

Notice of meeting and agenda

Education, Children and Families Committee

10:00am, Tuesday 5 March 2019

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 Stepping Stones North Edinburgh
- 3.2 James Gillespie's High School Parent Council

4. Minutes

- 4.1 Education, Children and Families Committee 11 December 2018 - submitted for approval as a correct record (circulated)

5. Forward planning

- 5.1 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 Carers (Scotland) Act 2016 Update - report by the Executive Director for Communities and Families (circulated)
- 7.2 Promoting Children's Rights, Equalities and Inclusion in Schools and Services – report by the Executive Director for Communities and Families (circulated)
- 7.3 Teacher Recruitment Update – report by the Executive Director for Communities and Families (circulated)
- 7.4 Schooling Options for Children Living in City of Edinburgh – report by the Executive Director for Communities and Families (circulated)
- 7.5 Early Years Expansion, Workforce Update – report by the Executive Director for Communities and Families (circulated)
- 7.6 Staff and Resources Required to Deliver Future School Accommodation - report by the Executive Director for Communities and Families (circulated)
- 7.7 Communities and Families Small Grants to Third Parties 2019/20 – Proposals for Expenditure – report by the Executive Director for Communities and Families (circulated)
- 7.8 Renewal of NHS Service Level Agreements – report by the Executive Director for Communities and Families (circulated)

- 7.9 What Kind of Edinburgh? – report by the Executive Director for Communities and Families (circulated)
- 7.10 Revenue Monitoring 2018/19 – Month Nine Position - report by the Executive Director for Communities and Families (circulated)

8. Motions

- 8.1 By Councillor Laidlaw - Adjustment of Christmas Holiday 2020/21 School Year
“Committee
- 1) Notes that the agreed Christmas holidays for school year 2020/21 are Thursday 24 December 2020 to Wednesday 6 January 2021, with the last day in school Wednesday 23 December.
 - 2) Recognises that many pupils and teachers will need to travel and/or prepare for Christmas and that is a challenge with only one day’s holiday before Christmas day.
 - 3) Agrees to consult with headteachers on the proposition that the term ends on Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles for agreement.”
- 8.2 By Councillor Laidlaw - Contribution of Independent Schools to the City of Edinburgh
“Committee
- 1) Notes the report *Economic and Fiscal Contribution of Edinburgh’s Independent Schools* by BiGGAR published on 19th December, which detailed the unique contribution of Edinburgh’s independent school sector, whereby the 10 Edinburgh independent schools together educate 11,700 nursery, primary and secondary pupils, accounting for 14% of Edinburgh primary and secondary school aged pupils.
 - 2) Recognises the achievements these schools have made in offering increased financial assistance to pupils wishing to attend these schools, noting that in 2017/18 the total level of financial assistance provided by the Edinburgh independent schools was £17.5 million, of which £10.5 million was paid out in means-tested assistance and £6.9 million was paid out in non-means tested; benefitting over 2,700 pupils, representing 23% of the pupils educated by the Edinburgh independent schools.
 - 3) Recognises the economic contribution the sector makes to the city of Edinburgh, equalling £125 million Gross Value Added (GVA), supporting 3,000 jobs and a fiscal contribution through taxation paid and collected as well as through public sector cost savings from the schools’ provision of education, amounting to £85 million in 2017/18, of which, the City of Edinburgh Council benefitted by £47 million.

- 4) Notes the increasing levels of partnership between City of Edinburgh run schools and the independent sector, including but not limited to providing academic support to other schools through special educational events, some of which focus on UCAS applications, and facilities such as the Swire Language Centre for learning Mandarin.
- 5) Agrees the Committee would benefit from a better understanding of the partnerships that exist between the independent sector and City of Edinburgh schools and asks for a members briefing within two cycles of Committee.”

Laurence Rockey

Head of Strategy and Communications

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

Fiona Beveridge, Monsignor Anthony Duffy and Rabbi David Rose.

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/meetings.

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Education, Children and Families Committee

10.00am, Tuesday 11 December 2018

Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Corbett, Griffiths, Howie, Laidlaw (items 1 and 2), Rose (substituting for Councillor Laidlaw for items 3 to 25), Rust, Smith and Young.

Religious Representative

Rabbi David Rose

Parent Representative

Alexander Ramage (non-voting)

1. Motion by Councillor Laidlaw – Trial of AV1 Inclusive Learning Technology

Decision

To note that Councillor Laidlaw had withdrawn his motion.

