their service in the city to benefit families and children across the city. This will prevent family breakdown and lessen the number of children requiring to become accommodated in foster care.

5. Financial impact

- 5.1 The total estimated value of the contract to the Council, including extensions, is £744,000.
- 5.2 Safe Families for Children Scotland are providing £38,500 of additional value through grant funding and other initiatives.

6. Risk, policy, compliance and governance impact

- 6.1 This is a high-risk provision due to the high value and the purpose of the service is to help vulnerable families. The provider(s) will therefore be required to evidence acceptable arrangements in respect of business continuity and will link in with the Council's Senior Resilience Specialist.
- 6.2 As part of the financial risk assessment for Lot 2, it has been determined that extra measures will be required to support Safe Families for Children Scotland to reduce risk and impact of failure. This will include 13 payments throughout the year to support cashflow and the contract will be monitored closely by finance and the service area designated contract manager. Additional financial guarantees will be sought from Safe Families for Children Scotland.

7. Equalities impact

- 7.1 An Equalities Impact Assessment was completed on 11 April 2017 with service reference number 2017CF17. All recommendations have been addressed throughout the process.

8. Sustainability impact

- 8.1 No significant environmental impacts are expected to arise from this contract.
- 8.2 This procurement has adhered to policy on Sustainable Procurement and Implementing Community Benefits guidance.
- 8.3 Community benefits offered by Safe Families for Children Scotland includes Student Placements. Safe Families have developed a relationship with Edinburgh University School of Social Work and Political Science and will offer a 6-month training opportunity for students. In addition, they regularly help schools with the yearly Youth Philanthropy Initiative. This enables students who wouldn't otherwise know about family support to research this for a public presentation. The provider also links in with local churches to support families in other ways through a whole range of children's activities, parent and toddler groups, food banks, debt services, counselling and addiction services.
- 8.4 The designated Contract Manager will be responsible for monitoring delivery and reporting of community benefits by individual providers. In addition, the Contract Manager will link in with the Council's Employability team to ensure that the Community Benefits are targeted for use with specific people who require the opportunity.

9. Consultation and engagement

- 9.1 Please refer to main report.

10. Background reading/external references

- 10.1 Nottingham Conference Powerpoint
- 10.2 Volunteer Agreement and Code of Conduct
- 10.3 Host Home Safety Checklist
- 10.4 Volunteer Assessment with Supplementary Questions

Alistair Gaw

Executive Director for Communities and Families

Contact: Sean Bell, Acting Service Manager, Children's Practice Manager

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11. Appendices

Appendix 1: Family Support Impact Report for Edinburgh City Council

Appendix 2: Family Support SW Comments

Appendix 3: Summary of Tendering and Tender Evaluation Processes

Safe Families for Children

The Nottingham Context

10 January 2018



Helen Blackman, Director – Children’s Integrated Services



**Nottingham
City Council**

Nottingham City Council Context

- We are in the third year of our partnership with Safe Families for Children.
- 75 children were diverted from care during years 1 and 2.
- 82% of children supported in years 1 and 2 have fully closed to social care (and stayed closed).

Year to date:

- 134 children have been supported.
- 60 children have been supported at the edge of care.
- 22 children have received hosting.
- 113 bed nights have been provided.



Our aim is to improve family wellbeing, resilience and functioning:

- 100% of families have reported increased confidence.
- 83% of families have reported increased social networks.



Nottingham City Council Context

- Great compassion and community in Nottingham.
- High levels of need - 63% of children are living in poverty (42% nationally).
- 4th most deprived LA according to the Indices of Deprivation Affecting Children Index – deprivation, high rates of child poverty and intergenerational worklessness.
- Judged ‘good’ in 2017 Inspection of Local Authority Services.



National Picture



- The LGA has estimated that there will be a £2 billion funding gap in local authority children's Services.
- Impact of austerity in real terms.

Need:

- There are 4 million children living in poverty.
- We have more demand on our services than ever before.



National Picture



- The government has consistently stated its ambition to build ‘a country that works for everyone..” To achieve this aim, the Association of Directors of Children’s Services believe we must invest in children and young people to build a country that works for all children and their families.

We need ‘a country that works for all children!’



Nottingham
City Council

Why SFFC?

Providing resources, capacity and energy.

The difference that good parenting and care makes to children and their families

- Attachment
- Emotional regulation
- Self esteem
- School readiness
- Aspiration and achievement



What we are doing locally to improve parenting and care for children

- SFFC
- Edge of Care Hub
- Priority Families
- Targeted Support Team
- Working differently



Therapeutic work with families with more complex needs

- MST
- MST CAN
- Changes to residential care and fostering service

On the horizon:

- PAUSE



Nottingham
City Council

Regional Work

- Strong regional approach and partnership.
- Consistency for children and families.
- Regional protocols; CSE, Missing Children, UASC, SEND
- Sharing best practice.

East Midlands



A massive



On behalf of everyone at
Nottingham City Council.



Nottingham
City Council

Questions








Nottingham
City Council









Volunteer Agreement

General




10.2

-  I confirm that I understand the objectives and principles of SFFC and am in support of them.
-  I agree to conduct myself according to the expectations detailed in this document.
-  I agree to inform SFFC if there are any changes to my circumstances, family life, home environment or other aspects included in the process of my recruitment. For example: contact details, those who live in the household, those who spend significant time there, home suitability or readiness for guests, issues affecting safety or supervision of children.
-  I agree to adhere to the professional advice of SFFC staff and understand that final decisions relating to the escalation or closure of support for a family remain with SFFC.
-  I agree to accept and follow advice from SFFC relating to ongoing personal relationships with supported families and understand such relationships do not come under the umbrella of support from SFFC.

Confidentiality

-  I agree to treat all information regarding referred children and referred families with respect and with careful consideration for confidentiality.
-  I agree to follow SFFC procedures and guidance for information sharing and will only share personal information I have received in accordance with consents given to me to do so, or within circumstances specified from time to time by SFFC.
-  Unless specific consent is given I will not disclose the reasons why a child and/or parents are receiving SFFC support to anyone outside of the SFFC network.
-  I will not disclose to the child information that the parents/carers have specifically requested to be kept confidential from the child, unless changes in circumstances or the safety of the child determine otherwise and advice given by SFFC agrees to this.
-  I acknowledge that it is wholly inappropriate and a breach of SFFC policy to display any photograph of SFFC children in my care on the internet or any form of social media.
-  I agree to seek advice from SFFC if I am uncertain regarding questions of confidentiality and information sharing.

Use of own transport

-  I agree that all private vehicles that I use during involvement with SFFC will be correctly insured, taxed and with valid MOT, according to the legal requirements for the vehicle and the purposes for which they are being used.
-  I agree that, whilst any SFFC children are in my care, they shall only be transported in vehicles driven by an individual holding a valid driver's license and appropriate insurance. The same for any times when I am involved in offering transport support to their parents/carers.
-  I agree always to transport children in my care according to current regulations for transporting children of different height, weight and age.

I hereby agree with the terms of this agreement:

Signed: _____

Dated: _____

Printed Name: _____



Code of Conduct

Staff and volunteers acting on behalf of Safe Families for Children must:

- 👤 Always behave with honesty and integrity, making sure that their behaviour does not damage the public's confidence in them or in SFFC.
- 👤 Act in the best interests of children and families referred to SFFC.
 - ✓ Make decisions according to the best interests of the referred child and family, with their safety as of paramount importance.
 - ✓ Treat all with respect and dignity, committed to the highest standard of SFFC support, irrespective of age, gender, race, disability, sexuality, social or economic status, lifestyle, culture, religion or beliefs.
- 👤 Be familiar with and abide by SFFC procedures, with particular care to be taken in all aspects of safeguarding.
- 👤 Respect the confidentiality of those referred to SFFC, sharing information only when necessary and only with relevant and appropriate people and seeking to maintain the dignity of the subject of the information.
- 👤 Communicate respectfully and effectively with referred children and parents/carers, with other SFFC workers, and with workers of partner agencies, choosing the method of communication appropriately.
 - ✓ e.g. some matters are best dealt with by email, other matter by telephone or sometimes through a face to face conversation.
- 👤 Not to allow someone who has been identified as a risk to children to have contact with a SFFC child.
- 👤 Keep SFFC informed of any issues or incidents arising relating to conduct or competence.
 - ✓ e.g. any criminal offences, police cautions, disciplinary proceedings or work suspensions.
- 👤 Maintain an appropriate level of knowledge and competency.
 - ✓ i.e. make use of available training, and request further support and/or training as needed
- 👤 Act within the limits of their knowledge, skills and experience, referring matters on to SFFC management if a situation becomes problematic
- 👤 Limit their work or stop if their performance or judgment is affected by their health.
- 👤 Keep accurate records, using the notes function on the SFFC database as appropriate.
- 👤 Make sure that any promotion / advertising of SFFC services is accurate.
- 👤 Remain connected to a local church for ongoing personal pastoral support.
- 👤 Remain in regular contact with the allocated family coach and to be honest about challenges, concerns and any accidents or incidents of concern during care of a child or engagement with a referring parent or carer.
- 👤 Effectively supervise tasks delegated to others.
- 👤 Exercise care regarding any risks of infection.
- 👤 Seek advice if any expectations for conduct are unclear.

Adapted from: Standards of conduct, performance and ethics Health and Care Professions Council 2012



Host Home Safety Checklist

10.3

As you offer to take care of someone else's child, together we want to make the stay as safe as possible for that child. You don't know them in the same way that you know your own children, if you have children, and therefore it is even more important that you remind yourself of good home safety tips.

We also want your home to be a natural home environment, and that you can become the equivalent of extended family and friends for the child and their family, if this develops, so a balanced, common sense approach to health and safety is needed.

Below are some basic questions, though not an exhaustive list, to help you decide on any actions that need to be taken to maximise the safety of your home and that may prompt you to seek further advice if needed.

General Safety Factors			Notes
Is electrical equipment in good repair? Do not use items with poor wiring, or dangerous faults. Assess if you should get your wiring checked.	Yes	No	
Are sockets used appropriately ie not overloaded?	Yes	No	
Are heating sources safe? - appliances fixed to the wall - fireguards in front of open fires -	Yes	No	
Do you have safety covers for accessible power points? Important for young children	Yes	No	
Are smoke detectors fitted and working? Do you test them regularly? NB The fire service offer a free visit and fitting and having smoke alarms is essential in SFFC.	Yes	No	
Is a Carbon monoxide detector fitted?	Yes	No	
Are gas fires and gas water heaters serviced annually?	Yes	No	
Are any glass doors protected eg with safety glass so as not to be vulnerable to being broken or causing injury?	Yes	No	

Are fragile objects in places safe from being broken and/or causing injury?	Yes	No	
Are windows safe? Are upstairs windows secure from small children opening them and climbing out?	Yes	No	
Are window or door keys easily accessible if needed in the event of a fire but out of reach of small children?	Yes	No	
Is the furniture safe? Check you do not have old or damaged items that may cause a child injury?	Yes	No	
Are the floors safe from any loose or uneven floor coverings that would be a hazard?	Yes	No	
Are the stairs safe? Are any gaps in banisters safe – max 4 inches?	Yes	No	
Are you committed to using stairgates as needed?	Yes	No	
Do you know what you need in the event of a young child?	Yes	No	
Do you have a well equipped, in date, accessible first aid box?	Yes	No	
Are any doors lockable? If so, how will you either prevent small children locking themselves in a room or have a quick and easy means of letting them out?	Yes	No	
If you have any building work planned, can you ensure a safe environment for children?	Yes Or N/A	No	
Have you got buildings and contents insurance?	Yes	No	
Are any firearms safe and secure? Please give details to SFFC and ensure they are not visible and securely locked away. You must an appropriate license as applicable.	Yes Or N/A	No	

Kitchen/Bathroom			
Are your kettle flexes short?	Yes	No	
If the oven doors get hot, can you protect children from being burned by them?	Yes	No	
Are knives and other utensils out of reach of small children?	Yes	No	
Are cleaning liquids, shampoos, medicines etc. out of reach of small children?	Yes	No	
Do you keep poisonous liquids etc in their original containers so that older children will not use them by mistake? Are they stored safely?	Yes	No	
Is the kitchen sufficiently free from clutter and also from damaged surfaces that may harbour germs?	Yes	No	
Have you made safe any electric fires which could be turned on by a small child?	Yes	No	
Have you made safe any pull cord switches which could be dangerous?	Yes	No	
Is there a thermostat on the hot water control to prevent scalding?	Yes	No	
Do you have a fire blanket for the kitchen?		No	
Bedroom			
Are the beds/cot safe? Think about cords of blinds or lights that could be reached by children? Do not have items in the cot with young babies and keep away from heat sources.	Yes	No	
Outdoors			
Has a trip device been fitted in the	Yes	No	

electrical circuit to prevent fatal shock?			
Are gardening/DIY equipment, chemicals etc., stored safely out of sight, out of reach, locked? Are sheds and garages locked?	Yes	No	
Are garden fences and gates secure and in good condition?	Yes	No	
Are swings slides etc securely fixed and in good condition?	Yes	No	
Are greenhouses, ponds and water tanks covered or fenced off?	Yes	No	
Are you clear whether children will need to be supervised when in the garden and commit yourself to having shared family rules for safety.	Yes	No	
Vehicles You need to agree and sign for the following statements			
I understand and commit to checking up to date regulations for transporting children of different height, weight and age, and only transporting children in my care according to these.	Yes	No	
I understand and agree that all vehicles I use on the road are correctly insured, taxed and with valid MOT, according to the legal requirements for the vehicle.	Yes	No	
I understand and agree that only those who hold a valid driver's licence will transport SFFC children in our care and will only do so according to the specifications of the licence.	Yes	No	

Although this checklist is primarily for your own use, it is helpful for Safe Families for Children also to have a copy so that we can assist you with any queries that arise from this and we can link it to any observations made by us on visits to your home.

Also, by dating your answers, it will give a useful prompt to you when you may need to revisit the questions. Annually is advisable.

I am sufficiently aware of health and safety issues within the home, to be able to offer a safety level as can reasonably be expected within the community YES/NO

I am unsure about some elements of safety within the home and would value some support in checking these out YES/NO

I commit to the legal requirements with regard to transporting children, as summarised in the three statements above. YES/NO

Signature of Host Family

Date

Signature of SFFC Assessor/Family Coach*
*delete as appropriate

Date

Safe Families for Children. Volunteer Suitability Assessment Form. iPad friendly.

Name of Assessor		Date of Assessment			
Host Family		Family Friend		FF (at home care)	
Details of the adults applying to be approved as a Host Family/Family Friend					
Names			DOB	Vol. ID	
Job/employer:					

Other people who live in the household

Note: *all adults living within a 'hosting' household or regular visitors who would come into contact with staying families should have an Enhanced PVG check.*

First Names (all)	Surname	DOB	Relationship to applicant	Seen	Spoken to individually

Any Additional Information (i.e. missing from the application form):

A) Motivation and the role:

Comment on the applicants reasons for becoming a SFFC volunteer:

Why do you want to become a volunteer for safe families?

What attracted you to this volunteer position?

How did you find out about Safe Families and why would you like to get involved?

What are they looking forward to about it?
 What appeals to you about the role?

Are the whole family in agreement? How do the children feel about hosting?
 What does your partner think about you undertaking this role?
 Have you talked to your children about it? What is their understanding of the role?

Volunteers may have specific skills.
Please specify any areas of particular experience or skill (insert initials of adult with the skills)

Experience of specific needs and conditions:		Relevant skills:	
Disability		Language (<i>specify below</i>)	
ADHD			
Autism		Medical (<i>specify below</i>)	
Other (<i>specify below</i>)			
		Other (<i>specify below</i>)	

What are the strengths/skills/experiences the applicant believes they bring to the role?
(in particular with working with children/young people)
 Why do you think you would make a good volunteer for SFFC? Have you done anything like this before? Prompt: Career experience, church experience eg, Sunday school, volunteer roles

What difficulties or uncertainties do they identify they might have with the role?
 What do you think your weak points might be? What training would be useful for you?

What benefits/positives do they expect for themselves and/or the family?
 What are you hoping volunteering will give you? What do you think your children will gain from you volunteering?

Do they see themselves able to invest in an on-going relationship with parents, and how much getting alongside during a particular time of 'crisis'?

Discuss possibility of continued relationship after SFFC closes case officially. NB May not be appropriate – SFFC may assess that it isn't safe for volunteers to continue in relationship.

B) Availability & Circumstances

Give an idea of level of availability including variations in times and seasons (eg school terms):

Anytime		Evenings		Daytime		School holidays		Weekends	
---------	--	----------	--	---------	--	-----------------	--	----------	--

Are there any specific times?

Please note any current health difficulties or home/family situations affecting availability?

Is there anything that might affect your availability such as health problems or family situations?
Explain Database system where periods of time can be blocked out.

If Hosting give an indication of preferences, i.e. age, gender, number of children:

C) Family History, the Current Family and Social Networks

How do they describe their home life? *Personalities/Activities/Interests/Visitors*

How would someone else describe your home and family?
What does a typical week look like?
What do you like doing as a family?
Who visits your home on a regular basis?

What is your attitude to smoking or alcohol use?

Smoking:

Alcohol: If you were hosting would you be happy to abstain for that time if necessary?

It is helpful to understand something of the experiences of the family in order to match well to their strengths and understanding of others' circumstances.

How does the applicant describe how they were parented and how they parent?

What was your Mum/Dad like? How would you describe your relationship with her/him? Did they have jobs?

Do you feel you had a happy childhood?

How do you feel your experiences as a child have shaped the person you are today?

In what ways do they follow this model, and in what ways do they react against it?

Do you share any characteristics with your parents? Have you parented in a similar way?

Is there anything that you have consciously done differently?

Discipline used in each family of origin? Any excessive or inappropriate punishment?

Applicant's own view on discipline now? Explain SFFC policy of no physical chastisement

What did discipline look when you were growing up? And with your own children?

Document that you've discussed SFFC policy of no physical chastisement.

If not parents: If you were looking after a child and they were acting up how do you think you'd deal with it? Do you feel confident that you could deal with bad behaviour? What strategies are you aware of?

Children in this household

Comment on: Sibling relationships, Health of Children, Behaviour of Children,

Special needs of children: e.g. Learning, Development, Health, Mental Health

Issues such as Substance Abuse, smoking.

How would you describe your children?

How do they get on with each other?

What has been their experience of sharing your time/their possessions?

Have any of the following been experienced (in families of origin or as adults)?
Domestic Abuse, Child Abuse, Young Carers, Significant health difficulties (physical or mental health), experience of learning difficulties, substance or alcohol misuse, traumatic events. Other?

Have you experienced anything that you would describe as major trauma in your life?
If they answer no then run through above list

Have they had any Social Care involvement, whether for self or others, children or adults?
Include here if they have made any application to be a foster carer or adoptive parent and details of the outcome.
If applicable gain consent for further information.

Coping and Support

How do they cope with stress and challenge? How do they cope with disagreements?
Consider challenges in volunteer role and coping capacity and strategies.
Where does the family's support come from primarily?

How have you managed and responded to any stressful episodes in your life?
Can you recall a recent stressful incident/issue? Who did you confide in and why? How was the matter resolved?
How do you deal with problems and disagreements both as a couple and individually?

Relationship status:	
What is your current relationship status?	
How long have you been in this relationship?	
What are the strengths of the relationship?	

D) Values and Beliefs	
What are the key values that they prioritise? What's important to the family? <i>How will their views affect them in the role?</i>	
Give some examples if volunteer is struggling to answer eg. Family, hospitality, equality, honesty etc.	
Do they have any experiences with different cultures and learning to understand others in terms of identity, culture, race etc? Are they willing to help preserve the child and family's culture and heritage?	
What contact have you/your family had with people of different ethnicities and faiths? <i>If you were asked to care for a child from a different racial/cultural/religious background to your own, how would you feel and what would you do?</i>	
Religion/Spiritual Beliefs: <i>Give an idea of participation in church or faith-related activity (may be covered earlier)</i> <i>E.g. church attendance – give name of church; midweek groups, service or mission activities:</i>	
How does the family express faith within the home? E.g. praying together <i>Try to perceive how it may impact a child staying.</i>	
What role do religious/cultural practices play in your household?	

PVG	
PVG applied for	Yes - No

Do they expect anything to come back on their PVG?	Yes- No
<i>If yes, please specify:</i>	
PVG Returned: Date	
Any Issues on PVG:	

E) Home Safety Check	
	YES – NO
Are there any pets in the home? Give details, i.e. do uncaged animals go everywhere or are there restrictions? Are there any concerns regarding safety?	
Are there any particular issues regarding safety or risk to children or young people in the neighbourhood?	

TRANSPORT	
Will the volunteer use household vehicles to transport an SFFC child?	YES – NO
Please prompt the applicant/s to contact the car insurance company to discuss their policy	
Name(s) of drivers(s)	
What other modes of transport might be used?	
Are there any concerns regarding a child's safety whilst travelling with the volunteer(s)?	

Are any questions answered 'No' on the Host Family Safety Checklist? <i>If so, give details of any safety issues arising and plans to address these.</i>	
Home Safety Checklist complete?	YES – NO

Were actions agreed by volunteers to ensure safety of children? *Describe below*

On looking around the house, particularly communal areas such as kitchen, lounge, bathrooms and garden, and the areas where a child would sleep, are there any concerns regarding safety or any hazards?

Give details of implications. (Aware of possible day care)

Assessor write Bio Summary for transfer to volunteer record on SFFC Database.

Assessor opinion on suitability, with any points that peer review / accreditation panel need to consider.

Summary Conclusions	YES / NO
Does the volunteer have sufficient understanding of and alignment with the role e.g. children returning home, compassion, no reimbursement?	
Does the volunteer demonstrate healthy and appropriate motivation for the role?	
Does the volunteer demonstrate the capability to cope well with the demands of the role?	
Does the volunteer have good understanding of the limits of the role and the importance of working in partnership?	
Is the volunteer willing to accept feedback, supervision and training?	
Are there any unresolved safeguarding issues or questionable suitability for the role?	
Are there any issues concerning finances or stability?	

Training Date:	Attended:	
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Safe Families for Children Scotland

Impact Report for City of Edinburgh Council

September 2016



Safe Families *for* Children
SCOTLAND

1. Introduction

This short report seeks to illustrate the impact that Safe Families for Children has made in Edinburgh since starting nearly two years ago. All data is taken from the Safe Families database which has been designed specifically for the charity and enables Safe Families to run a range of reports on referrals, support provided, volunteer recruitment and approval, and length of support. The Safe Families Team would be delighted to show CEC Officials how the database works and how reports can be run on a variety of data.

2. Background

Safe Families for Children Scotland was launched in October 2014 at the Claireany Christian Trust Exchange Conference. Originating in Chicago in 2003 Safe Families for Children is a volunteer led early intervention project that seeks to prevent children from experiencing neglect and abuse, to reduce the number of children entering the care system and to stabilise families in a time of crisis. Safe Families for Children Scotland is a registered charity (SCO45295) and is a partnership between Claireany Christian Trust and Safe Families for Children UK.

In the United States, Safe Families for Children has now grown to be a national charity working in 35 states and 65 cities with over 20,000 children benefitting. In cities such as Chicago most referrals for assistance are now coming to Safe Families before they are passed to statutory agencies. Along with a range of interventions this has led to a 50% decrease in the number of children being received into care in the Chicago area.

Across the UK, Safe Families for Children began in 2013. So far Safe Families in the UK have recruited 2776 volunteers from 556 churches, worked with 831 families, provided 1334 bed nights and impacted the lives of 2044 children. Safe Families in the UK are now working with over 20 Local Authorities across 6 'Hubs' which include Greater Manchester, Mersey, Midlands, North East, South Coast, Wales, and of course Scotland. Other Local Authorities have expressed interest in partnership working.

3. The Power of Prevention

The new report published by the Scottish Public Health Network in May 2016 entitled 'Polishing the Diamonds' helpfully outlines the devastating effects of Adverse Childhood Experiences (ACE's). The report shows that children who experience 4 or more ACE's are:

- almost 4 times more likely to smoke;
- almost 4 times more likely to drink heavily;
- almost 9 times more likely to experience incarceration; and

- some 3 times more likely to be morbidly obese.

Those with higher ACE scores were also at greater risk of:

- poor educational and employment outcomes;
- low mental wellbeing and life satisfaction;
- recent violent involvement;
- recent inpatient hospital care;
- chronic health conditions;
- having caused/had unintentional pregnancy aged <18 years; and
- having been born to a mother aged <20 years.

While responding to ACE is complex and long term, one of the key recommendations in the report for prevention is tackling social isolation, increasing community connectedness and building social capital. This is exactly what Safe Families does. It is a great example of the community responding to others in the community who need help in a time of crisis. We have recently linked a young 23-year-old mother with a retired Health Visitor. The support from the volunteer has enabled the young mother to successfully engage with services, and as a result of the volunteer providing some day hosting, the mum has been able to access work.

4. Safeguarding

Given the vulnerability of the families worked with, safeguarding is a key priority as demand for Safe Families grows and develops. We have developed Safeguarding procedures which are all contained in an Operational Manual. We recruit and train our volunteers carefully and they all need to go through the process of: application, PVG application or update, 3 personal references, volunteer training, assessment, approval panel and volunteer agreement. Only once all these steps are completed will a volunteer be matched to a family. Our Approval Panel always has external representation from the Local Authority Children and Families Social Work Team.

While Safe Families is a charity that seeks to recruit and deploy volunteers, it has qualified staff who oversee all aspects of safeguarding. In Edinburgh our Family Support Manager, Lyn Hair, is a very experienced social worker with over 30 years' experience. Lyn reviews all assessments and manages the Family Support Worker in Glasgow. The Scottish Programme Director for Safe Families is also an experienced social worker who has recently qualified from Strathclyde University with a post graduate Certificate in Social Work Management. The Safe Families for Children Scottish Board consists of the current Chairman (Robert Gordon) and Chief Executive (Iain Gordon) of Claireany Christian Trust, Rachel Tooth an experienced GP from Craigmillar, and Richard Vardy who is a local businessman.

5. Progress in Scotland

Over the last two years Safe Families in Scotland has worked with City of Edinburgh Council, Midlothian Council and Glasgow City Council. Safe Families are in discussions with other Local Authorities around Glasgow and Edinburgh about potential partnership working.

Safe Families currently receives funding from the City of Edinburgh Children and Families Service Grant scheme. This amounts to £33,000 per year (2016-2019) with an agreement

that Safe Families will work with 23 families in 2016-17, 30 families in 2017-18, and 33 families in 2018-19.

6. Volunteer Recruitment

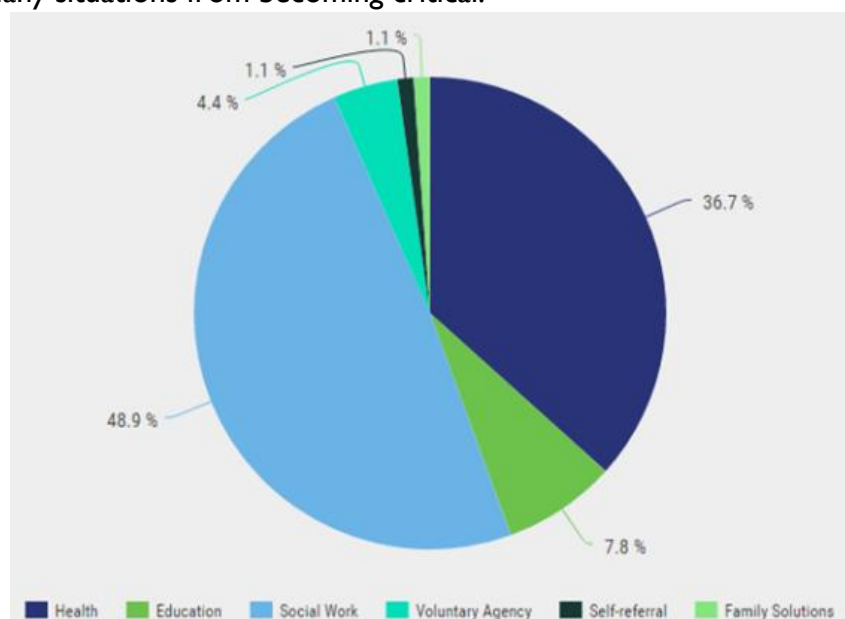
Volunteer recruitment has been mainly, although not exclusively, through churches. To date, in Edinburgh Safe Families have recruited and approved 67 volunteers with another 23 in process. This includes 27 Host Families, 32 Family Friends, 2 Family Coaches and 7 volunteers who are both willing to host and befriend families. We are also actively recruiting in Midlothian, and depending on the location of a referral, volunteers from Midlothian may be linked with Edinburgh families and vice versa. The Safe Families database enables the project to e-mail or message volunteers quickly when referrals are submitted.

7. Referrals

Since launching in October 2014, Safe Families in Edinburgh have received 89 referrals. All referrals are asked to outline the level of social care involvement including none, voluntary, Looked After at home, LAAC, and CPO. Safe Families would regard all referrals where there is no social care involvement or where social care involvement is voluntary as a prevention referral (Category 1), while all other referrals would be regarded as diversion or edge of care (Category 2).

Of the 89 referrals, 65 (73%) have been category 1 while 24 (27%) have been category 2. We have matched 45 of these 89 referrals to volunteers which have benefited a total of 98 children. We currently have another 10 referrals that have been assessed and are waiting to be matched. From the start of April 2016 we have matched and started to work with 10 newly referred families; we are linking a further 5 families; 11 are in assessment; and we have closed 9 cases. Based on these figures, we will have worked with the 23 agreed referrals before 30th September 2016.

As can be seen from the graphic below we are still receiving most of our referrals from Social Workers, but we are getting an increasing amount of referrals from Health Visitors and Head Teachers. It can be difficult to quantify interventions that are not yet known to social work, but as the case studies below indicate we believe the work of Safe Families is preventing many situations from becoming critical.



Over the last 2 years, 31 referrals have been closed without support for a variety of reasons: the situation has been resolved, support has been received from elsewhere, the situation has become too critical, the family cannot be contacted, no available resource, or the referral was inappropriate.

8. Impact

The majority of referrals to Safe Families in Edinburgh have been category I referrals (prevention). Many referrals are coming from health professionals (mainly Health Visitors) (37%) or increasingly from social workers on duty. We believe that the impact that Safe Families volunteers are having prevents many of these cases from further crisis and longer term social work intervention. We recently worked with an unallocated case where a mum walked into her local GP Surgery saying she could no longer care for her two sons (both of whom had ADHD). Volunteers are now taking the kids out at the weekends to give mum a break and the mum has not been back to the Duty Team.

Since starting in October 2014, the project has provided 42 bed nights in Edinburgh where children have stayed with a Host Family. Since April this year the project has started recording Day Hostings, and over the last 5 months we have provided 22 days again in Edinburgh.

A few months ago, we carried out a review of our work thus far and are continuing to improve how we monitor and evaluate the impact of the project. Recently Edinburgh has introduced an outcome framework based on the Shanarri outcomes, and we are seeking to incorporate elements of this in our assessment and evaluation process. Out of a sample cohort of families who we followed up, (i.e. have had questionnaires returned or have been working with the family for a significant length of time) we can report the following results:

- 60% reported a reduced risk of their children becoming 'looked after'
- 80% reported an increase in parental confidence
- 80% reported feeling less isolated and more socially connected
- 80% reported a reduction in parental stress
- 50% reported an increase parental skills
- 50% were reported an improvement in parent/child relationship

This is very encouraging and is evidence of Safe Families working toward stabilising families in times of crisis. The reduction of risk measure, primarily with responses from social work professionals, suggests that we are reducing the numbers of children going into care. None of the children we have worked with have gone back onto the Child Protection Register, in cases where they had previously been listed.

Currently we use a questionnaire for parents looking at the areas of social connectedness, parental resilience, parenting skills, support, and parent-child relating. This is complemented by asking referrers or other professionals involved with the family their assessment on these areas but also including a question on reducing risk. Another tool which has been recently introduced is Cantrill's ladder, which allows parents to rate themselves and can be used as a base line measurement as well as a review tool. Input is also received from attending Child Planning Meetings and Professionals' Meetings.

9. Feedback

Some of the more informal feedback we get from families can be really powerful. Here are a few quotes and stories.

Jane Smith, one of the first mothers Safe Families worked with, said after several months of support that: 'I knew my son had something to look forward to, and I had something to look forward to. I started getting up. I started getting myself dressed every day. I got myself a job. At one point last year, I was in my bed all the time because I was feeling depressed. It brought me out of that.' Similar feedback, often unprompted, has been received from other parents who Safe Families have helped.

'This woman you've sent me is amazing!' Mary Brown said, after she received help with caring for her new-born baby and also legal help from her Family Friend. (See Case Study 6.)

Another of our Family Friend volunteers drove one of Emily Jones's grandchildren to and from his bereavement counselling appointments after his mother died. The Family Friend stopped by on Christmas day to drop off a present for the boy, and afterward, Emily told our Family Support Manager that 'he is such a nice man, so caring and thoughtful.'

With most of the families we work with, the impact goes beyond their positive relationship with the volunteer. When Gillian Harrower was referred to us, she wouldn't trust anyone taking her daughter overnight due to her history with domestic abuse. After a few months of getting to know one of our Host Families, our Family Support Manager asked Gillian how Safe Families for Children had helped her so far. 'I've learned to trust people again,' she said.

10. Conclusion

As Safe Families has grown and developed in Edinburgh, we believe we have had a significant impact on the lives of at least 45 families in Edinburgh. As our volunteer numbers grow we can increase our impact to reach more families in more locations across the city.

We now have an experienced and established team that is able to recruit, train, retain and deploy significant numbers of volunteers to work with more families than we are currently funded for through the CEC Children and Families Grant.

We believe that the work Safe Families is doing in Edinburgh is saving City of Edinburgh Council a significant amount of money. As the case studies below show, a number of LAAC placements have been avoided due to Host Families providing support; children have been removed from the Child Protection Register; Social Work cases have closed; and pressure on Social Work resources has eased considerably.

On the basis of the evidence in this report and in the Case Studies appended to it, we believe that the current level of funding allocated to Safe Families in Edinburgh is insufficient to meet the level of presenting need. We also believe that any additional funding allocated to Safe Families would return to the City of Edinburgh Council financial benefits in excess of the level of funding increase agreed in addition to the tangible physical, emotional, psychological, and social benefits experienced by the families supported by the project.

In the case studies below, the impact on families is evenly split between de-escalation of social work involvement and avoidance of LAAC placement. Even on the basis of these eleven cases, we estimate that the financial saving to City of Edinburgh Council is in excess of £100,000. This gives a savings to cost ratio of more than 3:1.

Further funding of Safe Families will yield similar levels of saving. An increase in annual funding from £33,000 to £100,000 will yield additional savings of over £200,000.

It is requested that on the basis of financial savings alone, City Edinburgh Council increase annual grant funding from £33,000 to £100,000 with immediate effect for financial years 2016/17, 2017/18, and 2018/19.

Appendix I

Case Studies

The following case studies illustrate the impact the Safe Families involvement has had in the lives of children and families in Edinburgh. In each case study the main beneficial outcomes are highlighted. While it is not known to Safe Families the precise financial saving to City of Edinburgh Council in each case, it is hoped that it will be clear to City of Edinburgh Council readers the savings that have accrued to the Council and the significant saving to cost ratio of the project.

Savings will be dependent, in part, on the severity of need presented in each case; the greater the severity of need – the greater the potential saving. In determining severity of need and therefore cash saving, Safe Families assign referrals to one of two categories of need.

Category 1 or Category 2

Category 1 – problems emerging and escalating

Category 2 – edge of care or diversion from care

When deciding on which category to use, looked after (at home) would be considered edge of care as would kinship care, where Safe Families have been asked to support the kinship carer at a particular stressful time, thus helping to maintain the placement. Emergency involvement to help a family stay together while other plans are put in place would similarly be considered, as would step down from care or helping a rehab home package. Offering support when there is hospital treatment which means admission has also been counted.

Definition of ‘edge of care’

While ‘edge of care’ is not defined on the current referral form, the referrer is asked to tick one of the boxes in this section:

Current level of social care involvement

None Voluntary Looked after (at home) LAAC Kinship Care CPR

So far Safe Families in Edinburgh have had 24 Category 2 referrals, and we have gone on to offer support to 15 of these. These are the families we have worked with:

- Chalmers
- Jones
- Fraser
- McDonald
- Bell
- Roberts
- Watson
- Gemmell
- Harrower
- Findlay
- Hogg
- Gillespie
- Murray
- Townsend
- Day

- 3 of these were supporting kinship care – (Gemmell, Murray, Jones)
- 2 are looked after at home – (Bell, Roberts)
- 1 was overnight stay due to hospital admission – (Fraser)
- 4 were emergency support provided, 3 going on to longer term support – (Gillespie, Watson, Chalmers, Townsend)
- 1 was step down from care – (Day)
- 4 were support in rising concerns – 2 of these would be lower tariff but at point of referral problems could escalate very quickly – (Findlay, Harrower, Hogg, McDonald)
- We have two newer edge of care referrals, in assessment.

HF – Host Family; FF – Family Friend; RF – Resource Friend

Individual Cases

I. Parent/Carer: Chelsea Chalmers

Child/ren: Charlie Collins age 4
Poppy Collins age 3
Lorna Collins age 2

Category 2

Referrer: Social Work Team Leader and Health Visitor

Family Circumstances: Parents with three young children, two oldest had been accommodated for c. 18 months up until April of this year. Mother has three older children, all LAAC. Substance misuse and domestic violence are long standing concerns.

Reason for referral: Parents had disclosed illicit drug use in previous week on top of prescribed methadone and their relationship was strained. Father was asked to leave the home, and Chelsea was advised to get a supervised methadone script. Needing support to hold family together over the coming weekend, and to give Chelsea a break and help her get stable again. Serious consideration given to obtaining a CPO earlier in the week. If Safe Families hadn't got involved, children would very likely have been accommodated.

Service provided:

Two HFs provided day hosting for Charlie and Poppy on Saturday and Sunday over the weekend. Referral active again for longer term support.

Impact:

Immediate crisis averted and Chelsea given space to get her script established and supported to manage the implications of her partner not being around. Situation held well over the weekend. Children well cared for and had fun!

If we had not stepped in, the risks would have escalated and the children may well have needed to be accommodated as the family may well have found it difficult to comply with the plan put in place to avert the need for the CPO.

2. Parent/Carer: Trudy McDonald

Child/ren: Anne McDonald age 11
Rose McDonald age 10
Sara McDonald age 4

Category 2

Referrer: Children and Families Social Worker

Family Circumstances: Trudy has had mental health issues for many years. She had PND following the births of Rose and Anne, and continuing problems. She was being assessed for borderline personality disorder and had disclosed self-harm recently and also buying valium. Anne is being assessed by CAMHS for ASD, Rose has a learning disability, Ebs Palsy, ataxia and hypertonia. Sara is lively and gregarious. Trudy is on her own but has a partner. Previous relationships have been abusive and violent – Anne was a ‘shaken baby’, the perpetrator being Anne’s Dad. The children were removed from Trudy’s care at that point, but Trudy fought and worked to have them returned to her.

Reason for referral: Concerns over recent disclosure of self-harm and substance misuse, very isolated, although managing many appointments for herself and the children. To help Trudy talk, get her out of the house, and become more connected locally. Also to improve confidence in herself and her parenting.

Service provided: Family Friend, weekly visits, building up a relationship which helped Trudy focus on solutions and plans. Helping Trudy get out and about.

At the beginning of 2016 Trudy suffered a ruptured bowel, with subsequent septicaemia. She was gravely ill so the children were accommodated voluntarily with Trudy’s sister. Safe Families introduced hosting to help support this placement once plans were clearer and help in the return of the children to Trudy. This hosting was for Anne and Sara. Anne is very anxious about overnight hosting so have concentrated on day time support. The Family Friend for Tracey is no longer needed, but hosting for children is ongoing.

Impact: Recent evaluation with Trudy showed improvements in areas such as confidence, family relationships and parenting skills. Trudy is in a much better place now, she has accessed services that support her with mental health consistently, she has repaired relationships with her family, notably her sister. Her physical health still causes concerns, but the self-harm is not evident now and she is much happier. Safe Families were part of a multi-agency plan to help Trudy manage her family and get to a point where she was coping with her mental health and accessing support for herself. The FF became an advocate for Trudy but the focus shifted after Trudy became ill. Our involvement released some of the pressure on the family enabling them to stay together.

3. Parent/Carer: Laura Gillespie

Child/ren: William Gillespie age 4
Caitlin Gillespie age 3

Category 2

Referrer: Community Nursery Nurse and Health Visitor

Family Circumstances: Laura is on her own with her children after separating from her husband. There have been a number of separations but this time he has left and has no communication with Laura or his children. Laura has few friends or family locally and has suffered with severe depression for some time.

Reason for referral: Laura has become very depressed recently, has emotionally withdrawn from her children and has been expressing suicidal and self-harm intentions. She feels very guilty over this. She needs support to help her manage her children who are expressing challenging behaviour to get her attention.

Service provided: Initially, weekend support through day hosting to give Laura a break and reduce the stress in the home. The initial referral came in after a week where professionals were very concerned as her mood was very low and she was expressing suicidal thoughts. During the week there is support from professionals and EYC. Safe Families provided this on emergency basis for a number of weeks and then put in place a Family Friend and Day hosting with the same family fortnightly. Emergency hostings from Sept 2015 – Jan 2016. FF from Jan 2016 and regular day hosting until June 2016.

Impact: Situation initially provided necessary support and helped Laura to get a rest, do shopping, and manage the weekends. FF support was short-term but the regular hostings at weekends helped get the children out and about, give Laura some space, and generally reduce risks. Family is still together, Dad has now asked for access and Laura seems to be coping with this.

Initially the emergency care provided at weekends helped monitor Laura, and reduce the stress in the family which in turn reduced risk of Laura breaking down or becoming angry with the children. The risks would have escalated, and the family could have been subject to CP procedures.

4. Parent/Carer: Natalie Watson

Child/ren: Katy Watson age 2

Category 2

Referrer: Social Work Team Leader and Health Visitor

Family circumstances: Natalie lives on her own with Katy in the Pilton area. She has a long history of chaotic substance misuse. She has three older children all accommodated.

When pregnant with Katy, she began a recovery programme (substitute prescribing) and is now drug-free. She is very isolated and has difficult relationships with family.

Reason for referral: Since Katy's birth Natalie has relapsed twice. At the point of referral her CPN had been off sick and she had a recent bereavement. This had resulted in her relapsing again, but a plan is now in place to help with this. The referral came in just as the plan was starting asking for support over a weekend where it was felt the risk of her using was high. The request was for day hosting as Natalie is terrified of Katy being removed from her.

Service provided: Emergency day hosting provided over that first weekend. However, have offered continued support through host family offered every second weekend with added support of the HF taking Katy out every Sunday to attend the local church. Natalie has joined church Mums on swimming outings and picnics but hasn't quite made it to local MOPS group (parents' group).

Impact: Katy is still with Natalie, there has been no significant relapse and Natalie is accessing support with her substance misuse. There have been small steps in helping her engage more locally.

Initially the first weekend gave support which kept the family together as the increasing substance misuse was risky and would have led to CP procedures being initiated. Continued support has enabled the family to address these issues.

5. Parent/Carer: Anila Fraser

Child/ren: Ali Mohammed age 3

Category 2

Referrer: Self-Referral after being advised to do so by social worker.

Family Circumstances: Lone parent with three year old child living in Craigmillar. Originally from Pakistan. Came to England to study but under pressure from family married a British Asian man (in a Muslim ceremony). Marriage was difficult. There was domestic abuse – she lost a child through miscarriage reportedly after a DA incident. Fell pregnant again and husband left her. In immigration processes she has been assessed as having no recourse to public funds so receives financial assistance weekly from SW for Ali. Anila feels marginalised and very alone here.

Reason for referral:

Social isolation, very low mood, anxious as well as benefits had been stopped. Finding demands of three year old daughter exhausting. Anila has some physical health problems – hospital admission planned.

Service provided:

Family Friend to provide a listening ear, to encourage and support Anila in her parenting. Encouraging her to go out with Ali. Host Family to look after Ali when Anila was admitted to hospital.

If we had not provided an overnight stay for Ali, she would have been accommodated with foster carers.

Impact:

The Family Friend will meet up regularly, perhaps coming to an arrangement to enable Anila to attend a women's group, thus reducing her isolation. Anila was able to have the necessary operation as Ali was looked after. This avoided a foster placement, reduced her anxiety at that time considerably and allowed her to concentrate on her own health.

6. Parent/Carer: Mary Brown

Child/ren: Faith Madras age 6 months

Category I

Referrer: Social Worker from the hospitals service

Family Circumstances: Mary was trafficked into the UK and worked as a domestic slave in London. She managed to escape to Edinburgh five years ago and about a year ago discovered she was pregnant. The pregnancy and birth would be complicated due to her being H.I.V. positive. She has good support from her church but is reticent to disclose her health situation as she is afraid of being judged. Since friends from church tended to accompany her to GP appointments, she wasn't able to get the care she needed.

Reason for referral: Mary's health and reluctance to disclose her situation meant she might not get the care necessary for her and the baby. She also tended to be passive, and there were safeguarding concerns about her ability to care for the baby once she gave birth.

Service provided: Family Friend to accompany Mary to hospital appointments and to help her care for the baby after she was born. The Family Friend visited weekly to help Mary manage care of Faith. This has ranged from advice on bottle feeding (hygiene and sterilization) to bathing and offering general support and encouragement. The volunteer had other skills which also came into play. After the birth, Mary received communication from two male friends claiming that they could be Faith's father. One of these men was using the same lawyer's firm that Mary was using to manage her residence status. The volunteer helped Mary write a very professional letter pointing this out as this was a conflict of interest. In all the continuing communications regarding requests for DNA tests, etc., the volunteer helped Mary manage this calmly. Recently Mary has had intimidatory texts from so-called friends, which has resulted in the police being involved.

Impact: Mary has had guidance and help as she transitions into motherhood and has been able to care for Faith in a way that will prevent passing H.I.V. onto her. The volunteer's help with communication to the lawyer's firm has reduced Mary's anxiety considerably and allowed her to focus on caring for her baby. The FF has also offered advice and support in managing the most recent events with the texts. The volunteer is now concentrating on helping Mary make other local connections through playgroups etc and helping Mary with her reading.

The volunteer provided such valuable support that without it Mary would have struggled with her parenting, and compulsory proceedings may well have had to be brought into being.

7. Parent/Carer: Claire Peters

Child/ren: Donna Peters age 1
Harry Peters age 2

Category I

Referrer: Health visitor

Family Circumstances: Claire Peters was a single parent awaiting a hip replacement when she was referred to Safe Families. Her physical condition was deteriorating, and the referrer had concerns about her mental state as a result of trying to cope with looking after Harry. Due to Claire's limited mobility, Harry was largely confined to the sitting room of his home where he spent all day from rising to bed at 9pm. Harry needed more stimulation and physical activity.

Reason for referral: Claire was increasingly unable to take Harry out of the house and was distraught by her inability to give him the physical activity he needed. She had some support from Home Start and from a Health Visitor, but she was still unable to cope.

Service provided: Homestart and other agencies, a befriending agency and a childminder had become involved but Claire was trying to fill in the PIP form (disability benefits) and was finding this difficult. She also was finding managing the garden difficult. We provided FFs to cut the grass and hedges. We also asked a FF to help her with the form (this volunteer was skilled in this area) and manage the correspondence afterwards.

Impact: Giving the garden a tidy up kept it safe and suitable for Harry to run around in. Helping with the form saved a huge amount of anxiety for Claire. This in turn helped her to be more emotionally available for Harry and for the other tasks she has to cope with. If she needs hospital treatment she is aware of Safe Families and the support we can offer. The simple tasks provided by volunteers have had strong beneficial results for the family. Stress levels reduced which meant the mother could meet the needs of her children more effectively.

8. Parent/Carer: Maya Mandela

Child/ren: Colin Taylor age 3
Hope Taylor age 4
Mike Taylor age 2

Category I

Referrer: Children and families social worker

Family Circumstances: Maya has no recourse to public funds and lives alone in Criagmillar with her three boys. She has no family in Scotland and a very limited network of friends. She suffered domestic abuse from her ex-partner and now is trying to make a life on her own for her boys. She is very motivated to get the best for her family but is beset by worry about her immigration status. She is from Ghana.

Reason for referral: Request to help look after two children while the parent takes the third to hospital for a scheduled operation.

Service provided: FF support offered to take the two older children to school and pick up from school on the day of the operation. Also helped Maya access the Edinburgh Clothing Store, offered FF support to take children when she had lawyer's appointments, offered lifts to Midlothian hospital when Maya became ill and needed a scan. Maya began to attend a computing class locally, but always had to leave 20 mins early to pick up the youngest child. FF then picked up the child each week to help Maya access this course. Furthermore, an African volunteer occasionally visited Maya.

Impact: Maya's boys are lively and great fun but taking them places is a bit of a challenge so offering help with managing appointments allowed her to concentrate on important events such as lawyer's appointments. Getting access to the computer course has allowed her local connections and also learning a new skill which she hopes will help in the future. The African volunteer's informal contact was greatly valued. Maya said, 'We talk Africa'. All in all, reducing stress, helping Maya be less anxious and therefore helping her look after the boys better. Maya has just been granted leave to stay in this country.

If Safe Families had not been involved, other care would have needed to be provided for the children to get to school, when there were health care emergencies. Maya would not have had the full benefit of her computer class. She is now talking about accessing college courses.

9. Parent/Carer: Shona Singh

Child/ren: Jaimie Singh age 5
Jill Singh age 4

Category I

Referrer: Education Welfare Officer

Family Circumstances: Shona was attending ERI and waiting for a date for an operation/procedure for a gynaecological problem. Her daily pain was so severe that she was unable to take Jaimie to school or Jill to nursery, and she was also worried about what would happen to the children when she went into hospital. Shona was very isolated – she is separated from her husband because of domestic abuse and fled to Edinburgh from Glasgow. She does not want to make contact with any Asian families in Edinburgh because of fear that her ex-husband will find her and kidnap the children. She often spoke of not being able to go back to Pakistan for fear that the children would be taken from her.

Reason for referral: Hosting support if Shona would be admitted to hospital. Support in taking the children to school and nursery and bringing them back home again. Someone for

Shona to talk too. Other agencies also involved – Family solutions, Homestart and the headteacher from school.

Service provided: FF took on the responsibility for Fridays in the plan of support. Safe Families also looked after the children to allow Shona to attend hospital for a scan. During the Summer holidays, the FF support continued and FF and Shona took the children out to the park etc.

Impact: The children continued to attend school and nursery and to fully participate in this. Shona had more company and used the FF to talk about her situation and this enabled her to access healthcare. Now her health is improving, nothing ominous has been found and she is much better physically and psychologically. Safe Families helped the children get to school/nursery on Fridays. Now, the FF has identified that the boy has a reading problem and is encouraging Shona to liaise with school. Safe Families involvement prevented escalation of social care involvement.