2. Deputation – NLRP12

The Committee received a deputation from John Wallace on behalf of NLRP12 in relation to the trial of AV1 inclusive learning technology.

Mr Wallace acknowledged that Councillor Laidlaw had withdrawn his motion, but did not agree that the issue had been dealt with. He stated that his son's right to education had been denied for too long, considering the time that had lapsed since he had first asked the Council to permit his son to use the AV1 device.

The AV1 device was beneficial for pupils with disabilities and most of the school community had no issues with making a reasonable adjustment to allow its use. Furthermore, there was international support and legislation to help people with disabilities, including a statement from the Equalities and Human Rights Commission.

Mr Wallace asked the Committee to take into account and comply with equalities legislation and to seek an early resolution to the matter.

The full presentation can be viewed via the link below.

https://edinburgh.public-i.tv/core/portal/webcast_interactive/368121

Decision

To note the issues raised.

3. Petition for Consideration – Edinburgh Central Library vs Virgin Hotel

a) Presentation by Principal Petitioner

The Committee received a presentation from Neil Simpson, the principal petitioner, who spoke on behalf of his petition – Edinburgh Central Library vs Virgin Hotel.

He stressed the importance of safeguarding the Category A listed Central Library as a key resource in the literary and cultural landscape of Edinburgh. The Central Library was the City's flagship library, but there had been a lack of investment. Various proposals had been put forward and it was now necessary to address the critical condition of the building, however, Mr Simpson stated there seemed to be a lack of urgency and a failure to ring-fence funding

There were a number of issues to be addressed one of which was the significant loss of daylight. In a recent property condition survey, the Central Library had received a C or poor rating.

Mr Simpson requested the Committee to urgently review the project for the Central Library in the form of a dedicated report which clarified ambitions, particularly floor area requirements for core library services and the requirement for day-lit and sunny rooms for the City Library.

The full presentation can be viewed via the link below.

https://edinburgh.public-i.tv/core/portal/webcast_interactive/368121

b) Report by the Chief Executive

Details were reported of a petition which had been submitted in respect of the Edinburgh Central Library vs Virgin Hotel.

The petition called on the Council to:

- (a) Request a detailed report on Edinburgh Central Library as a flagship cultural project of national and international significance commensurate with existing professional advice to the Council and the Council's own reports.
- (b) Request a detailed report on purchasing back land and buildings which formed part of the India Buildings hotel-led development, sold by the Council without a full consultation on the implications for the Central Library.

Motion

- 1) To consider the terms of the petition 'Edinburgh Central Library vs Virgin Hotel' as set out in Appendix one of the report by the Chief Executive.
 - 2) To note that the second request in the petition set out at paragraph 1.2.2 above did not fall within the remit of the Education, Children & Families Committee; therefore, to agree to refer that part of the petition to the Finance and Resources Committee for its consideration.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To request that the annual report on the Lifelong Learning Plan scheduled for October 2019 included within it options for the Central Library drawing on past and current studies and feasibility exercises and a clear vision for its role in the city's cultural landscape.

- moved by Councillor Corbett, seconded by Councillor Campbell.

In accordance with Standing Order 21(11), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Perry:

- 1) To consider the terms of the petition 'Edinburgh Central Library vs Virgin Hotel' as set out in Appendix one of the report by the Chief Executive.
- 2) To request that the annual report on the Lifelong Learning Plan scheduled for October 2019 included within it options for the Central Library drawing on past and current studies and feasibility exercises and a clear vision for its role in the city's cultural landscape.
- 3) To note that the second request in the petition set out at paragraph 1.2.2 above did not fall within the remit of the Education, Children & Families Committee; therefore, to agree to refer that part of the petition to the Finance and Resources Committee for its consideration.

(References – Act of Council No 2 of 22 June 2017; report by the Chief Executive, submitted)

4. Motion by Councillor Young – Violence and Work Survey

(a) Deputation – EIS/UNISON

The Committee received a deputation from Alison Murphy (EIS), who spoke on behalf of EIS/UNISON in respect of the Violence and Work Survey. She explained that Unison were unable to attend, but as this was a joint survey, she would speaking on behalf of both trade unions.

A joint survey had been carried out in 2018, to address members' concerns about violence and verbal assaults on staff.

The survey had concluded that staff had experienced physical violence and verbal abuse which led to stress and possibly absence. A number of respondents had stated that they regarded dealing with violence as part of their job, but were unaware of reporting mechanisms and policy.

Furthermore, many staff had expressed dissatisfaction with the Council's management of violence, felt anxious about teaching certain classes and had mental health problems, but they were unaware of possible support and felt they had been inadequately trained in dealing with violent behaviour.

Ms Murphy outlined what the Unions would be doing next and what they would like the Council to do in terms of next steps:

- continued training for members and what actions could be taken where legitimate concerns are not being addressed
- a detailed response to the survey's recommendations.
- Once immediate issues had been resolved, a move to a strategic action plan to achieve long-term improvement for staff and pupils with significant input from unions.

The full presentation can be viewed via the link below.

https://edinburgh.public-i.tv/core/portal/webcast_interactive/368121

(b) Motion by Councillor Young

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

- “1) Committee acknowledges the recent ‘Violence at Work’ survey undertaken by the EIS and Unison which details the incidence of violence experienced by teachers, nursery nurses and pupil support assistants in Edinburgh schools.
- 2) Committee recognises the importance of a safe environment for pupils and teachers across all our schools.
- 3) Committee therefore instructs officers to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made.”

Decision

To approve the following adjusted motion by Councillor Young:

- 1) Committee acknowledges the recent ‘Violence at Work’ survey undertaken by the EIS and Unison which details the incidence of violence experienced by teachers, nursery nurses and pupil support assistants in Edinburgh schools.
- 2) Committee recognises the importance of a safe environment for pupils and teachers across all our schools.

- 3) Committee notes the priority issues identified by the EIS are the need for consistency of guidance, training and reporting across the school estate and that all complaints receive a response detailing actions taken.
- 4) Committee therefore instructs officers to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made.

5. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 9 October 2018 as a correct record.

6. Rolling Actions Log

The Rolling Actions Log for December 2018 was presented.

Decision

- 1) To close the following actions:
 - Action 6 – Arts and Creative Learning Update
 - Action 15 – Year of Young People 2018 and Child Friendly Edinburgh – Young People’s Contribution to Decision Making
- 2) To update the rolling actions log to reflect decisions taken at this meeting.
- 3) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 11 December 2018, submitted)

7. Business Bulletin

The Business Bulletin for 11 December 2018 was presented.

Decision

- 1) To note the Business Bulletin.
- 2) To thank the Head Teacher of Tynecastle Nursery, who was retiring, for her longstanding commitment and contribution to the nursery.
- 3) To commend and congratulate the staff, pupils and parents, current and former, at Boroughmuir High School for being named as the Sunday Times Scottish State Secondary School of the Year 2018.
- 4) To circulate the success criteria for the wi-fi pilot at James Gillespie’s High School to Committee members.
- 5) To note the intention to discuss Edinburgh Learns at a future meeting of the Consultative Committee with Parents.

(Reference – Business Bulletin, submitted)

8. Energy in Schools Annual Report

Information was provided detailing active projects to reduce energy and carbon emissions across the school estate. It also outlines current progress on ISO50001 accreditation.

Following on from the completion of the Council's Knowledge Transfer Project with Edinburgh Napier University, the key outcomes from the project were highlighted. This included an outline of long term carbon reduction targets and a vision for future reduction of carbon emissions across the Council's estate. A key element of this was the consideration of adopting Passivhaus or similar approach to design standards for all new buildings including schools.

Motion

- 1) To note the content of the report and the work undertaken to date on defining energy and carbon efficient strategies, and the significant progress made on key energy efficiency projects.
 - 2) To note the potential for carbon and cost savings achievable through Passivhaus buildings and agrees that the application of Passivhaus Standards or similar approach should be considered for all future new build schools.
 - 3) To note that an annual progress report would be submitted to Committee in 2019 on Energy in Schools.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To note the urgency of meeting statutory obligations outlined in paragraph 3.9 of the report and therefore request that the 2019 report set out a clear pathway, with quantifiable targets by activity and indicative costs, by which those statutory obligations could be met.

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

In accordance with Standing Order 21(11), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Perry:

- 1) To note the content of the report and the work undertaken to date on defining energy and carbon efficient strategies, and the significant progress made on key energy efficiency projects.
- 2) To note the potential for carbon and cost savings achievable through Passivhaus buildings and agrees that the application of Passivhaus Standards or similar approach should be considered for all future new build schools.
- 3) To note that an annual progress report would be submitted to Committee in 2019 on Energy in Schools.