10. Parent/Carer: Jacqui Erskine
Jimmy Cunningham

Child/ren: Kenny Cunningham age 4
Ralph Cunningham age 2

Category I

Referrer: Health Visitor

Family Circumstances: Jacqui has significant mental health issues. She is under the care of a psychiatrist and GP. The clear diagnosis has not yet been decided, but there is evidence of some bipolar depression and some psychotic symptoms – at times these have been of significant concern. She is on medication for both of these, and Jacqui has regular visits from a Community Mental Health Nurse. Jimmy suffers from depression; he sees a GP and is on medication. Jacqui has constant gynaecology issues and is anaemic. Kenny has some developmental delay and doesn't manage change well. Despite a history of domestic abuse and an on/off relationship, Jimmy and Jacqui were doing well parenting their boys with support from professionals. However, when it came to light that there were concerns regarding the health and wellbeing of Jacqui's younger siblings, Jacqui began taking on a parental role for her siblings (ages 12 and 15). This added stress was in danger of potentially tipping the family.

Reason for referral: Jacqui manages complex family situations and is in a difficult relationship which isn't entirely supportive to her. FF requested to just have someone to talk too, help her with household tasks and help in attending appointments. Possibly FF for Jimmy as well. Possible hosting for the children although recognised that Kenny might not cope with this.

Service provided: FF providing support. Sometimes difficult to be consistent but recently is in a better pattern. FF is available every fortnight. Sometimes Jacqui will forget or something else happens and gets in her way.

Impact: Someone to listen to Jacqui who seems to be trying to be a support to others while struggling herself. Jacqui enjoys the outings to get shopping and have a coffee with the

FF. Recently there have been significant stresses in the family but Jacqui seems to be managing these better.

11. Parent/Carer: Gemma Green

Child/ren: Paul Gordon age 3

Category I

Referrer: Health Visitor

Family Circumstances: Gemma is a care leaver and is now a young single mum who is parenting her 3-year-old son. She has just finished a college course. Gemma was her own mother's carer up until her death last year, and she continues to be a support to her sister and family; however, Gemma has no practical support for herself. Paul is now exhibiting developmental delays and needs both practical and emotional support.

Paul started to suffer from ear infections and febrile convulsions associated with these at 15 months old. At this time, he appeared to be struggling with his balance and would fall regularly. He has had grommits inserted now. He continues to have some rather awkward movements with poor spatial awareness, but he is falling less. Paul's speech is delayed, and he had been referred to SALT. He has also been referred to and seen by the Community Paediatrician.

Apart from Paul's issues with ENT, balance and speech, there have been increasing concerns about other aspects of his development and behaviour. These include him having poor coordination and concentration. He doesn't like noises and is working more at an age of a 2 year old. Paul is struggling more recently with eye contact. Mum works very hard with him, and there is evidence of very good attachment between mum and Paul. Mum has voiced concerns about his behaviour in general, and he presents as a child who is irritable and frustrated at times.

Reason for referral: The Health Visitor was very concerned about Gemma's isolation and lack of positive support. Gemma has an ex-partner who is involved in drugs and is very unstable so has almost nobody to turn to for advice and support. While Gemma is coping at a superficial level, it is clear that there isn't a great deal of resilience and the situation could require more social care input fairly quickly.

Service provided: Safe Families matched Gemma with a retired Health Visitor. Given Paul's complex health challenges this has been a great match. The volunteer is now meeting Gemma regularly, offering Day Hosting to Paul and attending Child Planning Meetings to support Gemma.

Impact: The biggest impact is that Gemma had been able to start a part time job. Lynne has been able to take Paul while Gemma works for a few hours in a Beauticians. This has had a tremendous effect on Gemma's confidence. Lynne has also been able to offer parenting advice and support around Paul's complex health issues. The support of the Safe Families volunteer has prevented further escalation of social care involvement.

Appendix 2

Direct feedback from Children and Families Social Workers in South West Edinburgh who had referred families to Safe Families for Children for support during 2016.

1. "The befriender support has been really positive and mum has found this invaluable. It has provided mum with opportunity for herself to share her concerns and stresses, and in turn help her confidence. Both children's names are now off the child protection register and the case is closed to social work"
2. "SFFC provided a befriender for Ann once a fortnight. Ann greatly enjoys this experience and mum was supportive of this. Mum herself could be quite vulnerable. This did reduce risks – Ann began to present as a much happier and settled child – mum was positive about the service and asked for a volunteer for her own support. Ann remains with her family and we were able to end the social work involvement. This is a highly valuable resource and my experience is that, especially for families who struggle with social work involvement, they find this service very supportive and helpful.²
3. "SFFC have provided a volunteer who visits once a week. The volunteer is older than the parent and has a grown-up family of her own. The volunteer has provided emotional support in the few weeks since the child was born, giving advice on making up milk, and encouragement in her parenting skills. I understand that the volunteer has also provided practical support in lifts to the shops. The parent appreciates the one to one time the volunteer is able to offer. The service has exceeded my expectations, SFFC had a volunteer in place in good time for the child's birth and took pains to match the parent appropriately. The parent is happy with the volunteer and often talks about when she has been to visit."

Appendix 4 – Summary of Tendering and Tender Evaluation Processes

Contract	CT0526	
Contract Period	3 years with the option to extend by a further 24-month period	
Estimated Total Contract Value (including extensions)	Lot 1 – £6,934,580 Lot 2 - £744,000	
Procurement Route Chosen	Open OJEU tender under the Light Touch Regime	
Tenders Returned	3	
Name of Recommended Supplier(s)	Lot 1 - The ASL Consortium (Barnardo's Scotland, Children 1 st and Canongate Youth) Lot 2 – Safe Families for Children Scotland	
Price / Quality Split	Quality 70	Price 30
Lot 1	Criteria	Weighting (%)
Evaluation Criterion and Weightings	Effective collaboration and mobilisation of peer-peer, co-production, volunteers, community resources and technology	15%
	Management and Staffing	10%
	Service delivery	40%

	Implementation and Contract Management	10%
	Equalities	5%
	Added Value	10%
	Community Benefits	5%
	Fair Work Practices	5%
Lot 2	Criteria	Weighting (%)
	Volunteer recruitment, vetting, training and support.	40%
Evaluation Criterion and Weightings	Management and Staffing	10%
	Service delivery	20%
	Implementation and Contract Management	10%
	Equalities	5%
	Added Value	5%
	Community Benefits	5%
	Fair Work Practices	5%
Evaluation Team	Council Officers from Communities and Families	

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Communities and Families Grants to Third Parties 2019/22

Item number	7.14
Report number	
Executive/routine	
Wards	
Council Commitments	31

Executive Summary

This report seeks approval for a one year extension of award to all Communities and Families Main Grant award holders which will enable redesign work to be completed on a new grants programme for 2020-21 onwards.

Communities and Families Grants to Third Parties 2019/22

1. Recommendations

The Education, Children and Families Committee is asked to:

- 1.1 Approve the extension of all Main Grant awards by one year (to March 2020).
- 1.2 Note that this extension period will be used to review the current programme and set priorities for a new programme.
- 1.3 Note that a report will be prepared for Committee in March 2019 outlining arrangements for 2020-21 onwards.

2. Background

- 2.1 In May 2015 the Education, Children and Families Committee agreed recommendations made by the Member Officer Working Group to run a three year Main Grant Programme (2016-19) and an annual Small Grants Programme.
- 2.2 Although the Main Grant Programme was implemented in line with the criteria agreed, the subsequent assessment and grant allocation process gave rise to a number of issues. As a consequence, 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 the Small Grant Programmes for 2017-18 and 2018-19 based on the recommendations of the Third Party Payments Short Life Working Group.
- 2.4 In December 2016 Committee agreed the recommendations contained in the Youth Work Funding 2017-2019 report which agreed awards for 8 organisations until March 2019 and the development of a participatory budgeting process to award smaller grants to support open access youth work. An update report on this process was received by Committee at its meeting in August 2017.
- 2.5 The three year awards made to organisations in February 2016 run out in March 2019 and it is necessary for Committee to consider what the approach to making grant awards to third parties should be for the period 2019-20 onwards.

3. Main report

- 3.1 There are four grant awards being made by Communities and Families in 2018-19:
- Three Year Main Grant Programme (2016-19) - £2,800,000 pa
 - One Year Small Grant Programme (2018-19) – £108,000 pa
 - Youth Work Grants (2017-19) - £434,000 pa
 - Choose Youth Work Grant Programme (2018-19) - £166,000 pa (Four locality programmes and one citywide programme using participatory budgeting)
- 3.2 The future direction and running of the two youth work grant programmes is being covered in a separate report to Committee (Choose Youth Work Report).
- 3.3 The Three Year Main Grant Programme has funded work against the six strategic objectives of the Integrated Children’s Services Plan for 2014-17. This has resulted in a wide range of activities at both local and citywide levels. There was no allocation set against any of the strategic objectives so the levels of investment across the strategic objectives has been the result of the scoring process.
- 3.4 The recent adoption of the new Integrated Children’s Services Plan has resulted in a smaller set of rewritten strategic objectives and it is important to consider how any new grant programme could operate using these objectives.
- 3.5 The funding landscape for the voluntary sector has changed since the development of the Three Year Main Grant Programme. There has been the introduction of new funding sources e.g. The Pupil Equity Funding operating through a framework arrangement but with final decisions resting with Headteachers. The more critical factor is the ongoing financial pressures on all funders resulting in smaller funds to disperse and higher levels of competition. The Community and Families grant programmes will be subject to further savings.
- 3.5 Work needs to be undertaken to prepare a new programme that more clearly aligns grant investment to some or all of the new Integrated Children’s Services Plan objectives whilst taking into account the wider financial environment.
- 3.6 In order to give sufficient time for this work to be completed, it is therefore proposed to offer all current main grant award holders an extension of award for one year to March 2020.
- 3.7 It is also proposed to run the small grant programme for 2019-20 with the intention that future arrangements would be agreed through the Main Grant Programme review.
- 3.8 It is intended that the review and redesign work would take place over the rest of 2018 and a report brought to Committee in March 2019.

- 3.9 Should Committee agree to the approach taken in this report then the timetable for the Main Grant programme would be as follows;
- April 2019 – Application process open
 - June 2019 – Closing date for applications
 - July/August 2019 – Assessment of applications
 - October 2019 – Report to Committee with award recommendations
- 3.10 The proposed timetable would mean that organisations would be able to get applications in before the holiday period. A decision on awards in October 2019 would give any unsuccessful current award holders five months to plan their response before their funding would run out at the end of March 2020.

4. Measures of success

- 4.1 Each grant recipient will be required to complete a funding agreement that details SMART targets to be achieved by the organisation within the funding period. The achievement of these targets contributes to an identified Strategic Aim within the Integrated Children's Services Plan.
- 4.2 Young people are involved in decision-making on funding for work with young people across the four locality programmes.

5. Financial impact

- 5.1 The new programmes will be developed in accordance with the budget available, taking account of the requirement to make further savings from expenditure on third party grants and contracts as per the Council's commitments. To minimise the impact of this on the award holders, it is proposed that any allocation of three year grant awards takes account of this at the point of award in order to allow organisations to plan appropriately.

6. Risk, policy, compliance and governance impact

- 6.1 This report builds on the work and reports addressing the previous Main Grants programme (2016-19) and changes as recommended in the [Lessons Learnt report](#) approved by Committee in October 2016.

7. Equalities impact

- 7.1 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.

8. Sustainability impact

- 8.1 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.

9. Consultation and engagement

- 9.1 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.

10. Background reading/external references

- 10.1 [Children and Families Grants to Third Parties 2015/16 Education Children and Families Committee 19 May 2015](#)
[Children and Families Grants to Third Parties 2016/19 Education, Children and Families Committee 06 October 2015](#)
[Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme Education, Children and Families Committee 11 October 2016](#)
[Youth Work Funding 2017-19 Education Children and Families Committee 13 December 2016](#)
[Choose Youth Work: Youth Work Participatory Budgeting – Phase 1 Education Children and families Committee 15 August 2017](#)

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

11.1 None.

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

One Year Awards 2018-19

Item number	7.15
Report number	
Executive/routine	
Wards 5,17	
Council Commitments	31

Executive Summary

This report details one year awards agreed by the Executive Director of Communities and Families, in consultation with the Convenor and Vice-Convenor and asks Committee to note these and the work that the organisations will undertake to develop plans for financial sustainability.

One Year Awards 2018-19

1. Recommendations

The Education, Children and Families Committee is asked to:

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

2. Background

- 2.1 The [Children and Families Revenue Grants to Third Parties 2016/19](#) report identified four organisations that previously received grants but which did not score sufficiently highly to merit recommendation for an award. Committee agreed to award these organisations one year of funding at 95% of their 2015/16 award to assist with transition.
- 2.2 Two of these organisations were able to develop sufficiently robust funding strategies within 2016-17, however the other two organisations (Drylaw Telford Community Association and Venchie Children and Young People's Project) were unable to develop fully such strategies.
- 2.3 To assist this process the organisations were awarded funding for 2017-18.

3. Main report

- 3.1 In April 2018, the Executive Director of Communities and Families, in consultation with the Convenor and Vice-Convenor, agreed to award one-off funding to Drylaw Telford Community Association, and Venchie Children and Young People's Project to enable the continuity of service provision and to support the organisations to develop forward plans.
- 3.2 Drylaw Telford Community Association runs a breakfast club offering 20 places to children from the Drylaw area. A one-year award will enable the organisation to run this provision for a further year. The organisation will also receive an award to support youth club and holiday provision for local primary school children.
- 3.3 Venchie Children and Young People's Project runs a 32 space breakfast club for primary school children from the Craigmillar area. A one-year award will enable the organisation to run this provision for a further year. A second award to the

organisation will enable it to run 5 after school clubs, nine weeks of holiday provision, one residential in the year for local children.

- 3.4 Communities and Families will be starting work to develop the criteria for the next main grants programme. The two organisations awarded additional funding in 2018/19 will be required to bid into this grant process when it is open for applications.

4. Measures of success

- 4.1 Awards are made to the organisations listed in Appendix 1 in a timely manner.
- 4.2 The targets included in the funding agreement are achieved by each award holder in 2018-19 and reported to Communities and Families.
- 4.3 Each organisation receiving an award will have a sustainable forward plan in place by the end of 2018-19.

5. Financial impact

- 5.1 The total figure for the grant awards awarded in Appendix 1 is £183,078 which is within the allocation agreed by Council on 22 February 2018.

6. Risk, policy, compliance and governance impact

- 6.1 There is no adverse risk, policy, compliance or governance impact from this report.

7. Equalities impact

- 7.1 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.

8. Sustainability impact

- 8.1 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.

9. Consultation and engagement

9.1 None.

10. Background reading/external references

10.1 [http://www.edinburgh.gov.uk/download/meetings/id/49807/item_41 -
_children and families revenue grants to third parties 2016-19](http://www.edinburgh.gov.uk/download/meetings/id/49807/item_41_-_children_and_families_revenue_grants_to_third_parties_2016-19)

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

11.1 Appendix 1 - One Year Awards to Third Parties 2018/19

Appendix 1

One Year Awards to Third Parties 2018/19

Organisation	Area Partnership	Award
Drylaw Telford Community Association (Breakfast Club)	Inverleith	£18,726
Drylaw Telford Community Association (Community Provision)	Inverleith	£37,205
Venchie Youth and Children's Project (Breakfast Club)	Portobello/Craigmillar	£36,132
Venchie Youth and Children's Project (After School Clubs)	Portobello/Craigmillar	£91,015
Total Budget		£183,078

Education, Children, and Families Committee

10.00am, Tuesday, 22 May 2018

Daylight impact assessment Central Library

Item number	7.16
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

Councillor Claire Miller requested that an independent daylight impact assessment be undertaken for the Central Library to provide information on the potential daylight levels impact of the Cowgate development. Malcolm Hollis Independent Building Consultants was instructed to undertake this work and have completed a report highlighting the impacts and some recommendations for mitigation.

Daylight impact assessment Central Library

1. Recommendations

- 1.1 That committee notes the findings of the daylight impact assessment.

2. Background

- 2.1 A proposed development adjacent to Central Library (as detailed in planning application 15/04445/FUL) is for a mixed-use scheme including a hotel, gym and retail units. The development site includes what is currently India Buildings on Victoria Street and an undeveloped gap site situated between the Library and Cowgate Free Church.
- 2.2 At the E,C & F committee Tuesday 6 March 2018, there was a motion by Councillor Claire Miller on the Central Library Daylight Impact Assessment.

Committee: Notes that the planned development of the Cowgate gap site to the rear of the Central Library may affect daylight enjoyed by library staff and users.

Calls for an independent daylight impact assessment report for the Central Library in one cycle, including but not limited to, recommendations on how to maintain lighting levels in the library.

- 2.3 Malcolm Hollis independent building consultants was instructed by the Council to determine the impact on the lighting amenity of Central Library arising from the adjacent development.

3. Main report

- 3.1 The proposed adjacent development is detailed in the planning application 15/04445/FUL and is for a mixed-use scheme including a hotel, gym and retail units. The development site includes what is currently India Buildings on Victoria Street and an undeveloped gap site situated between the Library and Cowgate Free Church.
- 3.2 Malcolm Hollis Independent Building Consultants assessed current and estimated post-development lighting levels on the library ground Floor (from George IV Bridge) and the floors below this: Level B1/B2 (the mezzanine floor and adjacent music room); B3 housing the Edinburgh & Scottish collections; B4 which houses the Resources team; B5 which is level with the Cowgate.

- 3.3 The report concludes that four of the levels assessed are not compliant with Building Research Establishment (BRE) guidelines in terms of maintaining daylight to existing buildings. This is because the reduction in daylight is over 20% from the current baseline position and will therefore be materially noticeable to occupants

Level GF Library: The reduction in daylight with the proposed development in place is 8%. This is BRE compliant as the reduction will not be materially noticeable to occupants. They note that the existing Average Daylight Factor (ADF) level is less than it would ideally be at 1.9% and so supplementary electric lighting is likely to be required.

Level B1/B2: The reduction in daylight with the proposed development in place is 22% and therefore not BRE compliant, albeit the level of non-compliance is marginal. The existing level of daylight is relatively low at 0.97% and supplementary electric lighting is required in the existing and the proposed condition.

Level B3: The reduction in daylight with the proposed development in place is 31% and therefore not BRE compliant because the reduction will be noticeable to occupants. The existing level of daylighting is good and despite the reduction post development, the absolute level of daylight will be in excess of 2%.

Level B4: The reduction in daylight with the proposed development in place is very high at 82% and therefore not BRE compliant. The existing level of daylight is relatively poor at 0.65% and supplementary electric lighting is required in the existing and the proposed condition, albeit this space will be very gloomy post development.

Level B5: The proposed development will limit all daylight and is therefore not BRE compliant. However the existing level of daylight to this area is very poor at 0.18% and therefore even limited development will have a significant impact.

(Malcolm Hollis report, 3 May 2018, p.7)

- 3.4 They note that current daylight conditions to four of the non-compliant areas is currently below optimal.
- 3.5 In terms of recommendations on how to maintain lighting levels in the library, they note that there is no specific threshold for daylight to libraries in the Edinburgh Design Guide (2017).

“The Building Research Establishment (BRE) Guide and British Standard 8206 – 2: 2008 advise that:

If electric lighting is not normally to be used during daytime, the Average Daylight Factor (ADF) should be not less than 5%. An ADF of 5% will provide a well daylight space.

If electric lighting is to be used during daytime, the ADF should be not less than 2%. An ADF of 2% will provide a partially daylight space.

If the ADF is below 2% the room will look dull and electric lighting is likely to be turned on”.

Malcolm Hollis report, paragraph 3.1.4 p.6.

- 3.5 They note that it would be possible to introduce measures to mitigate the loss of daylight and improve daylight received to the Library, post development.
- 3.6 The principal recommended mitigation measure would be to maximise reflected daylight. This would be achieved by ensuring that the materials to the façade of the proposed development were of a light colour or that a reflective material was specified. This will increase reflected light into the Library; and the impact of this can be measured subject to confirmation of the surface finishes to the proposed development.

4. Measures of success

- 4.1 That customers and staff report that the loss in daylight is sufficiently mitigated through improved electric lighting and light colour or reflective materials on the building façade of the proposed development .

5. Financial impact

- 5.1 Potential for increased energy costs to support additional lighting.

6. Risk, policy, compliance and governance impact

- 6.1 There is no identified risk.

7. Equalities impact

- 7.1 Some people have a sensitivity to the high frequency sound waves generated by some neon light starter motors. Any additional lighting should take this into consideration as far as possible.
- 7.2 It will be essential in providing additional lighting that this creates optimum conditions for reading print and digital information.

8. Sustainability impact

- 8.1 There are likely to be increased energy costs in providing additional lighting.

9. Consultation and engagement

- 9.1 It may be possible to carry out a consultation with customers as to the design and type of lighting preferred although this may not be wholly practicable. There would need to be engagement with customers during the development to advise them of the changes and ensure that impact on daylight is adequately mitigated through additional electric lighting.

10. Background reading/external references

- 10.1 N/A

Alistair Gaw

Executive Director Communities and Families

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11. Appendices

- 11.1 Appendix 1 - Malcom Hollis report 3 May 2018.

Daylight Report

Edinburgh Central Library, George IV Bridge, Edinburgh EH1 1EG

Prepared for **City of Edinburgh Council**
Prepared by **Ben Mack MA (Hons) MSc MRICS ICIOB AaPS**
Date **03 May 2018**
Reference **67407/BTM/SJK**

Prepared for
City of Edinburgh Council

Daylight Report
Edinburgh Central Library,
George IV Bridge, Edinburgh EH1 1EG

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1. Executive Summary

1.1 Scope

1.1.1 We have been instructed by City of Edinburgh Council to determine the impact on the daylight amenity of Edinburgh Central Library, George IV Bridge, Edinburgh EH1 1EG which may arise from an adjacent development.

1.2 Assessment Criteria

1.2.1 To ensure that this assessment can be appropriately evaluated against Edinburgh City Council's planning policy, daylight and sunlight calculations have been undertaken in accordance with following documents:

- Edinburgh Design Guidance (published 2017).
- Building Research Establishment Report 'Site Layout Planning for Daylight and Sunlight – A Guide to Good Practice' 2nd Edition, 2011 (the "BRE guide").
- British Standard 8206 – 2: 2008 – 'Lighting for Buildings – Part 2: Code of Practice for Daylighting'.

1.3 Summary of Effect of Proposed Development on Edinburgh Central Library

1.3.1 A daylight assessment has been undertaken to three library areas and two office areas.

1.3.2 Four out of the five areas assessed are not compliant with BRE guidelines in terms of maintaining daylight to existing buildings. This is because the reduction in daylight is over 20% with the proposed development in place. This level of reduction is noticeable to occupants.

1.3.3 It should be noted that existing daylight conditions to three of the non-compliant areas is currently below optimal levels and that supplementary electric lighting is required during daytime. The proposed development will further reduce daylight.

1.3.4 It would be possible to mitigate the impact of the proposed development on daylight to the Library through the use of appropriate building materials to the façade of the proposed development. This is discussed at section 3 below.

2. Introduction

2.1 Scope

- 2.1.1 We have been instructed by City of Edinburgh Council to determine the impact on the daylight amenity of Edinburgh Central Library, George IV Bridge, Edinburgh, EH1 1EG which may arise from an adjacent development.
- 2.1.2 The proposed adjacent development is detailed in planning application 15/04445/FUL and is for a mixed use scheme including a hotel, gym and retail units. The development site includes what is currently India Buildings on Victoria Street and also an undeveloped gap site situated between the Library and Cowgate Free Church.

2.2 Assessment Criteria

- 2.2.1 To ensure that this assessment can be appropriately evaluated against Edinburgh City Council's policy; daylight and sunlight calculations have been undertaken in accordance with following documents:
- Edinburgh Design Guidance (published 2017).
 - Building Research Establishment Report 'Site Layout Planning for Daylight and Sunlight – A Guide to Good Practice' 2nd Edition, 2011 (the "BRE guide").
 - British Standard 8206 – 2: 2008 – 'Lighting for Buildings – Part 2: Code of Practice for Daylighting'.
- 2.2.2 We note that Edinburgh City Council's planning policy and the Edinburgh Design Guidance are principally concerned with residential daylight amenity and not daylight to offices, shops and other commercial or administrative uses.
- 2.2.3 The standards and tests applied are briefly described in Appendix A.
- 2.2.4 Average Daylight Factor (ADF) assessments have been undertaken. The Edinburgh Design Guide sets out the variables that are to be used for these assessments, which are:
- Daylight to existing buildings (ADF calculation) variables
- Transmittance of double glazing - 0.65
 - Correction factor for dirt, curtains etc. - 0.9
 - Net to gross area of window - 0.7
 - Average reflectance of room surfaces - 0.5
- 2.2.5 These values have been used in this assessment, except that all the Library windows assessed are single glazed. Therefore a value of 0.8 has been used for transmittance, in accordance with British Standard 8206 – 2: 2008.
- 2.2.6 The baseline for the daylight assessment is the topography and layout of the site as it currently is. The assessment calculates daylight received in the baseline condition and compares this to daylight received with the proposed development in place. The results of the assessment have been reviewed in accordance with the criteria of the Edinburgh Design Guidance and the BRE Guide.