- 4) To note the urgency of meeting statutory obligations outlined in paragraph 3.9 of the report and therefore request that the 2019 report set out a clear pathway, with quantifiable targets by activity and indicative costs, by which those statutory obligations could be met.

(References – Education, Children and Families Committee 12 December 2017 (item 7); report by the Executive Director for Resources, submitted)

9. Equally Safe – Multi Agency Centre (ESMAC) for Gender Based Violence and Child Protection

The Finance and Resources Committee had previously agreed to the sale of St Katharine's Centre to NHS in order to set up an Equally Safe Multi-Agency Centre for child and adult victims of sexual assault and other abuse.

The Education, Children and Families Committee were asked to endorse the proposed establishment of the Centre on the St Katharine's site to allow the project to progress. Capital costs of the project would be met through contributions from the Scottish Government, Police Scotland and the NHS.

Decision

- 1) To note the outcome of the Finance and Resources Committee on 4 December 2018 regarding the sale of St Katharine's Centre to NHS.
- 2) To endorse the proposal to set up an Equally Safe Multi Agency Centre on the St Katharine's site for child and adult victims of sexual assault and other abuse.

(References – Finance and Resources Committee on 4 December 2018 (item 25); report by the Executive Director for Communities and Families, submitted)

10. Community Access to Secondary School Sports Facilities – Impact of Introduction of Non-Core Hour Charges

The Council had approved the introduction of non-core hour charges for users of secondary school sports facilities. In June 2018, the Council approved a motion by Councillor Staniforth postponing the introduction of the non-core hour charge whilst a club impact assessment was carried out.

The provision of community access to secondary school sport facilities had placed significant financial pressures on the Communities and Families service. Since the business case for transfer of sports lets to Edinburgh Leisure was approved by the Council, additional costs associated with providing community access had resulted in the achievement of the net surplus target becoming more challenging.

Details were provided of the financial impact on clubs using the sports facilities outwith core hours.

Decision

- 1) To note the report and the assessment to measure the financial impact of the introduction of non-core hour charges for access to school facilities.

- 2) To recognise that the introduction of any additional fees would result in the possible closure of some clubs and therefore reject the additional £35/hour charge.
- 3) To request that officers worked in partnership with clubs to create a strategy which supported the wider inclusion agenda which would enable access to Council facilities without additional charges being imposed and return with a report in two cycles outlining how this would be managed.
- 4) To further request that this strategy made effective use of resources and provided a breadth of wider opportunities to support young people reach their fullest potential.

(Reference – Act of Council No 1 of February 2018 and Act of Council No 2 of 28 June 2018; report by the Executive Director for Communities and Families submitted).

11. Revenue Monitoring 2018/19 – Month Five Position

Details were provided of the projected month five revenue monitoring position for the Communities and Families Directorate, based on analysis of actual expenditure and income to the end of August 2018 and expenditure and income projections for the remainder of the financial year.

The total projected full year unfunded budget pressure was currently £12.6m, partially offset by mitigations totalling £6.5m, and resulting in a net residual unfunded budget pressure of £6.1m.

Decision

- 1) To note the net residual budget pressure of £6.1m which remained at month five and the estimated £5m potential overspend.
- 2) To note that approved savings in 2018-19 totalled £2.84m, with £2.115m on track to be delivered in full and £0.725m assessed as red and non-deliverable this financial year.
- 3) To note that the Executive Director for Communities and Families was taking measures to reduce budget pressures and progress would be reported to the Finance and Resources Committee on the 24 January 2019 and to the meeting of this Committee on 5 March 2019.

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

12. The Growing City, School Roll Projections and Future Accommodation Requirements

Details were provided of updated school roll projections where new school accommodation would be required across the city in future years together with a summary of projects which now needed to be progressed.

The financial implications of progressing these projects would be reported to the Finance and Resources Committee on 1 February 2019 so that budget requirements could be considered as part of the Council's budget setting process.

Motion

- 1) To note all the school accommodation projects which required to be progressed to address rising school rolls throughout the city.
 - 2) To agree that a report outlining the full financial implications of these future accommodation requirements would be submitted to the Finance and Resources Committee on 1 February 2019.
- moved by Councillor Perry, seconded by Councillor Dickie.

Amendment 1

- 1) To note that traditionally a significant proportion of Edinburgh pupils were educated within the independent sector and home schooled and that may have had an impact on the roll projections and ability of schools to meet projected population growth as well as short term impact in the event of an economic shock.
 - 2) To ask officers to provide analysis in their report of current numbers of pupils educated within the private sector and at home across the city, locality and catchment as available within 1 cycle.
- moved by Councillor Laidlaw, seconded by Councillor Rust.

Amendment 2

To agree that a report outlining the staff and resource capacity needed to deliver on the options appraisal, engagement, and consultation required to deliver the future accommodation requirements would come to the next Education, Children and Families Committee.

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

In accordance with Standing Order 21(11), Amendment 1 and Amendment 2 were both accepted as addendums to the motion.

Decision

- 1) To note all the school accommodation projects which required to be progressed to address rising school rolls throughout the city.
- 2) To agree that a report outlining the full financial implications of these future accommodation requirements would be submitted to the Finance and Resources Committee on 1 February 2019.
- 3) To note that traditionally a significant proportion of Edinburgh pupils were educated within the independent sector and home schooled and that may have had an impact on the roll projections and ability of schools to meet projected population growth as well as short term impact in the event of an economic shock.
- 4) To ask officers to provide analysis in their report of current numbers of pupils educated within the private sector and at home across the city, locality and catchment as available within 1 cycle.

- 5) To agree that a report outlining the staff and resource capacity needed to deliver on the options appraisal, engagement, and consultation required to deliver the future accommodation requirements would come to the next Education, Children and Families Committee.

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

13. Update on South East Improvement Collaborative

An outline was provided on the progress made following the establishment of the South East Improvement Collaborative.

The focus on collaboration was to improve attainment, reduce the poverty related attainment gap and to share practice. Collaboration at this level was also evident in the Integrated Regional Employability and Skills Programme (IRES) which supported the Edinburgh and South East Scotland City Deal. The aim of both strategies was that all citizens, including those in disadvantaged communities, had better career prospects and real power in the labour market.

Decision

- 1) To note the progress which has been made.
- 2) To request a further annual update.

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

14. Edinburgh Learns - Learning Together Framework for Parental Engagement and Involvement

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).

Approval was sought for the Edinburgh Learns Framework “Learning Together” which aimed to ensure excellence and equity in parental involvement and engagement within Council owned schools.

Decision

- 1) To approve the Edinburgh Learns Framework “Learning Together”, contained in Appendix 1 of the report by the Executive Director for Communities and Families.
- 2) To ensure impact of the framework by requesting an annual update report from the Edinburgh Learns Strategic Group for ‘Learning Together’.

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

15. Primary and Special Schools Letting Update

The administration of primary and special school lets had faced some challenges in the current year some of which had resulted in some reduction in the quality of service given to those requesting a booking.

The key challenges and the developments undertaken by the School Lets Team to improve the service were reported.

Motion

- 1) To note the challenges faced by the School Lets Team.
 - 2) To note the actions taken to address these challenges and improve the service provided by the School Lets Team.
 - 3) To note that Council officers from across several service areas were working together to support community access to primary and special schools.
 - 4) The further information requested to be incorporated into the report back to Committee on community access to secondary schools sports facilities.
- moved by Councillor Perry, seconded by Councillor Dickie.

Amendment

To request a further report to the Education, Children & Families committee in two cycles on any future changes to the letting service to ensure continuous improvement and consistent service.

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

In accordance with Standing Order 21(11), the amendment was accepted as an addendum to the motion.

Decision

- 1) To note the challenges faced by the School Lets Team.
- 2) To note the actions taken to address these challenges and improve the service provided by The School Lets Team.
- 3) To note that Council officers from across several service areas were working together to support community access to primary and special schools.
- 4) To request a further report to the Education, Children & Families committee in two cycles on any future changes to the letting service to ensure continuous improvement and consistent service.
- 5) The further information requested to be incorporated into the report back to Committee on community access to secondary schools sports facilities.
(minute item 10 above refers).

(References – Act of Council No 2 of 20 September 2018; report by the Executive Director for Communities and Families, submitted.)

16. Education and Standards Quality Report

The standard of education across the City of Edinburgh schools was in line with the requirements of the National Improvement Framework. It focused on the following four themes concerned with raising attainment in literacy and numeracy:

- improving outcomes for children in poverty
- improving health and wellbeing
- improving employability skills
- sustained and positive school leaver destinations for all young people.