2.3 Data Sources

2.3.1 Our assessment is based on the following drawings:

Bennetts Associates - 2012 drawing package for the Edinburgh Central Library

- 130517 Model 12.dwg

ICA Architects - Planning Application 15/04445/FUL drawings

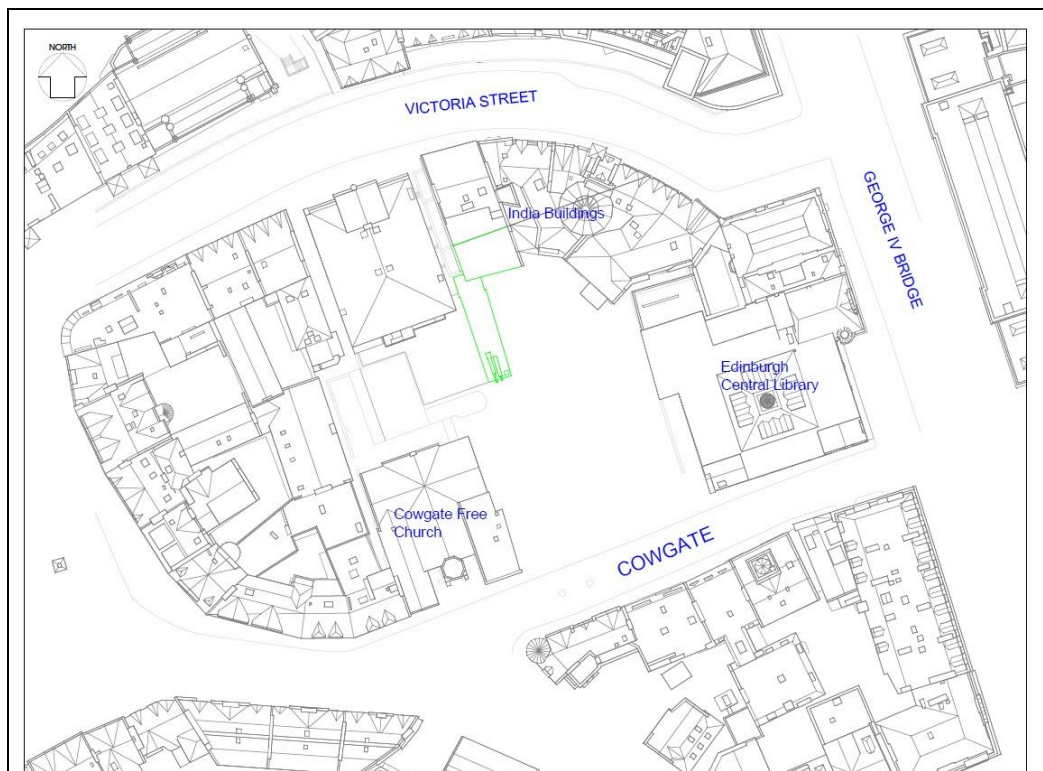
- AL_0_001.pdf - Level B5
- AL_0_002.pdf - Level B4
- AL_0_003.pdf - Level B3
- AL_0_004.pdf - Level B2-B1
- AL_0_005.pdf - Ground Floor

Vertex Modelling - 3D drawings of existing surrounding buildings

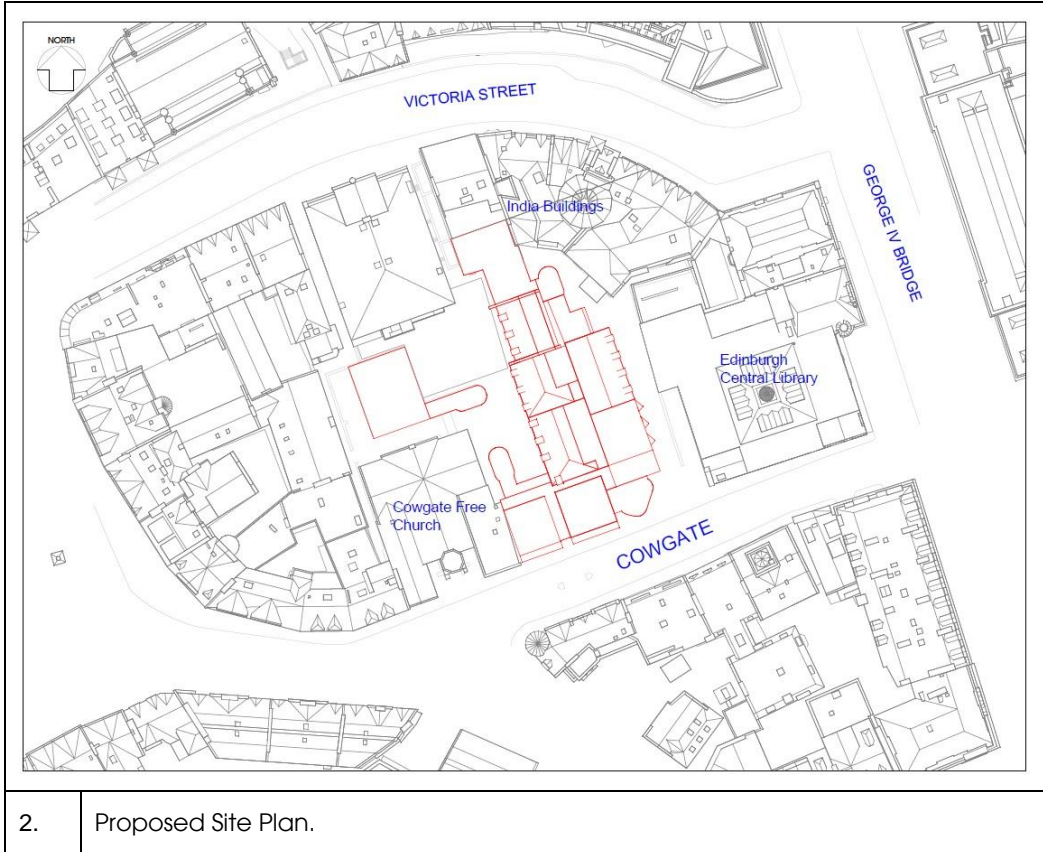
- 13651_Edinburgh_Central_Library_MASTER.dwg

2.3.2 A site inspection was undertaken to verify information detailed in the drawings. A three dimensional model of the surroundings including relevant topographical data was obtained from Vertex Modelling.

2.3.3 The existing and proposed site plans for the adjacent development are provided at Appendix B and replicated below.



1.	Existing Site Plan.
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2. Proposed Site Plan.

3. Assessment & Results - Impact of Adjacent Development on Edinburgh Central Library

3.1 Daylight

3.1.1 The scope of instruction was to assess the impact of the proposed development on the following areas:

- Level GF: Library
- Level B1/B2: Library Mezzanine Level
- Level B3: Library
- Level B4: Offices
- Level B5: Offices

3.1.2 The areas assessed are shown in the Reference Drawings at Appendix C.

3.1.3 Average Daylight Factor (ADF) assessments have been undertaken to the areas detailed above.

3.1.4 There is no specific threshold for daylight to libraries in the Edinburgh Design Guide; and more generally there is no UK wide standard for daylight to libraries. However the BRE Guide and British Standard 8206 – 2: 2008 advise that:

- If electric lighting is not normally to be used during daytime, the ADF should be not less than 5%. An ADF of 5% will provide a well daylight space.
- If electric lighting is to be used during daytime, the ADF should be not less than 2%. An ADF of 2% will provide a partially daylight space.
- If the ADF is below 2% the room will look dull and electric lighting is likely to be turned on.

3.1.5 In this assessment the impact on existing daylight levels is being assessed, rather than the absolute level of daylight. In line with the BRE guide, a reduction in daylight is not materially noticeable to occupants if it is less than 20%. Therefore if the daylight level to an area is 80% or more of its former value with the proposed development in place, then this is deemed to be compliant with the BRE guide and City of Edinburgh Council planning policy.

3.1.6 The full ADF test results are shown in full in Appendix D. Below is a summary of our findings:

Location	ADF Value		% of former value	BRE Compliant
	Existing	Proposed		
Level GF - Library	1.90	1.75	92%	Yes
Level B1 /B2 - Mezzanine	0.97	0.76	78%	No
Level B3 - Library	3.33	2.29	69%	No
Level B4 - Offices	0.65	0.12	18%	No
Level B5 - Offices	0.18	0.00	0%	No

3.1.7 We comment as follows:

- **Level GF Library:** The reduction in daylight with the proposed development in place is 8%. This is BRE compliant as the reduction will not be materially noticeable to occupants. We note that the existing ADF level is less than it would ideally be at 1.9% and so supplementary electric lighting is likely to be required.
- **Level B1/B2:** The reduction in daylight with the proposed development in place is 22% and therefore not BRE compliant, albeit the level of non-compliance is marginal. The existing level of daylight is relatively low at 0.97% and supplementary electric lighting is required in the existing and the proposed condition.
- **Level B3:** The reduction in daylight with the proposed development in place is 31% and therefore not BRE compliant because the reduction will be noticeable to occupants. The existing level of daylighting is good and despite the reduction post development, the absolute level of daylight will be in excess of 2%. This is considered to be appropriate for library use.
- **Level B4:** The reduction in daylight with the proposed development in place is very high at 82% and therefore not BRE compliant. The existing level of daylight is relatively poor at 0.65% and supplementary electric lighting is required in the existing and the proposed condition, albeit this space will be very gloomy post development.
- **Level B5:** The proposed development will limit all daylight and is therefore not BRE compliant. However the existing level of daylight to this area is very poor at 0.18% and therefore even limited development will have a significant impact.

3.1.8 In summary, four out of the five areas assessed are not compliant with BRE guidelines in terms of maintaining daylight to existing buildings. This is because the reduction in daylight is over 20% from the current baseline position; and will therefore be materially noticeable to occupants.

3.1.9 It should be noted that current daylight conditions to three of the non-compliant areas is currently below optimal levels and that supplementary electric lighting is already required during daytime.

3.1.10 It would be possible to introduce measures to mitigate the loss of daylight and improve daylight received to the Library, post development.

3.1.11 The principal recommended mitigation measure would be to maximise reflected daylight. This would be achieved by ensuring that the materials to the façade of the proposed development were of a light colour or that a reflective material was specified. This will increase reflected light into the Library; and the impact of this can be measured subject to confirmation of the surface finishes to the proposed development.

Appendix A

Tests to be Applied



Introduction

The main purpose of the guidelines in the Building Research Establishment Report "Site Layout Planning for Daylight and Sunlight – a guide to good practice 2011, 2nd Edition" ("the BRE guide") is to assist in the consideration of the relationship of new and existing buildings to ensure that each retains a potential to achieve good daylighting and sunlighting levels. That is, by following and satisfying the tests contained in the guidelines, new and existing buildings should be sufficiently spaced apart in relation to their relative heights so that both have the potential to achieve good levels of daylight and sunlight. The guidelines have been drafted primarily for use with low density suburban developments and should therefore be used flexibly when dealing with dense urban sites and extensions to existing buildings, a fact recognised by the BRE Report's author in the Introduction where Dr Paul Littlefair says:

'The Guide is intended for building designers and their clients, consultants and planning officials. The advice given here is not mandatory and the guide should not be seen as an instrument of planning policy; its aim is to help rather than constrain the designer. Although it gives numerical guidelines, these should be interpreted flexibly since natural lighting is only one of many factors in site layout design..... In special circumstances the developer or planning authority may wish to use different target values. For example, in a historic city centre, or in an area with modern high rise buildings, a higher degree of obstruction may be unavoidable if new developments are to match the height and proportions of existing buildings.....'

In many cases in low-rise housing, meeting the criteria for daylight and sunlight may mean that the BRE criteria for other amenity considerations such as *privacy* and *sense of enclosure* are also satisfied.

The BRE guide states that recommended minimum privacy distances (in cases where windows of habitable rooms face each other in low-rise residential property), as defined by each individual Local Authority's policies, vary widely, from 18-35m¹. For two-storey properties a spacing within this range would almost certainly also satisfy the BRE guide's daylighting requirements as it complies with the 25⁰ rule and will almost certainly satisfy the 'Three times height' test too (as discussed more fully below). However, the specific context of each development will be taken into account and Local Authorities may relax the stated minimum, for instance, in built-up areas where this would lead to an inefficient use of land. Conversely, greater distances may be required between higher buildings, in order to satisfy daylighting and sunlighting requirements. It is important to recognize also that privacy can also be achieved by other means: design, orientation and screening can all play a key role and may also contribute towards reducing the theoretical 'minimum' distance.

A sense of enclosure is also important as the perceived quality of an outdoor space may be reduced if it is too large in the context of the surrounding buildings. In urban settings the BRE guide suggests a spacing-to-height ratio of 2.5:1 would provide a comfortable environment, whilst not obstructing too much natural light: this ratio also approximates the 25⁰ rule.

¹ The commonest minimum privacy distance is 21m (Householder Development Consents Review: Implementation of Recommendations – Department for Communities and Local Government – May 2007)

Daylight

The criteria for protecting daylight to existing buildings are contained in Section 2.2 and Appendix C of the BRE guide. There are various methods of measuring and assessing daylight and the choice of test depends on the circumstances of each particular window. For example, greater protection should be afforded to windows which serve habitable dwellings and, in particular, those serving living rooms and family kitchens, with a lower requirement required for bedrooms. The BRE guide states that circulation spaces and bathrooms need not be tested as they are not considered to require good levels of daylight. In addition, for rooms with more than one window, secondary windows do not require assessment if it is established that the room is already sufficiently lit through the principal window.

The tests should also be applied to non-domestic uses such as offices and workplaces where such uses will ordinarily have a reasonable expectation of daylight and where the areas may be considered a principal workplace.

The BRE has developed a series of tests to determine whether daylighting levels within new developments and rooms within existing buildings surrounding new developments will satisfy or continue to satisfy a range of daylighting criteria

Note: Not every single window is assessed separately, only a representative sample, from which conclusions may be drawn regarding other nearby dwellings.

Daylighting Tests

'Three times height' test - If the distance of each part of the new development from the existing windows is three or more times its height above the centre of the existing window then loss of light to the existing windows need not be analysed. If the proposed development is taller or closer than this then the 25° test will need to be carried out.

25° test - a very simple test that should only be used where the proposed development is of a reasonably uniform profile and is directly opposite the existing building. Its use is most appropriate for low density well-spaced developments such as new sub-urban housing schemes and often it is not a particularly useful tool for assessing urban and in-fill sites. In brief, where the new development subtends to an angle of less than 25° to the centre of the lowest window of an existing neighbouring building, it is unlikely to have a substantial effect on the diffuse skylight enjoyed by the existing building. Equally, the new development itself is also likely to have the potential for good daylighting. If the angle is more than 25° then more detailed tests are required, as outlined below.

VSC Test - the VSC is a unit of measurement that represents the amount of available daylight from the sky, received at a particular window. It is measured on the outside face of the window. The 'unit' is expressed as a percentage as it is the ratio between the amount of sky visible at the given reference point compared to the amount of light that would be available from a totally unobstructed hemisphere of sky. To put this unit of measurement into perspective, the maximum percentage value for a window with a completely unobstructed outlook (i.e. with a totally unobstructed view through 90° in every direction) is 40%.

The target figure for VSC recommended by the BRE is 27%. A VSC of 27% is a relatively good level of daylight and the level we would expect to find for habitable rooms with windows on principal elevations. However, this level is often difficult to achieve on secondary elevations and in built-up urban environments. For comparison, a window receiving 27% VSC is approximately equivalent to a window that would have a continuous obstruction opposite it which subtends an angle of 25° (i.e. the same results as would be found utilising the 25° Test).

Where tests show that the new development itself meets the 27% VSC target this is a good indication that the development will enjoy good daylighting and further tests can then be carried out to corroborate this (see under).

Through research the BRE have determined that in existing buildings daylight (and sunlight levels) can be reduced by approximately 20% of their original value before the loss is materially noticeable. It is for this reason that they consider that a 20% reduction is permissible in circumstances where the existing VSC value is below the 27% threshold. For existing buildings once this has been established it is then necessary to determine whether the distribution of daylight inside each room meets the required standards (see under).

Daylight Distribution (DD) Test – This test looks at the position of the “No-Sky Line” (NSL) – that is, the line that divides the points on the working plane (0.7m from floor level in offices and 0.85m in dwellings and industrial spaces) which can and cannot see the sky. The BRE guide suggests that areas beyond the NSL may look dark and gloomy compared with the rest of the room and BS8206 states that electric lighting is likely to be needed if a significant part of the working plane (normally no more than 20%) lies beyond it.

In new developments no more than 20% of a room’s area should be beyond the NSL. For existing buildings the BRE guide states that if, following the construction of a new development, the NSL moves so that the area beyond the NSL increases by more than 20%, then daylighting is likely to be seriously affected.

The guide suggests that in houses, living rooms, dining rooms and kitchens should be tested; bedrooms are deemed less important, although should nevertheless be analysed. In other buildings each main room where daylight is expected should be investigated.

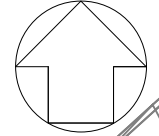
ADF Test –The ADF (Average Daylight Factor) test takes account of the interior dimensions and surface reflectance within the room being tested as well as the amount of sky visible from the window. For this reason it is considered a more detailed and representative measure of the adequacy of light. The minimum ADF values recommended in BS8206 Part 2 are: 2% for family kitchens (and rooms containing kitchens); 1.5% for living rooms; and 1% for bedrooms. This is a test used in assessing new developments, although, in certain circumstances, it may be used as a supplementary test in the assessment of daylighting in existing buildings, particularly where more than one window serves a room.

Room depth ratio test - This is a test for new developments looking at the relative dimensions of each room (principally its depth) and its window(s) to ensure that the rear half of a room will receive sufficient daylight so as not to appear gloomy.

Appendix B
Context Drawings



NORTH



VICTORIA STREET

GEORGE IV BRIDGE

India Buildings

Edinburgh Central Library

Cowgate Free Church

COWGATE

SOURCES OF INFORMATION:
 BENNETTS ASSOCIATES
 130517 Model 12.dwg
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 CITY OF EDINBURGH COUNCIL PLANNING
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 AL_0_001.pdf - Level B5
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TITLE
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CLIENT
 City of Edinburgh Council

PROJECT
 Edinburgh Central Library
 George IV Bridge
 Edinburgh EH1 1EG

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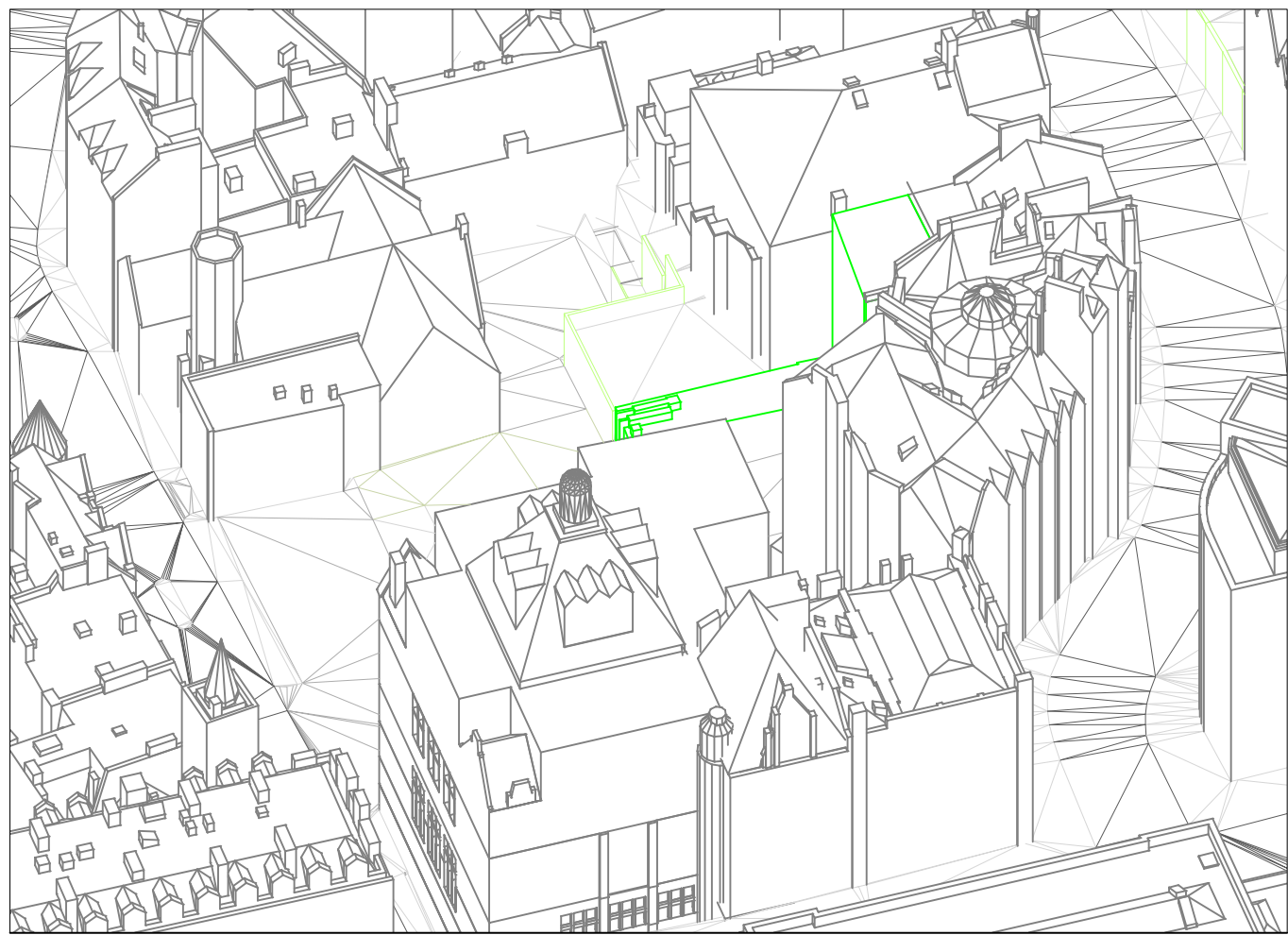
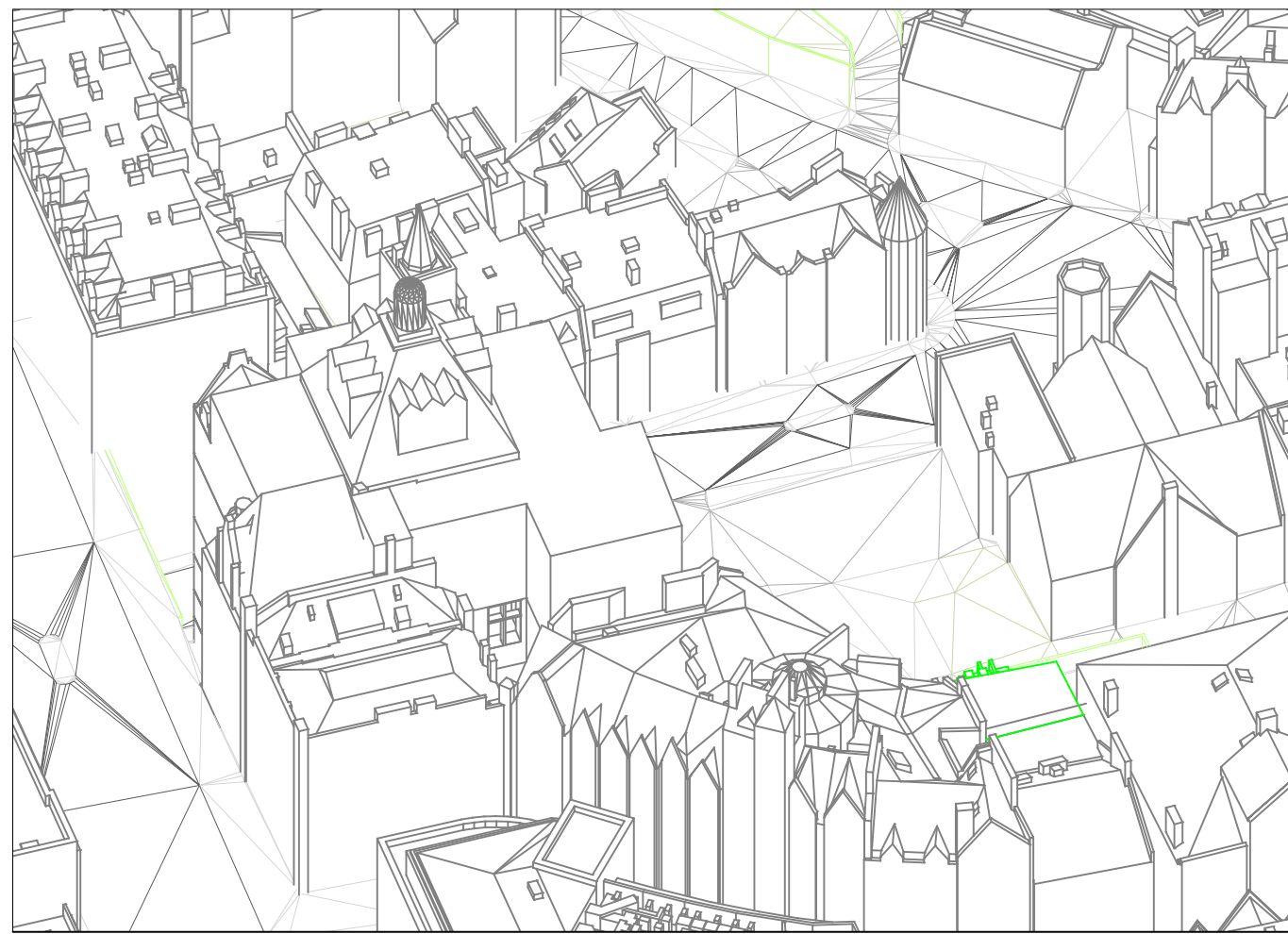
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Existing Site Plan