Decision

To approve the Education Standards and Quality Report set out in Appendix 1 of the report by the Executive Director for Communities and Families.

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

17. Strategic Management of School Places

An update was provided on the P1 and S1 admissions for August 2018 and included data relating to the number of out of catchment requests, the number of appeals lodged, the number of cases granted and individual cases won on appeal.

Decision

- 1) To note the report.
- 2) To request a further update report on admissions and appeals in December 2019.

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

18. Early Years 1140 Expansion: Progress and Risk Update

At present the Council was responding well to the challenge of expanding early years provision by 2020 and had already implemented extended services in several locations. Due to the scale of the programme there were some high-level risks associated with delivery of the Council's Early Years 1140 expansion plan.

Information was provided on the significant level of work which was being progressed to avoid these risks materialising but also outlined mitigation measures which were being considered should any of the risks begin to emerge as the programme progressed.

Motion

To note the report.

- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

To note that from 500 applicants to the Early Learning and Childcare Academy Modern Apprenticeship only 90 places could be filled and to ask officers to report within one cycle on how the scheme could be expanded to allow for a greater number of applicants to enter training to meet the requirement of 650 additional staff by 2020.

- moved by Councillor Laidlaw, seconded by Councillor Smith

In accordance with Standing Order 21(11), the amendment was accepted as an addendum to the motion.

Decision

- 1) To note the report.
- 2) To note that from 500 applicants to the Early Learning and Childcare Academy Modern Apprenticeship only 90 places could be filled and to ask officers to report within 1 cycle on how the scheme could be expanded to allow for a greater number of applicants to enter training to meet the requirement of 650 additional staff by 2020.

(References – Education, Children and Families Committee 14 August 2018 (item 7); report by the Executive Director for Communities and Families, submitted.)

19. Transitions for Young People with a Disability from Children's Services to Adult Services

The Council was committed to undertaking a review of social work and education services for children and young people with disabilities.

An update was provided on the proposed changes to transition arrangements which set out proposals for full engagement with children and young people affected by disability to make sure services were shaped by them.

Six actions were highlighted that were intended to improve this process for all young people with a disability together with information on the proposed changes to how professional staff engaged with young people and their carers. A further report with information on the wider review of disability services would be brought to Committee in March 2019.

Decision

- 1) To agree the six key action points in relation to young people.
- 2) To note that a further report setting out information on the wider review of disability services would be brought to Committee in March 2019.

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

20. Play Schemes for Children with Disabilities Progress Report

An update was provided on the review of the play schemes and recommendations on the future delivery of the service together with details of proposals for full engagement with children and young people affected by disability to make sure services were shaped by them.

Decision

- 1) To note the report and the changes that had been made to the delivery of the disability play schemes.
- 2) To agree that the Council's social work disability service would retain responsibility for the running and management of the play schemes and would tender for a third sector organisation to recruit and train sessional staff to deliver the play scheme in partnership with the Council.
- 3) To agree that, prior to the tendering process, officers would engage with third sector providers to explore the possibility of developing a service specification that would allow the approved and trained sessional staff developing into a bank of staff that families with Self Directed Support budgets could approach.
- 4) To agree that the Council would also tender for a third sector organisation to provide a mainstream inclusion project to support children with additional needs to attend mainstream out of school and holiday activities.
- 5) To agree a review of the wider disability services to realign the staff and service to manage and run the play scheme service during school holidays.

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

21. Year of Young People – Eurocities Conference Youth Programme

An update was provided on the Eurocities AGM and Conference hosted by the Council in November 2018 with specific reference to the Committee on the Youth Programme, developed as a world first for Eurocities and linked to the Year of Young People 2018.

Decision

- 1) To note the report.
- 2) To endorse the high levels of partnership across the Council and with external partners.
- 3) To note the involvement of young people in shaping the Eurocities Conference. 2018.
- 4) To endorse the efforts to ensure there was a legacy from the Eurocities Conference for young people in Edinburgh and European Cities.

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

22. Inspection of Children's Services

On 1 October 2018, the Council received formal notification from the Care Inspectorate of a joint inspection of the provision of services to children and young people in need of care and protection in the Edinburgh community planning partnership.

Information was provided on the revised approach being taken by the Care Inspectorate to the inspection of children's services.