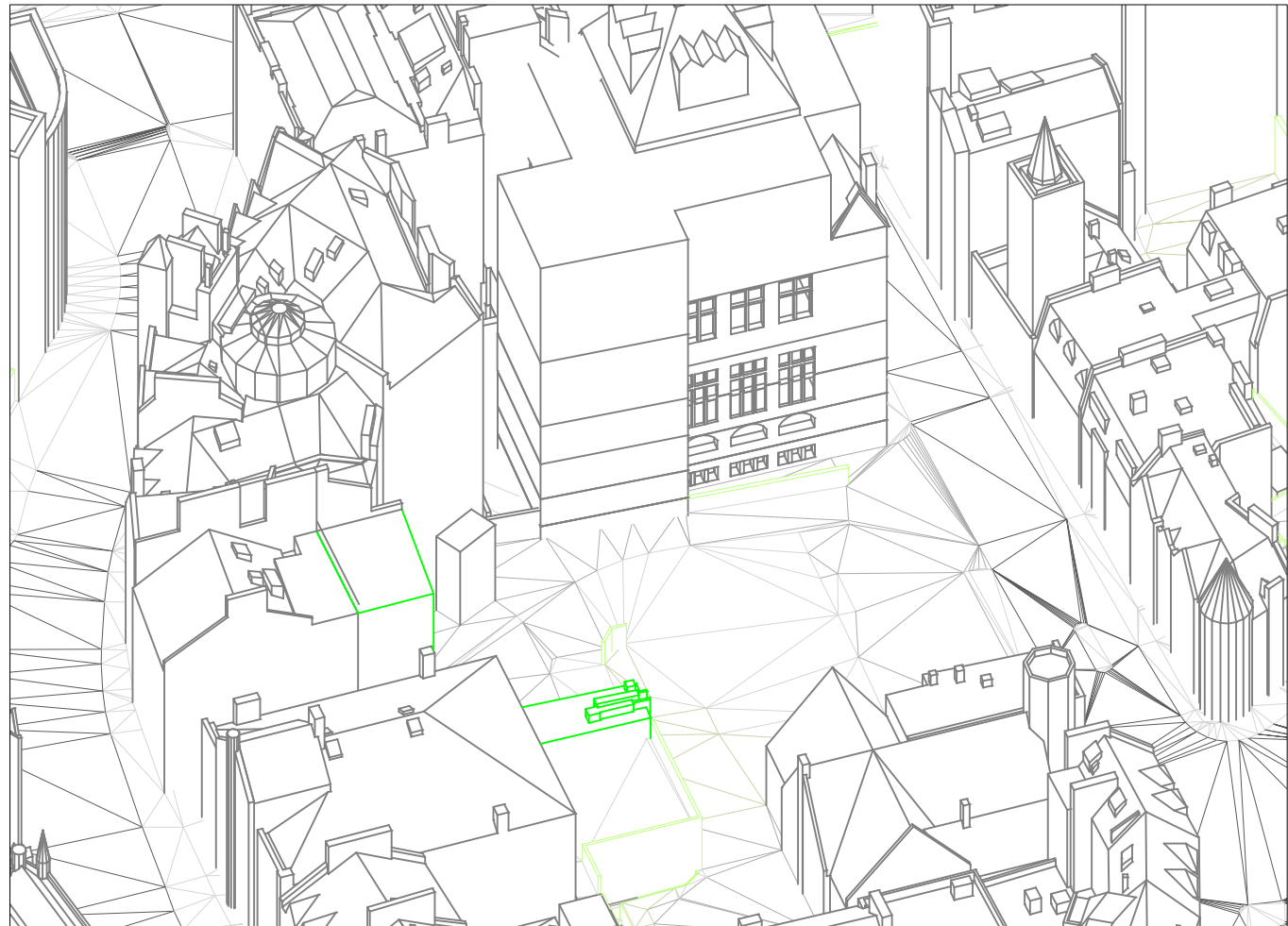
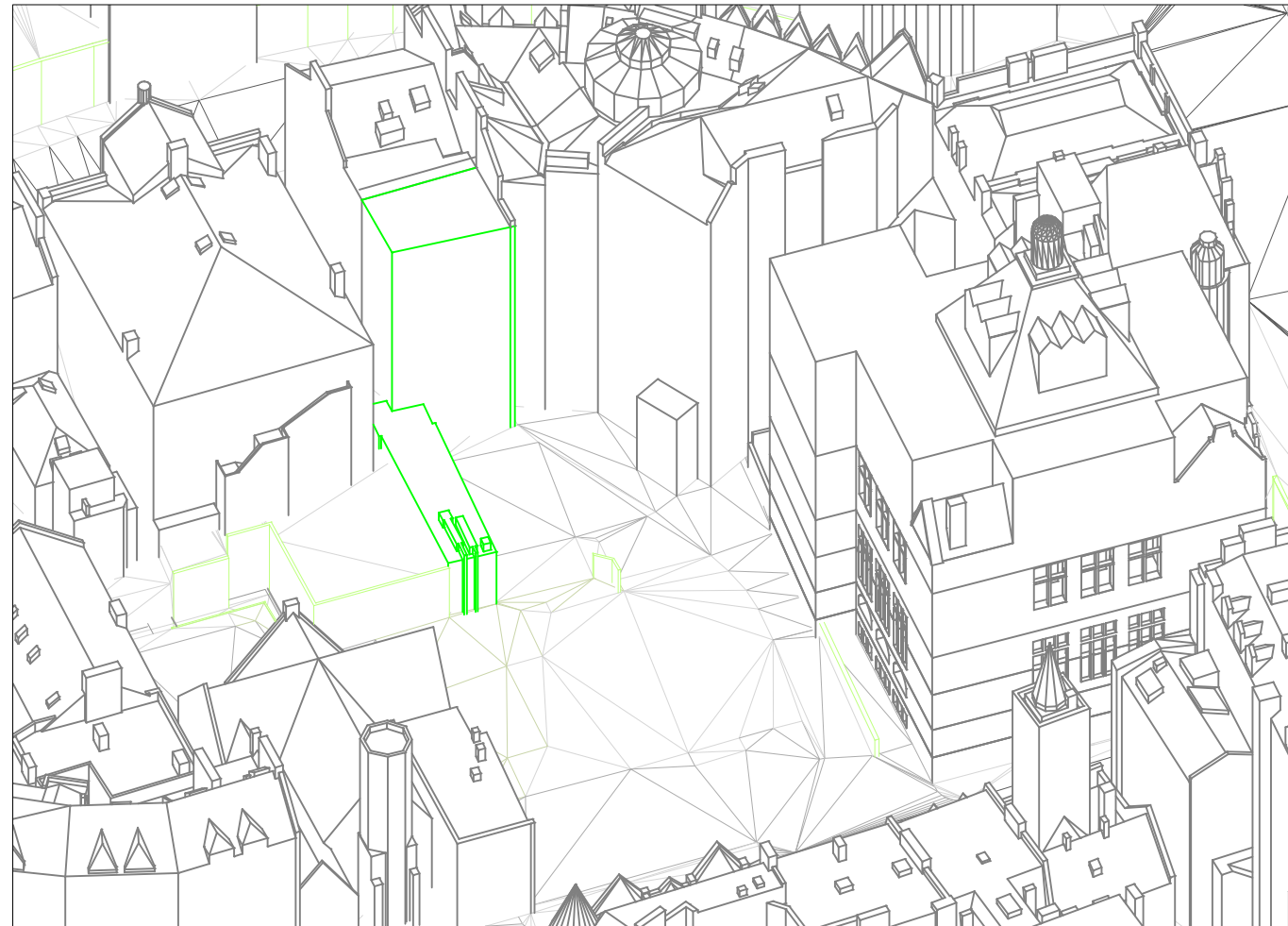
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3D Context View - View from North (Existing)

3D Context View - View from East (Existing)



3D Context View - View from South (Existing)

3D Context View - View from South (Existing)

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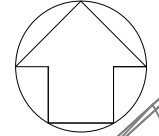
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NORTH



VICTORIA STREET

India Buildings

GEORGE IV BRIDGE

Edinburgh Central Library

Cowgate Free Church

COWGATE

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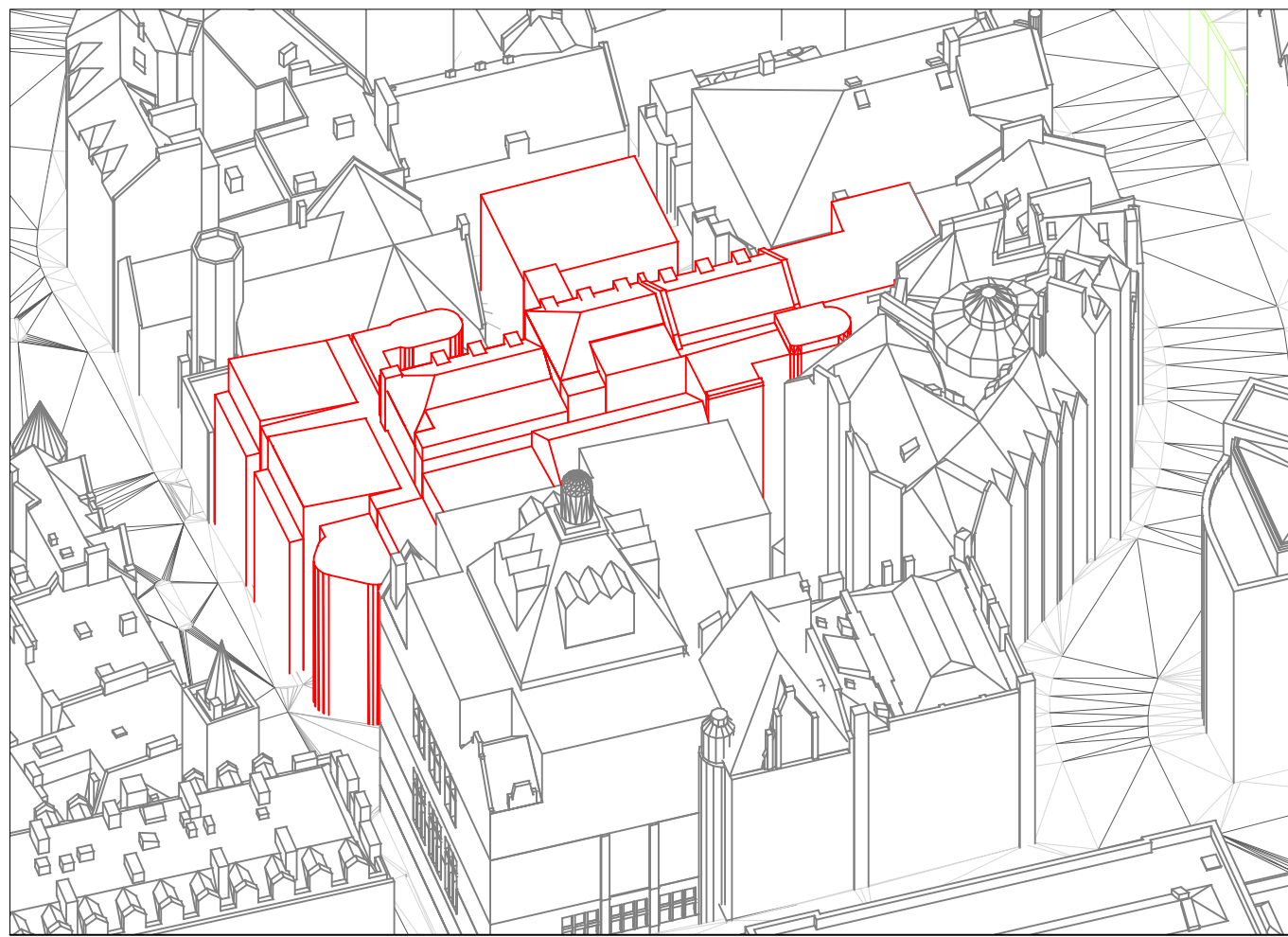
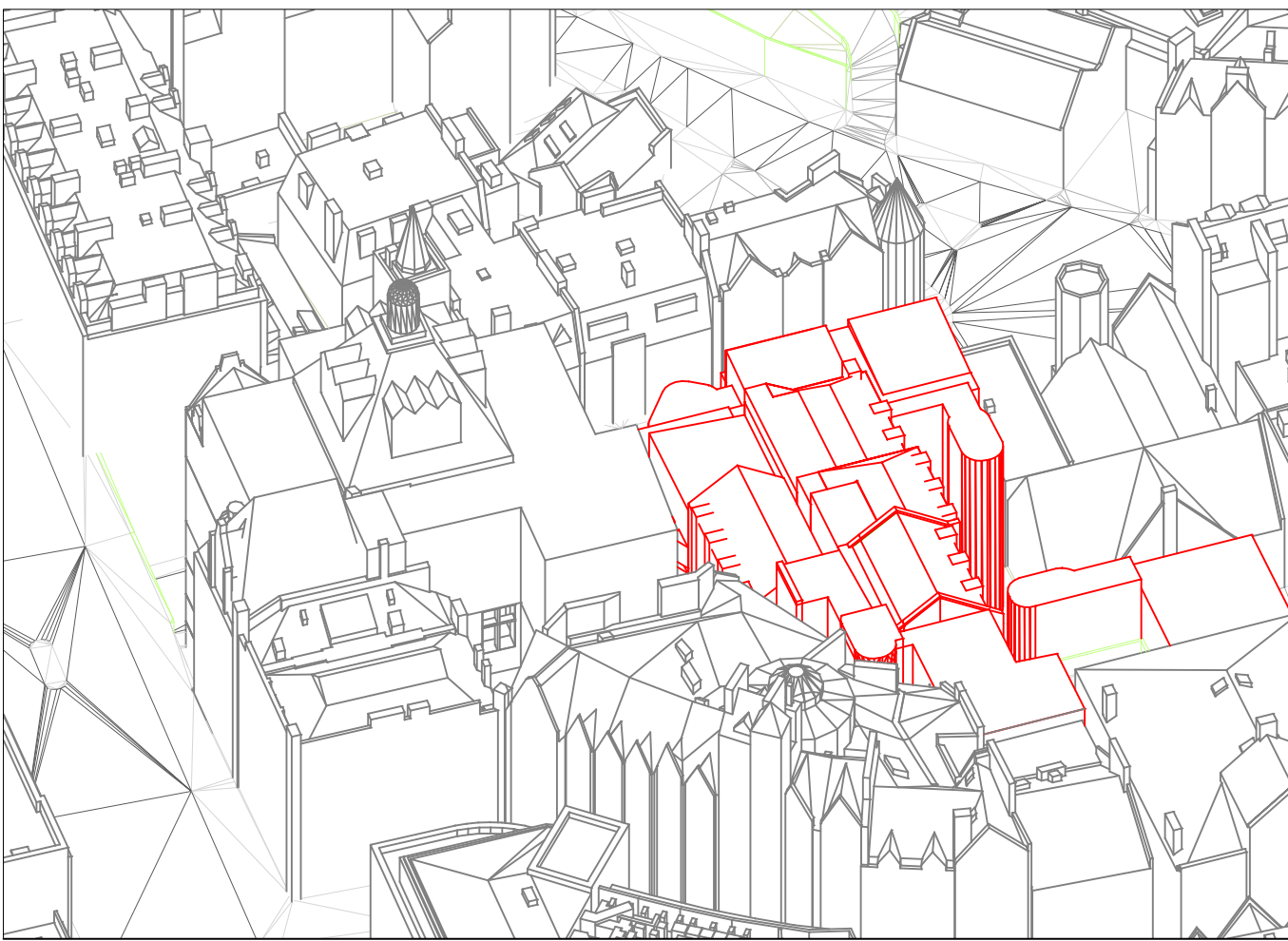
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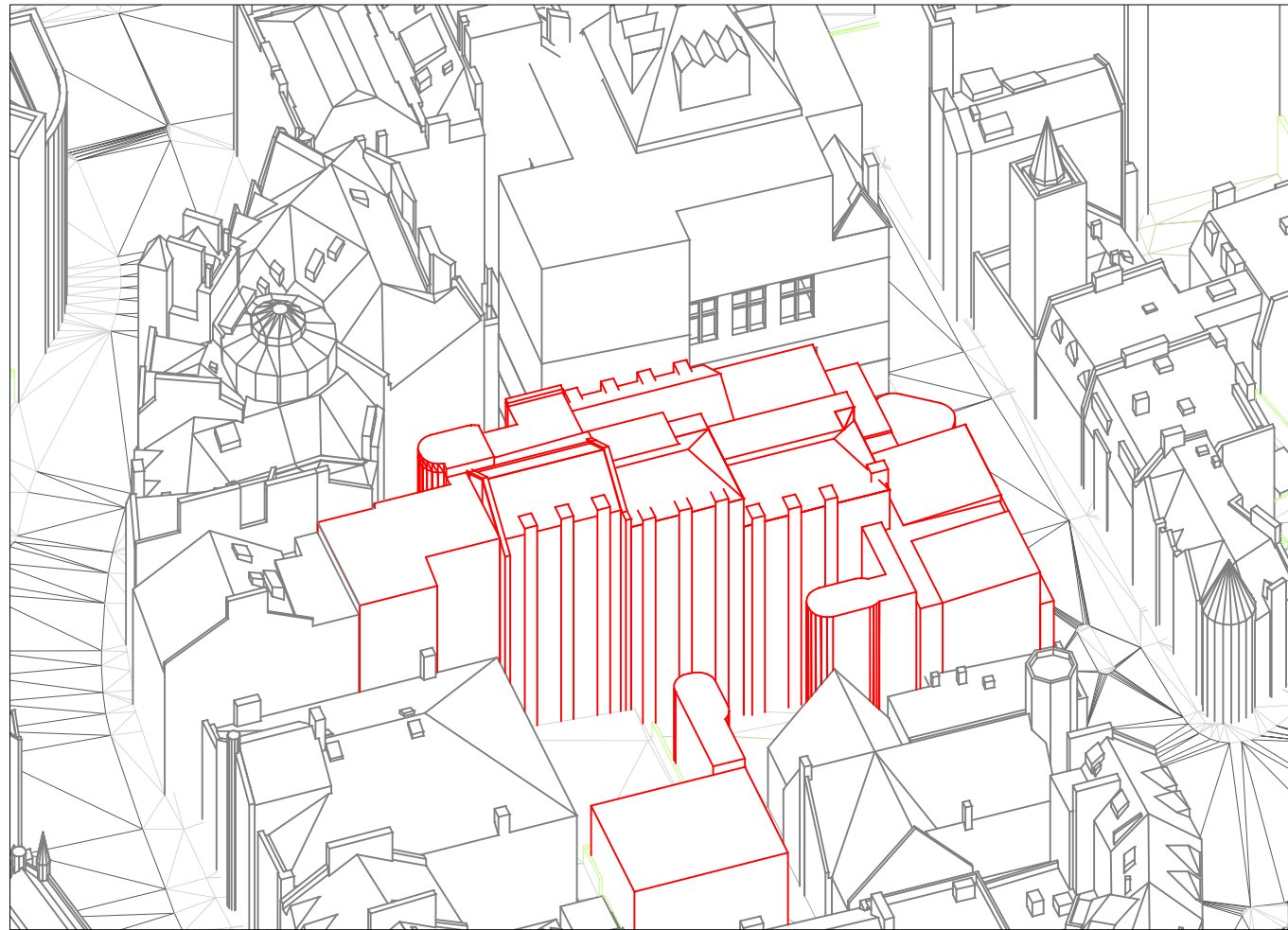
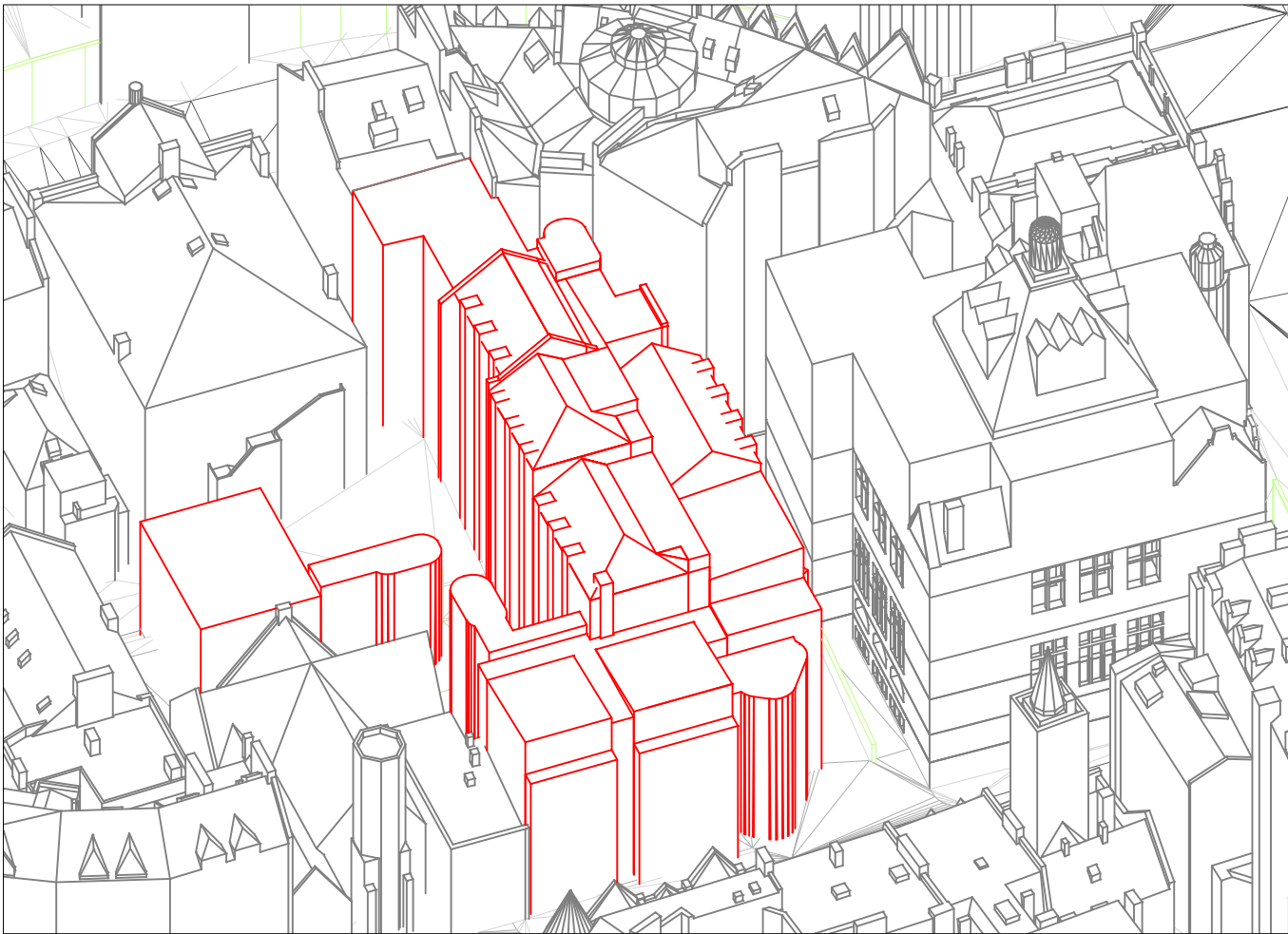
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3D Context View - View from North (Existing)

3D Context View - View from East (Existing)



3D Context View - View from South (Existing)

3D Context View - View from South (Existing)

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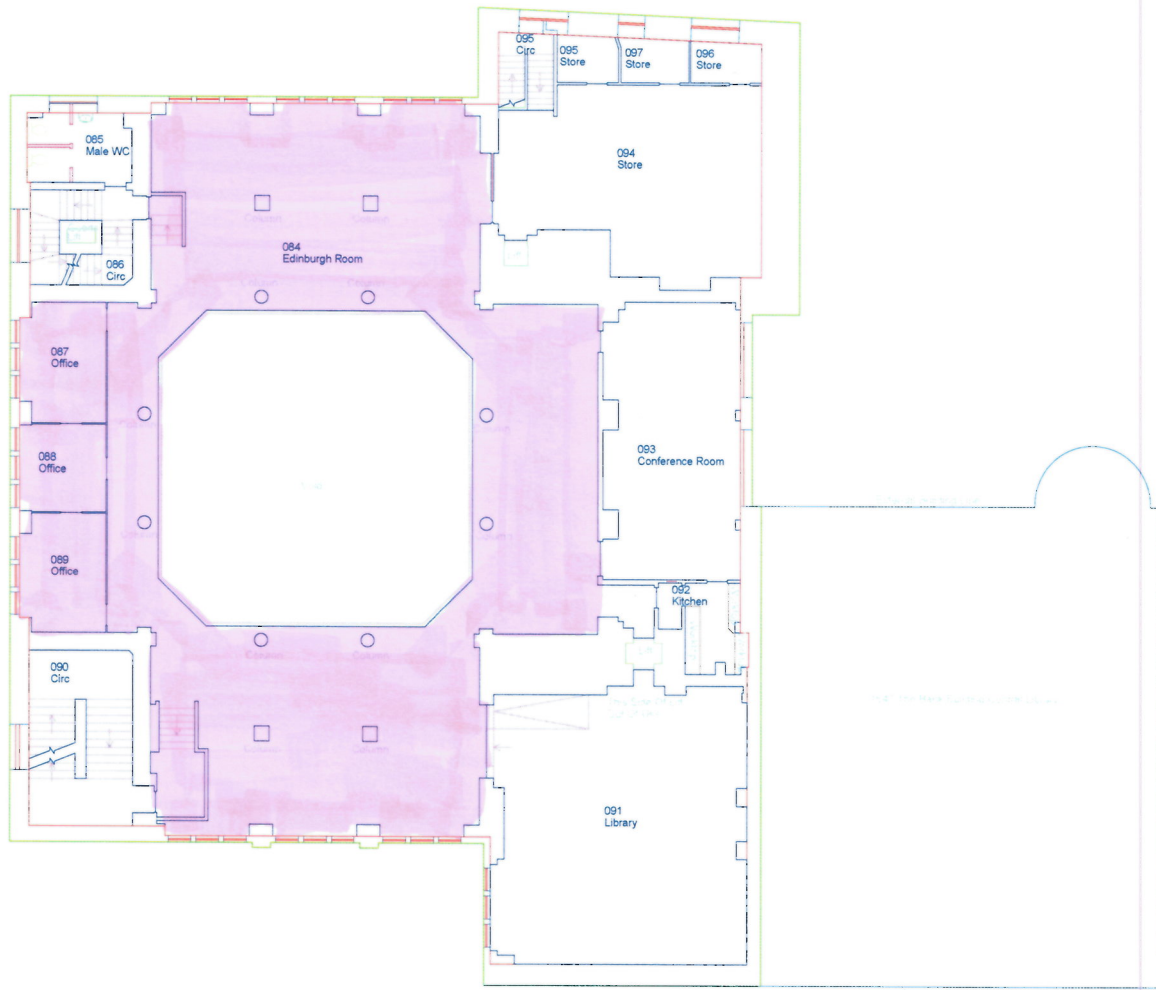
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Appendix C

Room Reference Drawings





CONSTRUCTION

A	CONSTRUCTION ISSUE	28/01/13	MC
0	Original document	00/00/00	ABC
Rev	Description	Date	Drawn

• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL

**Services for Communities
PROPERTY SERVICES**
329 High Street, Edinburgh, EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project
Central Library
Refurbishment Works

Project No
H1022

Drawing Title
Main Building
Existing Plans
Level B1 - B2

Drawing No
AL(0)004

Purpose/ Issue
Date
20/07/2012

Scale
1:50 @ A1
Drawn
CJB

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CONSTRUCTION



A	CONSTRUCTION ISSUE	28/01/13	MC
0	Original document	00/00/00	ABC
Rev	Description	Date	Con

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329 High Street, Edinburgh, EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project
Central Library
Refurbishment Works

Project No
H1022

Drawing Title
Main Building
Existing Plan
Level B3

Drawing No
AL(0)003

Purpose/Issue
Date
20/07/2012

Scale
1:100 @ A1

Drawn
CJB

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Rev	Description	Date	Drawn

EDINBURGH
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**Services for Communities
PROPERTY SERVICES**
329 High Street, Edinburgh, EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project:
Central Library
Refurbishment Works

Project No:
H1022

Drawing Title:
Main Building
Existing Drawings
Level B4

Drawing No:
AL(0)002

Purpose/ Issue: Date: 20/07/2012

Scale: 1:100 @ A1 Drawn: CJB

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CONSTRUCTION



A	CONSTRUCTION ISSUE	28/01/13	MC
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EDINBURGH
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**Services for Communities
PROPERTY SERVICES**
329 High Street, Edinburgh. EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project:
Central Library
Refurbishment Works

Project No
H1022

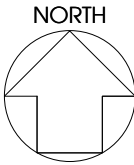
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Existing Drawings
Level B5

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Purpose/issue	Date
	20/07/2012

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**Window & Room Referencing Plans
Edinburgh Central Library**

CLIENT

City of Edinburgh Council

PROJECT

**Edinburgh Central Library
George IV Bridge
Edinburgh EH1 1EG**

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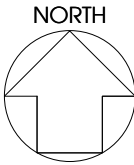
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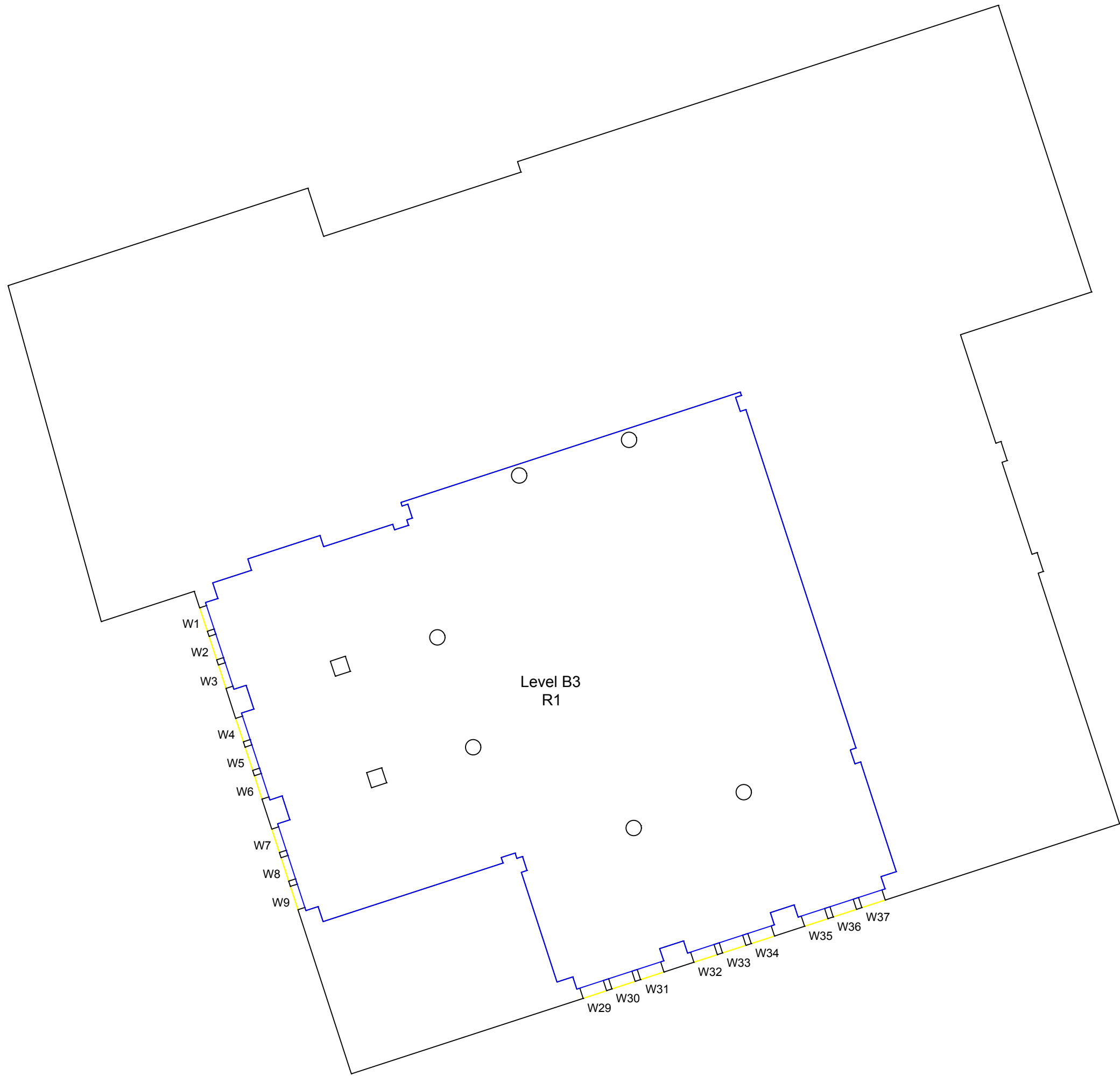
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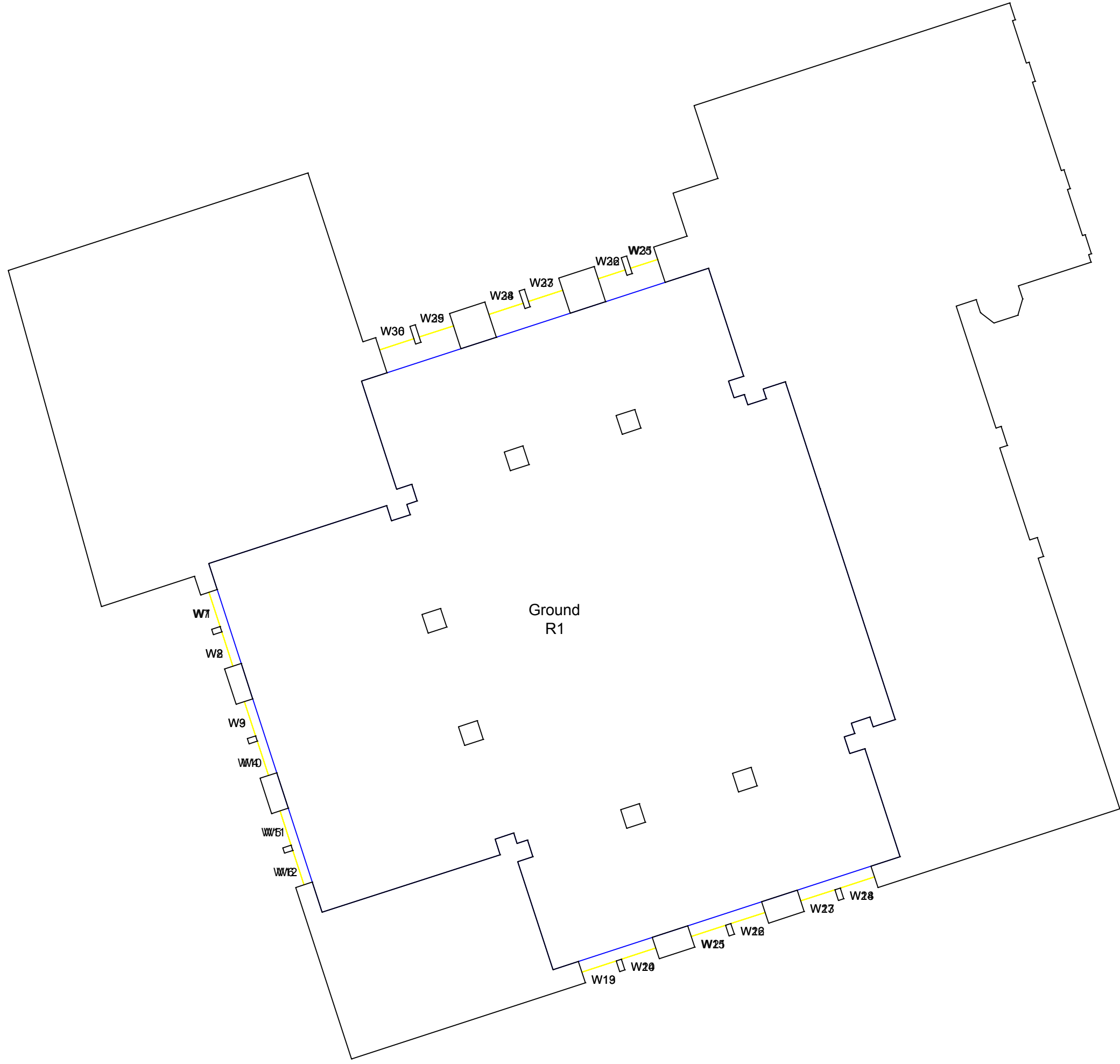
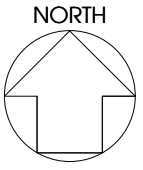
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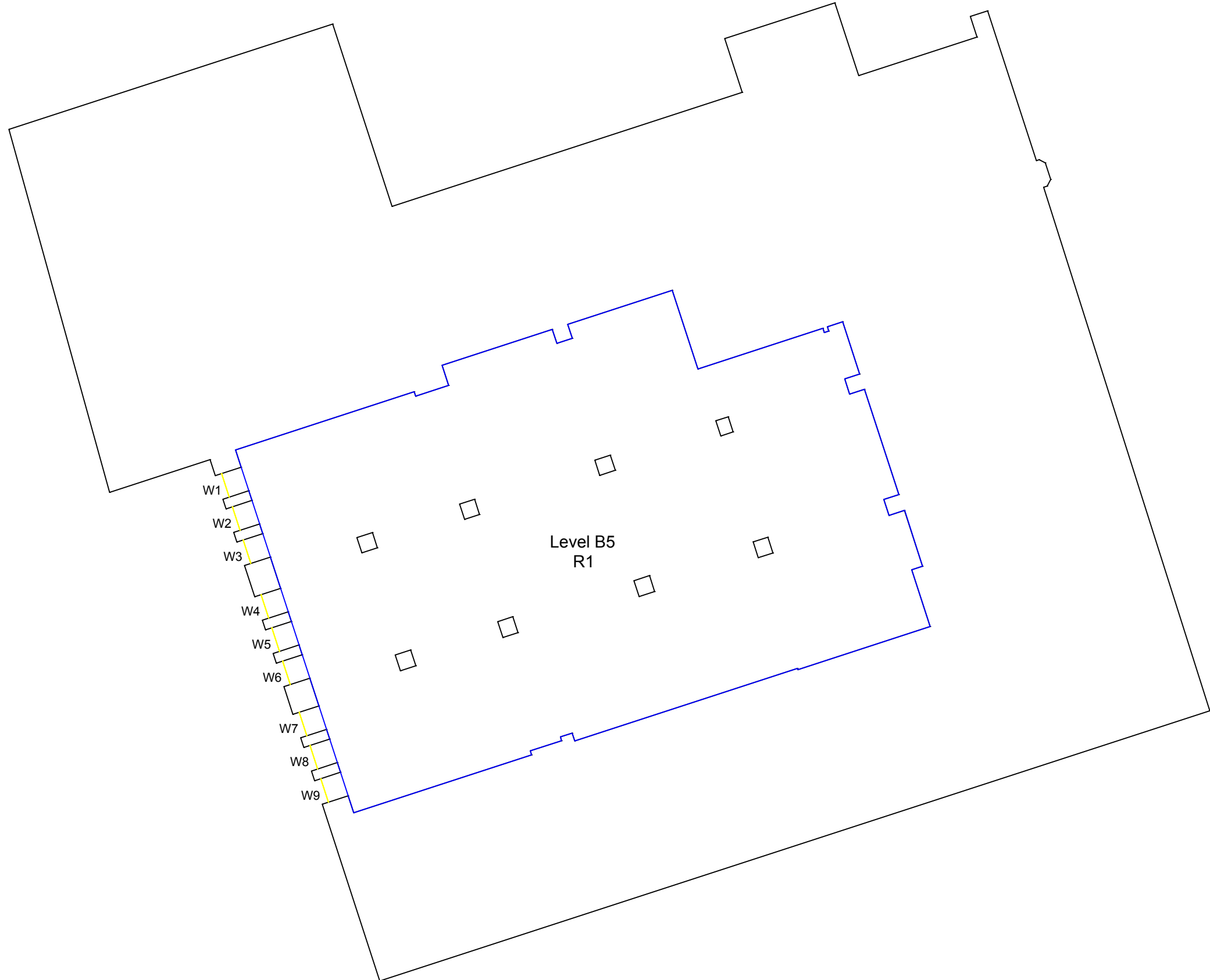
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 AL_0_001.pdf - Level B5
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Appendix D
Daylight Study



Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Edinburgh Central Library							
Ground	R1	Library	W1	0.09	0.07	0.93	
Ground	R1	Library	W2	0.10	0.08	0.93	
Ground	R1	Library	W3	0.11	0.09	0.93	
Ground	R1	Library	W4	0.11	0.09	0.93	
Ground	R1	Library	W5	0.11	0.10	0.93	
Ground	R1	Library	W6	0.11	0.10	0.93	
Ground	R1	Library	W7	0.05	0.04	0.93	
Ground	R1	Library	W8	0.05	0.05	0.93	
Ground	R1	Library	W9	0.06	0.05	0.93	
Ground	R1	Library	W10	0.06	0.05	0.93	
Ground	R1	Library	W11	0.06	0.05	0.93	
Ground	R1	Library	W12	0.06	0.05	0.93	
Ground	R1	Library	W13	0.08	0.08	0.93	
Ground	R1	Library	W14	0.08	0.08	0.93	
Ground	R1	Library	W15	0.08	0.08	0.93	
Ground	R1	Library	W16	0.08	0.08	0.93	
Ground	R1	Library	W17	0.07	0.07	0.93	
Ground	R1	Library	W18	0.07	0.07	0.93	
Ground	R1	Library	W19	0.04	0.04	0.93	
Ground	R1	Library	W20	0.04	0.04	0.93	
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Ground	R1	Library	W30	0.04	0.04	0.93	
Ground	R1	Library	W29	0.04	0.04	0.93	
Ground	R1	Library	W36	0.02	0.02	0.93	
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Ground	R1	Library	W34	0.02	0.02	0.93	
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Ground	R1	Library	W32	0.00	0.00	0.93	
Ground	R1	Library	W31	0.00	0.00	0.93	
Ground	R1	Library	W26	0.00	0.00	0.93	
Ground	R1	Library	W25	0.00	0.00	0.93	
Total				1.90	1.75	0.92	YES
Level B1-B2	R1	Library	W10-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W10-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W11-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W11-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W12-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W12-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W13-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W13-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W14-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W14-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W15-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W15-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W16-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W16-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W17-L	0.00	0.00	0.76	

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Level B1-B2	R1	Library	W17-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W18-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W18-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W19	0.03	0.01	0.76	
Level B1-B2	R1	Library	W20	0.03	0.02	0.76	
Level B1-B2	R1	Library	W21	0.04	0.02	0.76	
Level B1-B2	R1	Library	W22	0.04	0.02	0.76	
Level B1-B2	R1	Library	W23	0.04	0.02	0.76	
Level B1-B2	R1	Library	W24	0.04	0.02	0.76	
Level B1-B2	R1	Library	W25	0.04	0.02	0.76	
Level B1-B2	R1	Library	W26	0.04	0.03	0.76	
Level B1-B2	R1	Library	W27	0.04	0.03	0.76	
Level B1-B2	R1	Library	W38-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W38-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W39-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W39-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W40-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W40-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W41-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W41-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W42-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W42-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W43-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W43-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W44-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W44-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W45-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W45-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W46-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W46-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W47	0.03	0.03	0.76	
Level B1-B2	R1	Library	W48	0.02	0.02	0.76	
Level B1-B2	R1	Library	W49	0.02	0.02	0.76	
Level B1-B2	R1	Library	W50	0.02	0.02	0.76	
Level B1-B2	R1	Library	W51	0.02	0.02	0.76	
Level B1-B2	R1	Library	W52	0.02	0.02	0.76	
Level B1-B2	R1	Library	W53	0.02	0.02	0.76	
Level B1-B2	R1	Library	W54	0.02	0.02	0.76	
Level B1-B2	R1	Library	W55	0.01	0.01	0.76	
Level B1-B2	R1	Library	W56-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W56-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W57-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W57-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W58-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W58-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W59-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W59-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W60-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W60-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W61-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W61-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W62-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W62-U	0.01	0.01	0.76	

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
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Level B1-B2	R1	Library	W63-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W64-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W64-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W65	0.03	0.03	0.76	
Level B1-B2	R1	Library	W66	0.03	0.03	0.76	
Level B1-B2	R1	Library	W67	0.03	0.03	0.76	
Level B1-B2	R1	Library	W68	0.03	0.03	0.76	
Level B1-B2	R1	Library	W69	0.03	0.03	0.76	
Level B1-B2	R1	Library	W70	0.03	0.03	0.76	
Level B1-B2	R1	Library	W71	0.02	0.02	0.76	
Level B1-B2	R1	Library	W72	0.02	0.02	0.76	
Level B1-B2	R1	Library	W73	0.02	0.02	0.76	
Total				0.97	0.76	0.78	NO
Level B3	R1	Library	W1	0.09	0.04	0.69	
Level B3	R1	Library	W2	0.10	0.04	0.69	
Level B3	R1	Library	W3	0.11	0.04	0.69	
Level B3	R1	Library	W4	0.12	0.05	0.69	
Level B3	R1	Library	W5	0.12	0.05	0.69	
Level B3	R1	Library	W6	0.12	0.06	0.69	
Level B3	R1	Library	W7	0.12	0.06	0.69	
Level B3	R1	Library	W8	0.12	0.07	0.69	
Level B3	R1	Library	W9	0.12	0.07	0.69	
Level B3	R1	Library	W10	0.04	0.01	0.69	
Level B3	R1	Library	W11	0.04	0.01	0.69	
Level B3	R1	Library	W12	0.04	0.01	0.69	
Level B3	R1	Library	W13	0.05	0.01	0.69	
Level B3	R1	Library	W14	0.05	0.01	0.69	
Level B3	R1	Library	W15	0.05	0.02	0.69	
Level B3	R1	Library	W16	0.05	0.02	0.69	
Level B3	R1	Library	W17	0.05	0.02	0.69	
Level B3	R1	Library	W18	0.05	0.03	0.69	
Level B3	R1	Library	W19	0.04	0.02	0.69	
Level B3	R1	Library	W20	0.05	0.02	0.69	
Level B3	R1	Library	W21	0.05	0.03	0.69	
Level B3	R1	Library	W22	0.06	0.03	0.69	
Level B3	R1	Library	W23	0.06	0.03	0.69	
Level B3	R1	Library	W24	0.06	0.03	0.69	
Level B3	R1	Library	W25	0.06	0.04	0.69	
Level B3	R1	Library	W26	0.06	0.04	0.69	
Level B3	R1	Library	W27	0.06	0.04	0.69	
Level B3	R1	Library	W29	0.07	0.07	0.69	
Level B3	R1	Library	W30	0.07	0.07	0.69	
Level B3	R1	Library	W31	0.07	0.07	0.69	
Level B3	R1	Library	W32	0.06	0.06	0.69	
Level B3	R1	Library	W33	0.06	0.06	0.69	
Level B3	R1	Library	W34	0.05	0.05	0.69	
Level B3	R1	Library	W35	0.05	0.05	0.69	
Level B3	R1	Library	W36	0.04	0.04	0.69	
Level B3	R1	Library	W37	0.04	0.04	0.69	
Level B3	R1	Library	W38	0.02	0.02	0.69	
Level B3	R1	Library	W39	0.02	0.02	0.69	
Level B3	R1	Library	W40	0.02	0.02	0.69	

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Level B3	R1	Library	W41	0.02	0.02	0.69	
Level B3	R1	Library	W42	0.01	0.01	0.69	
Level B3	R1	Library	W43	0.01	0.01	0.69	
Level B3	R1	Library	W44	0.01	0.01	0.69	
Level B3	R1	Library	W45	0.00	0.00	0.69	
Level B3	R1	Library	W46	0.00	0.00	0.69	
Level B3	R1	Library	W47	0.04	0.04	0.69	
Level B3	R1	Library	W48	0.03	0.03	0.69	
Level B3	R1	Library	W49	0.03	0.03	0.69	
Level B3	R1	Library	W50	0.03	0.03	0.69	
Level B3	R1	Library	W51	0.03	0.03	0.69	
Level B3	R1	Library	W52	0.03	0.03	0.69	
Level B3	R1	Library	W53	0.02	0.02	0.69	
Level B3	R1	Library	W54	0.02	0.02	0.69	
Level B3	R1	Library	W55	0.02	0.02	0.69	
Level B3	R1	Library	W56	0.03	0.03	0.69	
Level B3	R1	Library	W57	0.02	0.02	0.69	
Level B3	R1	Library	W58	0.02	0.02	0.69	
Level B3	R1	Library	W59	0.02	0.02	0.69	
Level B3	R1	Library	W60	0.02	0.02	0.69	
Level B3	R1	Library	W61	0.02	0.02	0.69	
Level B3	R1	Library	W62	0.02	0.02	0.69	
Level B3	R1	Library	W63	0.02	0.02	0.69	
Level B3	R1	Library	W64	0.02	0.02	0.69	
Level B3	R1	Library	W65	0.04	0.04	0.69	
Level B3	R1	Library	W66	0.04	0.04	0.69	
Level B3	R1	Library	W67	0.04	0.04	0.69	
Level B3	R1	Library	W68	0.04	0.04	0.69	
Level B3	R1	Library	W69	0.04	0.04	0.69	
Level B3	R1	Library	W70	0.04	0.04	0.69	
Level B3	R1	Library	W71	0.03	0.03	0.69	
Level B3	R1	Library	W72	0.03	0.03	0.69	
Level B3	R1	Library	W73	0.03	0.03	0.69	
Total				3.33	2.29	0.69	NO
Level B4	R1	Library	W1	0.21	0.01	0.17	
Level B4	R1	Library	W2	0.22	0.04	0.17	
Level B4	R1	Library	W3	0.22	0.07	0.17	
Total				0.65	0.12	0.18	NO

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Edinburgh Central Library							
Level B5	R1	Library	W1-L	0.00	0.00	0.00	
Level B5	R1	Library	W1-U	0.02	0.00	0.00	
Level B5	R1	Library	W2-L	0.00	0.00	0.00	
Level B5	R1	Library	W2-U	0.02	0.00	0.00	
Level B5	R1	Library	W3-L	0.00	0.00	0.00	
Level B5	R1	Library	W3-U	0.02	0.00	0.00	
Level B5	R1	Library	W4-L	0.00	0.00	0.00	
Level B5	R1	Library	W4-U	0.02	0.00	0.00	
Level B5	R1	Library	W5-L	0.00	0.00	0.00	
Level B5	R1	Library	W5-U	0.02	0.00	0.00	
Level B5	R1	Library	W6-L	0.00	0.00	0.00	
Level B5	R1	Library	W6-U	0.02	0.00	0.00	
Level B5	R1	Library	W7-L	0.00	0.00	0.00	
Level B5	R1	Library	W7-U	0.02	0.00	0.00	
Level B5	R1	Library	W8-L	0.00	0.00	0.00	
Level B5	R1	Library	W8-U	0.02	0.00	0.00	
Level B5	R1	Library	W9-L	0.00	0.00	0.00	
Level B5	R1	Library	W9-U	0.02	0.00	0.00	
Total				0.18	0.00	0.00	NO

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Edinburgh Central Library							
Level B5	R1	Library	W1-L	0.00	0.00	0.00	
Level B5	R1	Library	W1-U	0.02	0.00	0.00	
Level B5	R1	Library	W2-L	0.00	0.00	0.00	
Level B5	R1	Library	W2-U	0.02	0.00	0.00	
Level B5	R1	Library	W3-L	0.00	0.00	0.00	
Level B5	R1	Library	W3-U	0.02	0.00	0.00	
Level B5	R1	Library	W4-L	0.00	0.00	0.00	
Level B5	R1	Library	W4-U	0.02	0.00	0.00	
Level B5	R1	Library	W5-L	0.00	0.00	0.00	
Level B5	R1	Library	W5-U	0.02	0.00	0.00	
Level B5	R1	Library	W6-L	0.00	0.00	0.00	
Level B5	R1	Library	W6-U	0.02	0.00	0.00	
Level B5	R1	Library	W7-L	0.00	0.00	0.00	
Level B5	R1	Library	W7-U	0.02	0.00	0.00	
Level B5	R1	Library	W8-L	0.00	0.00	0.00	
Level B5	R1	Library	W8-U	0.02	0.00	0.00	
Level B5	R1	Library	W9-L	0.00	0.00	0.00	
Level B5	R1	Library	W9-U	0.02	0.00	0.00	
Total				0.18	0.00	0.00	NO

Education Children and Families Committee

10.00am, Tuesday, 22 May 2018

Framework for Excellence in Health and Wellbeing

Item number	7.17
Report number	
Executive/routine	
Wards	
Council Commitments	30 and 34

Executive Summary

The National Improvement Framework Plan for 2018 contains four priorities, the third of which is to improve the health and wellbeing of children and young people.