Decision

- 1) To note the progress which had been made.
- 2) To request a further update once the final inspection findings had been published.

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

23. Implementing the Programme for the Capital: Coalition Commitments Six Monthly Progress Update

The Council Business Plan (A Programme for the Capital: The City of Edinburgh Council's Business Plan 2017-22) was approved by the Council in August 2017. The plan had been built around 52 commitments the Council Administration had pledged to deliver over the next five years.

Progress was reported against the nine coalition commitments for the areas where this Committee had responsibility.

Decision

- 1) To note the progress against nine coalition commitments.
- 2) To note that the coalition commitments formed part of the wider Council Performance Framework, which included corporate performance indicators covering corporate performance and council service delivery.

(References – Act of Council No 7 of 24 August 2017; report by the Executive Director for Communities and Families, submitted.)

24. Chair

In the absence of the Convener, Councillor Dickie took the Chair for the following item of business.

25. Liberton High School – Update on Remedial Works

The Council had approved the Wave 4 Infrastructure Investment Programme on 25 October 2018 committing the council to developing a masterplan for a replacement Liberton High School with the first actions now being planned which included a stakeholder workshop involving elected members and the wider school community.

In response to an adjusted motion by Councillor Smith approved by the Council on 20 September 2018, an update was provided on the remedial works at Liberton High School.

Decision

- 1) To note the progress and ongoing repair and maintenance works at Liberton High School.
- 2) To note that the Wave 4 Infrastructure Investment Programme had committed the Council to develop a masterplan for a replacement Liberton High School with the first actions now being planned.

(References – Act of Council No 11 of 20 September 2018; report by the Executive Director of Resources, submitted).

Declaration of Interests

Councillor Perry declared a non-financial interest in the above item as his partner worked at Liberton High School, left the meeting room, and took no part in the deliberation on this item.

Alexander Ramage declared a non-financial interest in the above item as his son attended Liberton High School.

Education, Children and Families Committee

5 March 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	13-12-16	Breakfast Club Development Fund Update	To call for a progress report within 2 cycles of the end of 2017/18, which would include a financial report based on Appendix 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.	Executive Director for Communities and Families	May 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
2	13-12-16	<u>Implementation of the Children and Young People (Scotland) Act 2014 - Update</u>	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	December 2018	December 2018	Recommended for closure. Report submitted to Committee on 11 December 2018.
3	07-03-17	<u>Communities and Families Policy and Guidance on Sponsorship</u>	To review the policy in March 2018.	Executive Director for Communities and Families	May 2019		
4	07-03-17	<u>Support to Children and Young people with Disabilities: Annual Progress Report.</u>	To note that a further report on progress would be presented to Committee in March 2018.	Executive Director for Communities and Families	March 2019		Information included in report on this agenda (item 7.2)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	10-10-17	<u>Child Poverty - Equity Framework</u>	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	March 2019		Information included in report on this agenda (item 7.2)
6	10-10-17	<u>Lifelong Learning Service Officers</u>	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 Executive Director of Place	May 2019		This will be reported on jointly by Locality Managers (Place) and the Strategic Manager, CLD & Libraries (Communities and Families)
7	12-12-17	<u>Education Governance and the Establishment of a Regional Collaboration</u>	Request an annual update on progress of the South East Improvement Collaborative.	Executive Director for Communities and Families	December 2018	December 2018	Recommended for closure. Report submitted to Committee on 11 December 2018.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	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	May 2019		
9	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	December 2018	Recommended for closure. Report submitted to Committee on 11 December 2018.
10	12-12-17	Open Library	That an update report be submitted to Committee in six months.	Executive Director for Communities and Families	December 2018 May 2019	December 2018	Update in Business Bulletin for meeting on 11 December 2018 Further update to Committee in May 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
11	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	December 2018	Recommended for closure. Report submitted to Committee on 11 December 2018.
12	06-03-18	Digital Learning in Schools	<p>1. 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>2. To request an update within nine months on the progress as detailed in the scoping document (Appendix 2 of the report).</p> <p>3. 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	December 2018 May 2019	December 2018	Update in Business Bulletin on 11 December 2018