This priority is far reaching and encompasses the work of many associated professionals, families and children. Good mental, social and emotional health is of particular importance as it underpins success in all areas of life.

Headteachers in Edinburgh have benefitted from consistent, high quality advice and training in various aspects of health and wellbeing over many years, however new requirements for assessing and planning to meet health needs have been published which impact on strategic and operational planning at school and authority level.

The City of Edinburgh strategy for Raising Attainment contains six Frameworks for Learning. The Framework for Excellence in Health and Wellbeing contains the strategic guidance Headteachers need to ensure that they have considered all necessary aspects to provide appropriate, high quality provision for learners.

Framework for Excellence in Health and Wellbeing

1. Recommendations

- 1.1 It is recommended that the committee approve the Raising Attainment Strategy: Framework for Excellence in Health and Wellbeing

2. Background

- 2.1 The National Improvement Framework specifies that schools and local authorities should improve the health and wellbeing of children and young people.
- 2.2 Improving Health and Wellbeing has been a key priority for cross-sectoral improvement for many years.

3. Main report

- 3.1 The National Improvement Framework Plan for 2018 contains four priorities, the third of which is to improve the health and wellbeing of children and young people.
- 3.2 Work of this nature has been ongoing across the authority for many years, however increased expectations have now been published in the NIF 2018 document, requiring strategic planning at local authority and school level.
- 3.3 The Raising Attainment strategy for City of Edinburgh, designed to ensure the aims of the NIF are realised, is based on six Frameworks for Learning. Each of these provides the vision and guidance for schools to ensure that local and national aims are met.
- 3.4 Headteachers are encouraged to work with children, parents and staff to self-assess the strengths and areas for improvement within their setting. They are then requested to consult the relevant Frameworks for Learning to ensure the City vision is articulated within their plans.
- 3.5 In March 2018, the Children and Families' Committee approved the first two Frameworks: Equity and Quality Improvement, in draft form.
- 3.6 The Framework for Excellence in Health and Wellbeing, once approved, will be circulated for feedback to all stakeholders, including pupils, parents and partners.

- 3.7 The Framework references the Children’s Partnership and the Education Improvement Plan aims. It cross references work from other service areas such as Inclusion and Community Learning and Development.
- 3.8 It covers all aspects of Health and Wellbeing and clarifies the expectations around monitoring, tracking, assessment, planning and professional learning.
- 3.9 For clarity and ease of implementation, it ensures that guidance is rooted within existing Curriculum for Excellence and GIRFEC guidance. It makes explicit reference to SHANARRI indicators.
- 3.10 Due to the developing expectations nationally, the Framework signposts to future adaptations which may be likely, such as measuring mental health and wellbeing for 13 year olds.

4. Measures of success

- 4.1 Measures of success in HWB at pupil and City level are indicated in the Framework but are the responsibility of schools and service managers.
- 4.2 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.3 The Strategic HWB group will oversee the implementation of the strategic actions and articulate with other groups such as the Partnership groups for SO4.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact. No negative impacts have been found.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance. No negative impacts have been found.

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 The recommendations of this report are focused on ensuring sustainability for Edinburgh’s children and families. No negative impacts have been found.

9. Consultation and engagement

- 9.1 Extensive consultation will continue to be carried out. The results will be used to inform future planning.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Resource/0051/00515736.pdf>
10.2 <http://www.gov.scot/Resource/0049/00491758.pdf>

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

- 11.1 Appendix 1- Health and Wellbeing for Learning – A Schools and Lifelong Learning Strategy
Appendix 2 - Evaluating progress in Health and Wellbeing
Appendix 3 - Health and Wellbeing – the key strategic components



Health and Wellbeing for Learning

A Schools and Lifelong Learning Strategy

Contents (still to be completed)

Aims

Background: National context, local context and research

Health Profile of Edinburgh's Learners

Health and wellbeing across learning

- **Roles, Remits and Responsibilities**
- **Quality Assurance Arrangements**

Key Strategic Actions

Links

Appendices

Aim

“Every child and young person will have good wellbeing and achieve the best possible health.”

Children’s Partnership Plan 2017-20

The Edinburgh Children’s Partnership has the highest aspirations for all Edinburgh’s children and young people. Good mental, emotional, social and physical health is important for success in all areas of learning and will ensure that today’s healthy learners become tomorrow’s healthy citizens.

The City of Edinburgh Council Health and Wellbeing for Learning Strategy builds on what we know works. Schools, their staff, parents, learners and partners have shown their continuing commitment to supporting and safeguarding the health and wellbeing of all. This strategy will detail practice that should be visible in all our schools and centres, to ensure health and wellbeing across learning



National Context

Scottish Government policy promotes excellence and equity: The National Improvement Framework set clear expectations for schools and centres to work in partnership with parents and stakeholders in the pursuit of four key priorities to achieve this.

Since 2010, Getting it Right for Every Child (GIRFEC) puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

The Children and Young People’s Act 2014 aims to make Scotland the best place in the world for children to grow up. By facilitating a shift in public services towards the early years of a child's life, and towards early intervention whenever a family or young person needs help, the legislation encourages preventative measures, rather than crises' responses. It is underpinned by the Scottish Government's commitment to the United Nations Convention on the Rights of the Child 1989 (UNCRC)

All work relating to HWB in schools should be based on the understanding that relationships are key to supporting and improving the HWB of children and young people and that the Scottish definition of HWB and the language of the wellbeing indicators should be evident across all establishment.

Local Context

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum.

The City Region Deal Partnership has agreed an ambitious vision for the future whereby in the next 20 years the Edinburgh and South-East Scotland City Region will become the most connected, most creative, most inclusive and most entrepreneurial place in Europe.

Still to get ; Bit about HWB stats Detail from community planning..... What info would they provide?

Research

There is no doubt the health and wellbeing of children and young people impacts on their ability to access learning. Pupil wellbeing is linked to attainment and a range of factors such as social and emotional learning, an assets based approach and supportive and inclusive school communities contribute to this. (Noble, T. et al 2008)

The adverse impact of poverty on health and wellbeing is well documented. This is evident in both physical and mental wellbeing and the risk of illness, low self-esteem, stress, anxiety.

<https://www.jrf.org.uk/report/psychological-perspectives-poverty>

Social and emotional competencies are key to enabling young people to achieve their academic potential and are most effective when implemented at whole school level. (Noble, T. et al 2008) Nurture groups can impact positively on social, emotional and behavioural competencies, if implemented well. Literature on resilience and emotional wellbeing identifies connectedness and belonging, feeling safe, valued and liked as key features in relation to positive communities and long term positive outcomes. The role of key adults has been identified as crucial. All adults should be ready to listen to and respond to individual pupils non- judgementally and to notice and speak to them when they are concerned.

Restorative and solution focussed approaches should be implemented to protect and foster positive relationships across the school and wider community.

Positive relationships impact on attainment. The climate of the classroom and the school community are very influential in supporting learning. Where learners feel there is a climate of trust, they are more likely to have confidence to share what they don't know and so get feedback on what they need to do to improve their learning (Hattie, J. and Yates, G. 2013).

The level of engagement a pupil feels with their school is strongly associated with attainment and meaningful learner voice is key to developing this sense of engagement. (SCCYP, "How Young People's Participation in School Supports Achievement and Attainment", 2015).

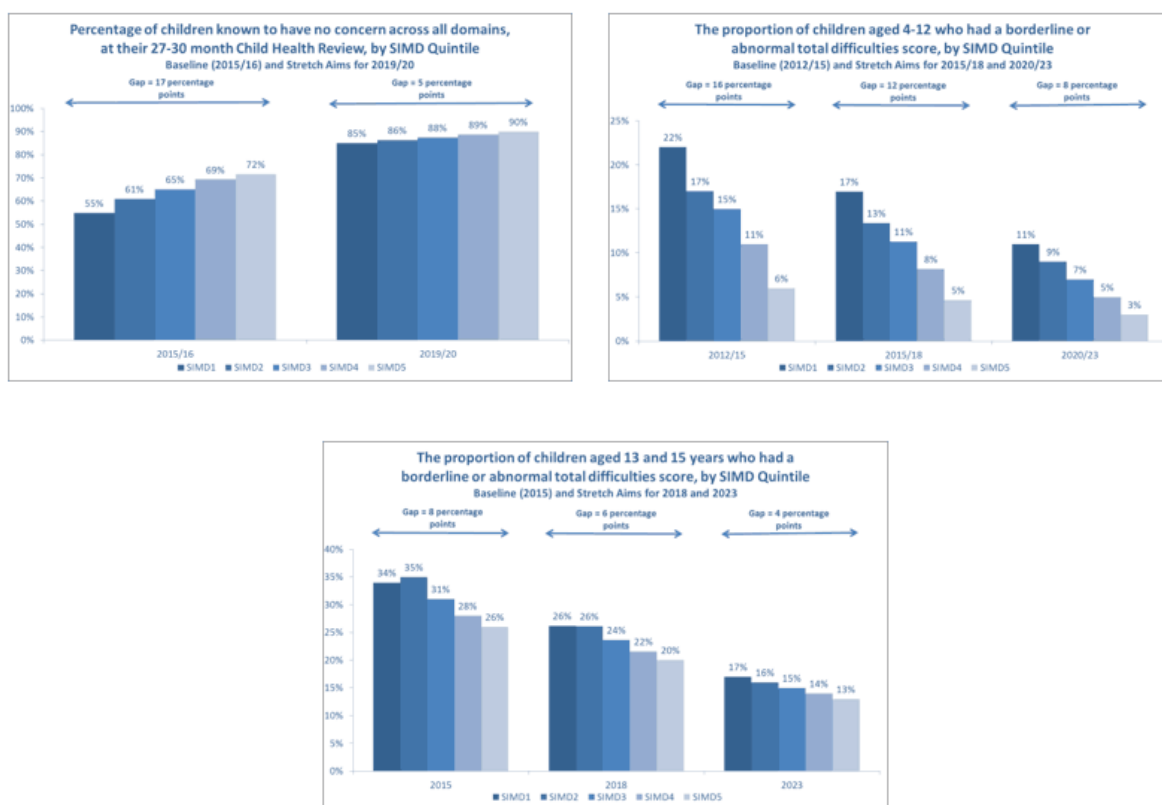
Building trusting relationships and resilience in school aged children is shown to mitigate against the impact of adverse childhood experiences. (Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115)

Aerobic physical activity can impact positively on academic performance. Inadequate nutrition can have a negative effect on attainment.

Health and Wellbeing

National Improvement Framework 2018 Stretch aims

The Scottish Government has made clear its commitment to closing the poverty related attainment gap and it recognises the role health and wellbeing has in achieving this ambition. Specific stretch aims have now been set nationally to show the required improvements in children's health and wellbeing and it is anticipated Edinburgh will aim for improvements in line with these.



Currently schools may use a range of measures to evaluate progress in HWB. These could include;

- Pupil Wellbeing Questionnaire (P3-7) and Secondary Pupil Survey
- Pupil self-evaluation using the wellbeing indicators
- Participation (wider achievement opportunities and uptake) and engagement levels (e.g. using the Leuven scale)
- Inclusion - including – exclusions, days lost, attendance and lates, quality and quantity of pupil Plans (GIRFEC and health)
- Evaluation from parents and partners regarding HWB using the wellbeing indicators

Such measure will contribute the picture of HWB across the establishment and focussing on improvement in these areas will feed into improving HWB. The authority will provide support for schools in using appropriate measures.

The report on HWB will be presented annually to the Children and Families Committee

Health and wellbeing for Learning (Roles, Remits & Responsibilities)

The Chief Education Officer will:	Headteachers will:	Staff will:
<p>Provide an annual statement of HWB across Learning to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report</p> <p>Provide an annual update on HWB linked to QI 3.1 to Children & Families Committee as part of the Schools and Lifelong Learning progress towards meeting the aims of the S&LL NIF Plan</p> <p>Provide clear targets to improve HWB for learners in Edinburgh based on analysis of data from the HWB surveys</p> <p>Provide clear local authority stretch aims, shared with schools to support improving HWB</p> <p>Provide each Headteacher with indicative stretch aims to support improving HWB</p> <p>Provide support and challenge to senior leaders to ensure HWB across learning</p>	<p>Provide an annually updated HWB information as part of their SQIP (linked to QI 3.1) and, as appropriate, Equity Profile</p> <p>Ensure they fulfil statutory duties in relation to health and wellbeing</p> <p>Provide regular training/essential learning for staff on the key aspects as detailed in The Healthy School; strategic components</p> <p>Ensure robust policies and practices are in place to promote a holistic approach and shared vision for health and wellbeing based on the wellbeing indicators</p> <p>Promote the importance of positive, enabling relationships in creating a positive ethos and a climate of trust and respect where learner voice is valued and acted upon</p> <p>Promote the mental, emotional, social and physical wellbeing of children, young people and staff, through key Council supports;</p> <ul style="list-style-type: none"> ○ "I in 5" Raising Awareness of Child Poverty resources ○ Supporting Parents & Carers 2017-2020 Guidance ○ Pupil Equity Fund - A CEC Guide to getting Started (April 2017) ○ Growing Confidence Programmes ○ Building Resilience/Cool, Calm and Connected ○ Nurture ○ Included, Engaged, Involved policy ○ CEC Excellence in Learning Policy 2018 <p>Ensure a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice is in place</p> <p>Ensure strong partnership working is in place to plan for and meet the health and wellbeing needs of the school community</p> <p>Embed restorative/solution orientated approaches across the establishment</p> <p>Ensure robust self-evaluation and planning to drive improvement in health and wellbeing</p>	<p>Create a positive ethos and a climate of respect and trust where learner voice is valued and acted upon</p> <p>Promote positive behaviour in the classroom, playground and beyond</p> <p>Where appropriate, provide a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice</p> <p>Where appropriate, use HWB benchmarks to plan for and assess progress in HWB</p> <p>Consider the wellbeing indicators when planning learning, teaching and assessment to ensure barriers to learning are minimised or removed</p> <p>Use the wellbeing indicators to plan for and evaluate progress in children and young people's HWB</p> <p>Model behaviour which promotes HWB</p> <p>Familiarise themselves with HWB and other relevant data for each class/learner</p> <p>Ensure that they are fully aware of and engage in appropriate professional learning</p> <p>Ensure that they follow guidance as stipulated in Excellence for Learning policy</p>

Quality Assurance for Health & Wellbeing for Learning

To ensure that systems and processes deliver the necessary improvements, the following arrangements will be incorporated into the work of Schools and Lifelong Learning

- The HWB for Learning Strategic Group will meet each quarter to monitor progress in relation to actions from the Children's Partnership Plan, the S&LL NIF Plan and other sources of information and evidence e.g. referrals to CMRG, stage 2 complaints, school meal up take, meeting PE requirements; make recommendations for future actions, and report to the Chief Education Officer
- This group, chaired by Senior Manager, Quality Improvement & Curriculum, will comprise
 - Headteachers from each locality
 - Quality Improvement Officer (HWB)
 - Attainment Advisor
 - Improvement Advisor
 - Senior Manager Additional Support for Learning
 - Depute Principal Educational Psychologist
 - Service Managers: Lifelong Learning
 - Service Manager: Social Work/Looked After Children
 - Senior Manager: NHS
- The CEC HWB for Learning Strategic Group will report to the South-East Alliance, Regional Improvement Collaborative on areas for improvement as detailed in the SEA Annual Plan.
- The CEC HWB for Learning Strategic Group will also share information with the Children's Partnership Group and Education committee as appropriate.

At establishment level

Following analysis of the HWB data, Headteachers and senior leaders should complete the full self-evaluation of their school and use it, in conjunction with all other evidence, to plan to improve health and wellbeing. They should:

- Identify the desired outcomes (link to specific numerical targets)
e.g. using pupil questionnaire question:
I have adults in school I can speak to if am upset or worried about something. – improve response rate from 89% to 96% of pupils agreeing/strongly agreeing
- Identify appropriate interventions
e.g. CPD and continued support for staff on role of key adult
Increase opportunity for 1:1 time with tutor/class teacher to 2 x a term
Develop self-referral system to key with pupil council so all pupils can identify their adult is and how and when they can access them
- State how impact will be measured
e.g. pre- and post intervention short questionnaires based on pupil interventions
pre- and post-pupil focus group feedback on effectiveness of interventions
response rate to pupil questionnaire question improved to 96% of pupils agreeing/strongly agreeing to question next time it is administered

This should form part of the normal improvement cycle and be evident in school improvement planning.

Key Strategic Actions

To effectively ensure HWB for learning, Headteachers should incorporate the following key features into the work of the school:

- HWB improvement information *
- Health and wellbeing responsibility of all
- Planned, progressive and relevant HWB curriculum
- Self-evaluation and planning for HWB **
- Professional Learning for HWB

Each year, as part of the Standards and Quality and Improvement Planning, Headteachers update the data and intelligence available for their setting. Much of this data and intelligence will form part of the Equity Profile and will also include (in italics):

- Demographic information and SIMD profiles
- *Evaluation of progress for HWB, linked to school improvement priorities.*

Data at SIMD level should be extracted from tracking and monitoring of the following key measures:

- Attendance & late coming
- Exclusions
- Participation

Headteachers should also prepare qualitative data on

- Inclusion, including
 - exclusions, days lost
 - attendance and lates
 - the quality and quantity of Pupil Plans (GIRFEC and health)
- Participation
 - *Wider Achievement opportunities and uptake*
- Engagement
 - Assessment of baseline levels using the Leuven Scale for targeted cohorts
 - *Evidence of how learners influence decision making and affect change*
- Achievement
 - *Evidence of progress across HWB, other than responsibility of all, using the benchmarks to support professional judgement*

Headteachers should analyse all the above data with staff and key stakeholders and use it to draft targets to ensure equity of provision, targeting groups of learner's subject to poverty, as well as other groups known have less favourable educational outcomes, such as LAAC, young carers, EAL and others relevant to the context of the school.

* Much of this information, particularly that found above in italics, is not readily available to schools, however, this demonstrates our ambition to assist schools to gather such information in a manageable way to help support improvement in HWB.

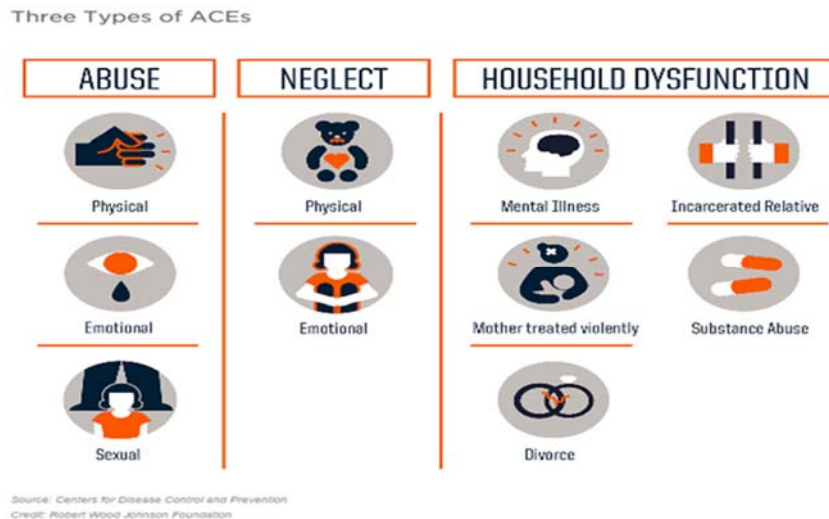
** see Appendix 1

The Healthy School – key strategic components

See SHANARRI page

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) refer to stressful events occurring in childhood (between 0-18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. Headteachers should ensure that all staff develop a clear understanding of the impact of adverse childhood experiences on all learners.



Research evidence shows that it is possible to mitigate against these factors. Many staff already do this however, it is vital that all staff take cognisance of the importance in supporting the development of resilience factors which may help protect children/young people such as:

1. Positive relationships and role models
2. Building on children's strengths, interests and passions (e.g. music/reading/sports/dance etc)
3. Developing good social and emotional skills (e.g. executive functions – self-awareness, empathy, reflective capacity, emotional regulation etc)
4. Being the key adult who can support children/young people
5. Participation and engagement in activities/groups/learning/pupil voice which leads to sense of self efficacy/achievement etc.
6. Fostering a sense of meaning and belonging
7. Promoting kindness, compassion and caring for others
8. Actively promoting and encouraging high expectations
9. Supportive families, (family engagement/parent programmes etc), supportive schools (positive ethos, culture, rights respecting, nurture and restorative approaches) and supportive communities (access to clubs/spaces to play/other people to turn to etc).

Links

One in Five

Pupil Equity Fund Guidance for Headteachers

This guidance...

Supporting Parents and Carers

This guidance....

Equity in learning

This guidance....

Excellence for Learning (working title of Teaching and Learning Policy)

This guidance... ?

Making the links, making it work resource to support HWB responsibility of all across an establishment

<https://education.gov.scot/improvement/self-evaluation/Health%20and%20wellbeing;%20Responsibility%20of%20all%20-%20Making%20the%20links%E2%80%A6making%20it%20work>

HGIOS 4

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf

Tackling the Attainment Gap by Preventing and Responding of Adverse Childhood Experiences

<http://www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf>

Evaluating progress in Health and Wellbeing

Appendix 1

Establishments should be able to show evidence of the progress children and young people are making in relation to their health and wellbeing. Staff and learners should have a clear vision of which aspects of health and wellbeing they are working on. Both should know where the child/young person is now, what they are aiming for and next steps.

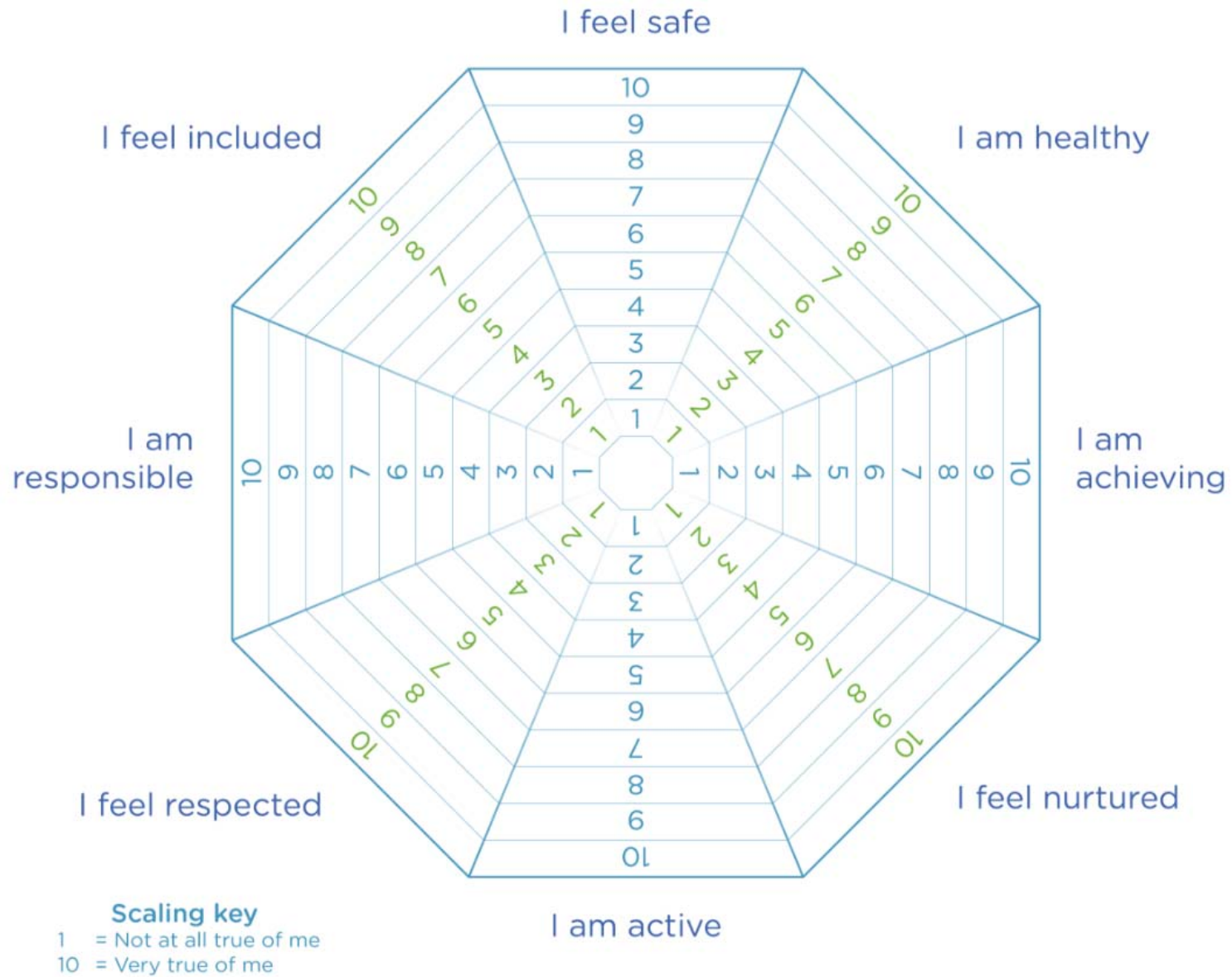
Some examples of how establishments might build a picture of children and young people's progress in health and wellbeing include:

- Children and young people self-reporting on their own progress
- Observations and one-to-one dialogue between the learner and an adult who knows them well

Over time, dialogue with the learner will focus on progress in relation to the learner's journey across all the different aspects of health and wellbeing. This is synonymous with the clear expectations around the entitlement for **universal pupil support**.

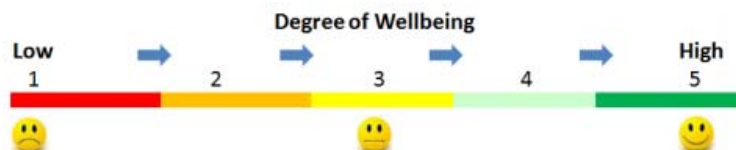
The 'wellbeing web' can provide a useful tool for evaluating progress in relation to HWB and can also help to develop a greater understanding of the full meaning of HWB through the language of the wellbeing indicators. Children/young people can evaluate against the wellbeing indicators using, for example the Edinburgh Wellbeing Outcomes, Making the links, making it work booklet (NIH) or individual school definitions as a guide. This will help children to identify strengths and areas for development. The teacher can work with children/young people/classes to support them with this aspect of their HWB and review progress through further dialogue/self-evaluation.

This approach can help to identify both individual, whole class and whole school priorities for health and wellbeing in addition to providing a simple and manageable tool for measurement.



Edinburgh Wellbeing Outcomes

Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
I am safe with my family	I eat well	I am learning new things	I receive warmth and love	I play / take part in activities	I am involved in decisions which affect me	I am considerate to others	I have friends
I am safe where I learn or work	I look after myself	I feel confident	I have people who look out for me	I play / take part in activities with others	I have help to share my views	I have an understanding of right and wrong	In my learning environment people involve me in activities
I am safe where I live	I get the care and support I need	I do the best I can	I have the food I need and I am kept clean and warm		I am treated fairly	I meet my responsibilities	I have opportunities to be with people who are important to me
I keep myself safe	I enjoy life	I am ready for the next stage in my life	I receive praise and encouragement	I am helped to be active	I have my own space	I make a positive contribution	I feel that other people want me around
I am safe around other people	I am able to deal with difficult things	I get the help I need to learn	I am listened to when I am worried or upset		I have people around me who I trust and who trust me	I make good decisions	I have help to overcome disadvantages and barriers



National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments ?
Safe			
Child Protection legislation Named person Lead professional GIRFEC HWB Principles and practice paper Wellbeing Indicators RSHP and Substance Misuse curriculum	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrences Procedure	HWB Progression Frameworks (C) Positive Relationships for Behaviour and Learning (C) Child Protection (M) Nurture (C) Restorative approaches (M) Citywide Parenting Programmes (T) Eye Movement Desensitisation (T) Refugee Trauma guidance (T)	<p>Values The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum Restorative approaches begin with the whole school ethos of positive relationships, rights and respect. Restorative approaches are for all members of the school community regardless of role.</p> <p>Practice Strong culture of partnership working and joint planning across the learning community Regular timetabled opportunities for 1;1 dialogue Staff trained and confident in supporting HWB needs Regular time created for staff to discuss learners HWB needs Safe Spaces in the school Supported lunch / break activities</p>
National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Healthy			
Better Eating Better Learning Schools Health Promotion and Nutrition Act Nutritional Standards Setting the Table (EY)	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrences Procedure	Seasons for Growth (C) Roots of Empathy (D) Food and Health Progression Framework (C) Cool, calm and connected (C) Resilience pack and training (C) Emotion Talks (D)	<p>Values Health and wellbeing is valued and seen as a priority The key adult role is a crucial component in a child's resilience - we believe that any of us can be that key adult.</p> <p>Practice</p>

Health and wellbeing – the key strategic components

<p>Food and Health curriculum ACE research Mental Health Strategy</p>		<p>Emotionally Based School Refusal Resources (C) Mindfulness (D) Situational Mutism Resources (T)</p>	<p>Planned curricular opportunities for children to develop resilience All staff demonstrate HWB is central to their practice High quality school meals which meet nutritional requirements Planned progressive HWB curriculum, shaped by learner voice and local context We develop individual attributes and supports that promote resilience including making sure every child has at least one 'good adult'</p>
<p>National/local policy/plans/curriculum</p>	<p>Associated Documents</p>	<p>Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.</p>	<p>What this should look like in establishments?</p>
<p>Achieving</p>			
<p>Developing the Young Workforce Skills for learning life and work (BTC4) National Improvement Framework Planning for Choices and Changes curriculum HGIOS 4</p>	<p>Tracking and monitoring system - opportunities for personal achievement IEPs Attendance procedure Flexible timetable procedures</p>	<p>HWB progression framework (M) JASS (D) Duke of Edinburgh (D) Awards – various – HWB, Personal Development, Employability, CIRCLE Resources (M) Differentiation training (current Gap) Literacy and Dyslexia Guidelines (C)</p>	<p>Values All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap We look for opportunities for personal and wider achievement to highlight and build on individual strengths Practice Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning Achievement across the 4 contexts for learning is celebrated and valued Transitions are carefully planned and support HWB and progression in learning Learners self-report in their own progress in HWB and are supported to identify next steps We use the Getting It Right for Every Child approach to work together with children and their families</p>

Health and wellbeing – the key strategic components

			We effectively track and monitor learners to ensure progression and target pupils at risk
National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Nurtured			
<p>Whole school nurturing approaches Nurture groups Better relationships, better learning, better behaviour</p>	<p>School vision, values GIRFEC paper work Wellbeing forms Significant Occurrences Procedure Positive Behaviour Guidance (to be written)</p>	<p>Nurture training (ESPS) (C) SMHFA YP training (D) Lego Therapy (T) Mindfulness training</p>	<p>Values Positive relationships are crucial to developing successful school communities. Ethos of respect and trust where learners can and do voice their concerns and are listened to Restorative, solution orientated approaches used to promote positive behaviour Learners know staff care about them and feel confident to seek support We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections.</p> <p>Practice Staff act as positive role models to learners Staff demonstrate high expectations and ambition for all learners We are all available and approachable - if a child or young person wants to connect with us at an unsuitable time we always offer an alternative. We provide nurture groups and support whole school nurture</p>

Health and wellbeing – the key strategic components

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Active			
<p>2 periods/2 hrs PE Daily physical activity Outdoor learning Play</p>	<p>Risk benefit assessments</p>	<p>PEPAS cluster work (C) Active Schools (C) Forrest schools/kindergartens (D) PE Guidance (M) PE Cluster Guidelines (M) Loose parts play ©</p>	<p>Values Daily physical activity is encouraged and valued Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment</p> <p>Practice Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty Positive relations with Active Schools link with a programme which is shaped by learner voice Frequent opportunities for outdoor learning, in the playground, local community and beyond Daily physical activity Tracking and monitoring systems identify children who need to be more active and establishments plan for this Planned progressive learning experience for PE across the cluster Active travel promoted across the school community</p>
Respected			
<p>UNCRC Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People Universal entitlement to support</p>	<p>Anti-bullying guidelines Supporting Transgender Young People guidance Learner voice – tracking and monitoring</p>	<p>Rights Respecting Schools Award (D) Positive Relationships for Behaviour and Learning (C) Restorative approaches (M) Mentors in Violence Prevention training (D) HWB Progression Frameworks (C)</p>	<p>Values All children should feel listened to and valued Children's rights are core to the ethos and values of the school Relationships are based on mutual trust and respect We support everyone's right to access the support they need to achieve their potential.</p>

Health and wellbeing – the key strategic components

Equalities Act 2010 RSHP curriculum		LGBT Charter Award (D) Sexual Health input for children with Additional Support Needs (developing)(T) RSHP National Resource (developing) (C)	Practice Views of learners are sought, valued and lead to change Children/young people participate fully in the life of the school Diversity is celebrated and discrimination challenged We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to).
National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Responsible			
Better Relationships, Better Behaviour, Better Learning		Restorative approaches (M) Solution orientated approaches(C) Leaderships roles	Values We show care and respect for others and model this behaviour We all have a responsibility to offer support to repair relationships Strong culture of learner voice, where views are listened to and acted upon Practice Learners co design their own learning in HWB and participate in delivery of some programmes Learners contribute to the wider life of the school and take on responsibilities e.g. on committees, buddies Learners have opportunities to develop skills across the 4 contexts for learning Restorative, solution orientated approaches used to promote positive behaviour We know there are consequences for decisions and actions that have had a negative impact on the rights of others but consequences are proportionate and support us to develop behavioural awareness and ownership

Health and wellbeing – the key strategic components

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Included			
<p>Inclusion strategy ASL Act Equalities Act 2010 Entitlement to targeted support Included, engaged, involved 2 National Practice model GIRFEC</p>	<p>Improving Outcomes for Learners at Risk of Exclusion Procedure Risk Management Procedure Addressing Inclusion Included, Engaged, Involved Policy</p>	<p>I in 5 (C) Making Education Equal for All - Edinburgh's Equity Framework CIRCLE Resources (M) Differentiation training (current Gap) ASD training (M) FASD training (T) Visual Support Project (D) Playboxes (T) LGBT School's Charter(D) Up, Up and Away (EY) (C))</p>	<p>Values All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded</p> <p>Practice Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom Equal access to opportunities, regardless of income Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community. All children have access to a key adult they know and can trust to discuss any issue or worry</p>

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

Implementing the Programme for the Capital: Coalition Commitments

Item number	7.18
Report number	
Executive/routine	
Wards	
Council Commitments	tbc

Executive Summary

On 23 November 2017, the Council considered a report that detailed the approach to implementing the Programme for the Capital, including detail of the performance measures proposed for assessing progress against the 52 Commitments.

The performance framework development has continued and significant progress has been made. The aim has been to define, where possible, measurable actions and performance indicators with defined targets for each of the 52 Coalition Commitments. The refined set of indicators was submitted to Corporate, Policy and Strategy Committee on 27 February 2018 for further scrutiny. The set was agreed on the understanding that the final set of indicators would be submitted to the relevant Executive Committee.

The set of indicators for this committee can be found in Appendix 1 and this sets the baseline for measuring progress.

Implementing the Programme for the Capital: Coalition Commitments

1. Recommendations

- 1.1 It is recommended that Committee note the set of indicators in Appendix 1.

2. Background

- 2.1 The Council considered a report on 23 November 2017 that detailed the approach to implementing the Programme for the Capital.
- 2.2 The report included detail of the performance measures proposed for assessing progress against the 52 Commitments and which Executive Committees would be responsible for measuring progress against which commitments.
- 2.3 The Council agreed:
- 2.3.1 To note that the commitments and their associated measurements as set out in the report were those of the SNP-Labour council coalition.
 - 2.3.2 To agree the principles and scheduling set out in paragraph 3.8 of the report by the Chief Executive.
 - 2.3.3 To note the proposed measures for the Coalition Commitments in Appendix 1 to the report, within the context of the broader performance framework.
 - 2.3.4 To refer the report to the Corporate Policy and Strategy Committee to agree specific and assessable performance measures, milestones and actions for all commitments by February 2018.
- 2.4 Corporate Policy and Strategy Committee agreed a refined set of indicators on 27 February 2018 on the understanding that development would continue and a set of indicators with targets would be submitted to the relevant Executive Committee.

3. Main report

- 3.1 The revised performance framework was agreed at Council on 23 November in the report 'Implementing the Programme for the Capital: The City of Edinburgh Council Business Plan 2017-22'. Detail of the indicators which would be used to monitor progress was referred to Corporate Policy and Strategy Committee for further

scrutiny and on to the relevant Executive Committee for further scrutiny and ongoing monitoring.

- 3.2 Executive Committees will consider an overview of performance relevant to their area, scrutinising indicators, improvement actions, issues and opportunities on an annual basis. This report sets the baseline for monitoring the commitments relevant to this committee and the set of indicators and targets can be found in Appendix 1 to this report.
- 3.3 The set of indicators will continue to be revised and updated as a result of ongoing monitoring.
- 3.4 The performance framework will be reviewed annually and will include refreshing the measures, actions, milestones and targets to ensure that the data collected is useful in terms of being able to measure performance and delivery against strategic aims, outcomes and commitments. This annual cycle will ensure that the framework provides timely information needed to lead and scrutinise performance but with enough flexibility to be able to change and adapt as necessary.

4. Measures of success

- 4.1 Performance will be monitored as detailed in the main body of this report and as set out in the Council Business Plan 2017-22.

5. Financial impact

- 5.1 The financial impact is set out within the Council Business Plan and is in line with actions agreed as part of the 2017-21 Revenue and Capital Budget Framework.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 Equalities impact is integrated within the Council Performance Framework.

8. Sustainability impact

- 8.1 Sustainability impact is integrated within the Council Performance Framework.

9. Consultation and engagement

- 9.1 The Performance Framework has been, and will continue to be, developed in collaboration with Elected Members, Senior and Service Managers. This has included regular discussions at Corporate Leadership Team and Leaders meetings, discussions with cross-party leaders and Conveners of Executive Committees regarding commitments relevant to their Committee.

10. Background reading/external references

- 10.1 [Programme for the Capital: City of Edinburgh Council's Business Plan 2017-22](#)
- 10.2 [Implementing the Programme for the Capital: Council Performance Framework 2017-22 – referral from City of Edinburgh Council](#)

Alistair Gaw

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11. Appendices

- 11.1 Coalition Commitments Measures

Coalition Commitments Measures – Education, Children and Families Committee

Commitments Measures below include performance indicators, actions and milestones and are linked to the Council Business Plan strategic aims and outcomes. These measures will continue to be refreshed to ensure that the data collected is useful in terms of being able to measure performance and delivery against the strategic aims, outcomes and commitments.

Business Plan Aim	Business Plan Outcome	Commitment	Actions	Measures	Target	
A City of Opportunity	Everyone, regardless of wealth and background can fulfil their potential and benefit from the city's success	C28	Create a first-class education estate – building 2 new secondary schools and 10 new primaries by 2021. Ensure safe standards are met by rigorous inspections of new and existing school buildings.	Condition surveys over a five year rolling programme, with an annual update to demonstrate full compliance with statutory testing, resulting in prioritised investment to ensure all health and safety risks are addressed	Number of new schools where construction has commenced Percentage of conditions surveys completed	Construction commenced for 2 secondary schools and 10 primary schools by 2021 100% of the school estate surveyed by Autumn 2022
		C29	Improve and protect access to additional languages and music tuition and encourage more children and young people to gain vital skills in construction, engineering, digital technology, maths and science.	Delivery of the 'One plus Two Language' plan Continue to develop the opportunities to engage in the study of language and culture of another country Improved access to, and learner pathways for, the creative arts via the combined approaches of Instrumental Tuition and the Youth Music Initiative Improved partnership with the FE sector	% of Primary Schools delivering Language 2 progressively Number of children and young people accessing music tuition % of schools engaging with the RAiSE programme	100% by 2020 Increase by 5% (Primary & Secondary combined) Increase by 5% per annum over next three years
	All children and young people have the best start in life and are able to reach their full potential	C30	Increase the number of classroom assistants and support staff for children with additional needs to improve attainment and wellbeing.	Ongoing recruitment of pupil support staff New training for all pupil support assistants across all sectors	Percentage of children achieving expected CfE level for numeracy by Primary 7 Number of pupil support assistants employed	Increase by 2% per annum to session 2021/22 Increase by 50 FTE by session 2021/22
		C31	Expand training opportunities for adults and young people linking with colleges and expanding vocational education.	Continuing partnership work between schools and Edinburgh College to develop curriculum offering and vocational opportunities	Number of pupil support assistants trained in wellbeing and attainment Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college Number of learners engaging in the Adult Education Programme	100% by session 2021/22 Increase by 2% per annum 14,000 for 2018/19
	Citizens are socially connected and able to participate and develop throughout their lifetime	C32	Double free early learning and child care provision, providing 1140 hours a year for all 3 and 4 year olds and vulnerable 2 year olds by 2020.	Actions contained within and progress monitored through the Early Learning and Childcare Expansion Plan	% of Early Years settings providing 1140 hours of funded Early Learning and Childcare % of vulnerable 2 year olds accessing 1140 hours	100% by August 2020 100% by August 2020
		C33	Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling.	Actions contained within and progress monitored through the Early Learning and Childcare Expansion Plan	% of Early Years settings providing more than one option of early learning and childcare for parents % of Primary 1 pupils living in the most deprived areas achieving expected literacy level	100% by August 2020 Increase by 5% by session 2020/21
	Everyone has access to suitable housing, facilities and amenities	C35	Improve access to library services and community centres making them more digital, and delivering them in partnership with local communities.	Deliver assisted digital by providing customer support in locations across the city, to increase confidence and knowledge enabling use of digital channels including library services	Digital use – downloads and streaming Total number of library customer transactions	Increase by 5% for 2018/19 Increase by 5% for 2018/19
		C36	Support the continued development of Gaelic Medium Education.	Actions contained within and progress monitored through the Gaelic Language Plan 2017-2022 Provision of progressive Gaelic Medium Education (GME) into secondary school	Deliver facilities for Secondary GME Number of pupils on the rolls of Primary and Secondary GME Number of staff trained to deliver Gaelic Learner Education as part of the council strategy on 'One plus Two' Languages	Final draft of a Strategic growth plan for GME including long term timelines for increasing teacher numbers, improving the curriculum and delivering accommodation requirements to be prepared for August/September 2018

CfE (Curriculum for Excellence)

RAiSE (Raising Aspirations in Science Education)

Business Plan Aim	Business Plan Outcome	Commitment	Actions	Measures	Target
A Resilient City	Communities are safe, strong and able to cope with change	C34 Prioritise services for vulnerable children and families and looked after children, and support organisations working to end domestic abuse.	Actions contained within the Corporate Parenting Action Plan	Rate of Looked After Children per 1,000 population	Decrease to 15.3 by 2020
	Our built and natural environment is protected and enhanced			Percentage of LAC pupils with low school attendance	Decrease by 10% by session 2020/21
	Edinburgh is a low carbon, connected city with transport and infrastructure that is fit for the future			Funding invested by CEC in domestic abuse services	Available after November 2018 – end of first year of new contracts
	Edinburgh is clean, attractive and well looked after			No of women and children supported in a year % of women and children who report feeling safer	
			Actions agreed by the Collaborative Partnership of domestic abuse service providers in Edinburgh		

Education Children and Families Committee

10.00am, Tuesday, 22 May 2018

Child Poverty - School Uniform Grant

Item number	7.19
Report number	
Executive/routine	
Wards	
Council Commitments	C33

Executive Summary

This report presents follow up actions to the previous Child Poverty – School Uniform Grant report presented the last Education, Children & Families Committee on 6 March 2018.

That committee meeting approved recommendations to streamline the criteria for entitlement to a clothing grant by aligning it with eligibility for free school meals, ensure primary school pupil entitlement is the same as the secondary school entitlement and increase the school clothing grant for an estimated 6400 pupils to at least £70.

This report provides the financial options and costs for increasing the School Clothing Grant to meet the higher figure recommended by the Child Poverty Action Group of £129.50 and information on the range of costs of school uniforms from outlets within the City of Edinburgh area.

Child Poverty - School Uniform Grant

1. Recommendations

- 1.1 Committee is asked to:
 - 1.1.1 Note the financial options and costs for increasing the School Clothing Grant to meet the higher figure recently recommended by the Scottish Government of £100.
 - 1.1.2 Note the financial options and costs for increasing the School Clothing Grant to meet the higher figure recently recommended Child Poverty Action Group of £129.50
 - 1.1.3 Note information on the range of costs of school uniforms from outlets within the City of Edinburgh area

2. Background

- 2.1 Just over 20% of children in Edinburgh live in poverty, equating to about 20,000 children. This figure is projected to rise significantly by 2020 (Institute for Fiscal Studies, 2015). Whilst there are well-documented concentrated areas of poverty in Edinburgh, it should be noted that every Ward registers a child poverty rate, after housing costs, of over 10%.
- 2.2 Families experiencing poverty often lack the money to pay for essential items such as school equipment and uniforms. This can be a particular challenge for families with more than one child and can greatly impact on children's learning, experiences and outcomes in school.
- 2.3 At the last Education, Children & Families Committee on 6 March 2018, recommendations were approved to streamline the criteria for entitlement to a clothing grant by aligning it with eligibility for free school meals, ensure primary school pupil entitlement is the same as the secondary school entitlement and increase the school clothing grant for an estimated 6400 pupils to at least £70.

3. Main report

- 3.1 At the last Education, Children & Families Committee on 6 March 2018, a Child Poverty – School Uniform Report was submitted for approval which highlighted the range of work taking place under the 1 in 5 Child Poverty Awareness project to address inequalities as a result of income.
- 3.2 Recommendations were approved to streamline the criteria for entitlement to a clothing grant by aligning it with eligibility for free school meals, ensure primary school pupil entitlement is the same as the secondary school entitlement and increase the school clothing grant for an estimated 6400 pupils to at least £70
- 3.3 Recent proposal from COSLA on behalf of the Scottish Government is consulting with local authorities on their interest in voluntarily increasing school clothing grants to a new recommended amount of £100.00 with their support. No final confirmation has been received yet.
- 3.4 The Child Poverty Action Group in Scotland estimates that the cost of a school uniform is £129.50 and the cost implication to increase grants to this figure is outlined below.
- 3.5 The range of costs of school uniforms from outlets within the City of Edinburgh area range from £12 from supermarkets (e.g. Asda) for the basic items of skirt/trousers, blouse and jumper to £91.95 (e.g. Aitken & Niven) for blazer, skirt/trousers, jumper, blouse).
- 3.6 These figures do not take in any additional items such as shoes, ties, cardigans, summer dresses, gym kits and other necessities.
- 3.7 Our *Making School Equal for All- Edinburgh's Pupil Equity Framework*, gives guidance on what schools should be doing to minimise school uniform costs including adopting a flexible uniform policy to allow purchase from a range of suppliers, schools not profiting from uniform sales and being discreet when addressing uniform issues. It also discourages the practice of using specific suppliers and raising additional income from uniform sales.
- 3.5 The '*1 in 5: Financial Support and Information*' booklet distributed to all Services for Schools and Communities staff contains information on how to support families to maximise incomes and access various grants, benefits and funds.

4. Measures of success

- 4.1 Increased school clothing grant is agreed and communicated to families across Edinburgh.
- 4.2 All schools are familiar with the Edinburgh's Equity Framework and are encouraged to follow the guidelines within with regards to allowing families to purchase uniform from cheaper suppliers.

- 4.3 Staff who work with families across the council are familiar with the 1 in 5: Financial Support and Information booklet in order to support income maximisation for families across Edinburgh.

5. Financial impact

5.1

	Options	Estimated numbers of beneficiaries*	Clothing Grant Entitlement	Budget required*
1	Current Situation	5,900	£43 - Primary £50 - Secondary	£241,848
2	Increased Clothing Grant for all eligible pupils (aligned with FME) as recommended in Committee 6 th March**	6,400	£70 all pupils	£448,000
3	Increased Clothing Grant for all eligible pupils (aligned with FME) as recommended as minimum rate by Scottish Government in accordance with COSLA consultation	6,400	£100 all pupils	£640,000 (may be less depending on contribution from Scottish Government)
4	Increase Clothing Grant for all eligible pupils (aligned with FME) to be in line with CPAG recommendations*	6,400	£129.50 all pupils	£828,800

*The figures above are based on projected estimates from the Transaction Team but this may increase given changes to welfare benefits. Scottish Government also encourage use of occasional discretion where necessary for individuals who would normally not be entitled.

**Note this would not apply in the case of blanket FSM programmes i.e. all P1-P3 pupils FSM funded by Scottish Government and FSM for all St Crispins and Oaklands pupils funded by CEC.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 Improved outcomes for, and greater inclusion of, children living in poverty.

8. Sustainability impact

- 8.1 Improved outcomes for children in poverty contributes to a range of sustainability indicators.

9. Consultation and engagement

- 9.1 None undertaken for this report.

10. Background reading/external references

- 10.1 [CPAG Website – School Clothing Grants in Scotland](#)

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11. Appendices

- 11.1 None.