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13	06-03-18	<u>Raising Attainment – Framework for Learning</u>	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.	Executive Director for Communities and Families	May 2019		
14	06-03-18	<u>Supporting Children and Young People's Mental Health and Wellbeing in School</u>	To agree to receive a further report in March 2019.	Executive Director for Communities and Families	May 2019		Update in Business Bulletin for this meeting (item 6.1) Full report will be submitted to Committee in May.
15	06-03-18	<u>Anti-Bullying</u>	1) To ask for a subsequent report in six months once the current policy and procedures had been reviewed. 2) To ask for the subsequent report to highlight resources available for schools that helped with	Executive Director for Communities and Families	May 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
16	22-05-18	<u>Additional Support for Learning and Special Schools – Inclusion and Engagement of Children, Young People and Families</u>	To note that a further update on progress will be provided in December 2018.	Executive Director for Communities and Families	March 2019		Information included in report on this agenda (item 7.2)
17	22-05-18	<u>Educational Attainment in Primary and Secondary Schools 2017</u>	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	May 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18	14-08-18	<u>Appointments to Sub-Committees on Standards for Children and Families, CCWP and Working Groups 2018/2019</u>	<p>To request a report back to Committee in October 2018 setting out the proposed aims and objectives of the Wester Hailes Working Group.</p> <p>To submit a progress review and update to the Education, Children and Families Committee in six months.</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	<p>October 2018</p> <p>May 2019</p>	<p>October 2018</p>	<p>Working Group met for the first time on 3 October 2018 in WHEC. The next meeting scheduled for 5 December 2018 at Canal View Primary School.</p>
19	14-08-18	<u>Expansion of Early Learning and Childcare from 600-1140 hours by 2020, Current Progress and Next Steps</u>	<p>To 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 and asks officers to assess and report back on risk mitigation strategies within two cycles.</p>	<p>Executive Director for Communities and Families</p>	<p>December 2018</p>	<p>December 2018</p>	<p>Recommended for closure.</p> <p>Report submitted to Committee on 11 December 2018.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	14-08-18	<u>Play Schemes for Children with Disabilities Progress Report</u>	To request a further report on the outcome of parental engagement and consultation of the future management of the holiday activity play scheme in December 2018.	Executive Director for Communities and Families	December 2018 March 2019	December 2018	Report submitted to Committee on 11 December 2018. Information included in report on this agenda (item 7.2)
21	14-08-18	<u>Sport and Outdoor Learning</u>	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018/19.	Executive Director for Communities and Families	May 2019		
22	14-08-18	<u>Revenue Monitoring 2018/19 – Month Three Position</u>	To note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on 11 October 2018 and to the meeting of the EC&F	Executive Director for Communities and Families	December 2018	December 2018	Recommended for closure. Report submitted to Committee on 11 December 2018.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Committee on 11 December 2018.				
23	14-08-18	<u>Edinburgh Community Learning and Development Partnership Plan 2018-21</u>	That Committee notes the Edinburgh Community Learning and Development Plan 2018-2021 and will receive annual updates on progress.	Executive Director for Communities and Families	August 2019		
24	Council 20-09-18	Motion by Councillor Jim Campbell – School Recruitment	See appendix 1.	Executive Director for Communities and Families	March 2019		Report on agenda for this meeting (item 7.3)
25	Council 20-09-18	Motion by Councillor Smith – Liberton High School	See appendix 2.	Executive Director of Resources	December 2018	December 2018	Recommended for closure. Report submitted to Committee on 11 December 2018.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	09-10-18	<u>Year of Young People 2018</u>	To agree to receive a further report in March 2019, updating the Committee on young people's views, feedback and suggestions, including progress with implementing a public campaign.	Executive Director for Communities and Families	May 2019		
29	09-10-18	<u>Towerbank Primary School – On-Site Cooking of School Meals</u>	<p>1. To ask that additional detail be provided to the next sitting of the Committee to include:</p> <p>(a)- Details on why six deliveries per day are still required and if this could be reduced.</p> <p>(b) Details of when and why the access point covered by point 3.6 was removed from planned works; and if such works should be considered even if no</p>	Executive Director of Resources	May 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>changes are made to catering in light of the current requirement for vehicles to access the servery via the playground.</p> <p>(c)- Further exploration into the alternative/hybrid models, for example Rieber micro kitchens, including a break-down on requirements based on component parts of the existing menu.</p> <p>(d) Quotations for options explored from a range of contractors with costings available for review by committee members.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2. To agree to set up a working group, comprising a representative from each political group, or ward member, with officers and interested parties from Towerbank to explore further options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an</p> <p>examination of the foods best prepared on site, and if there are any intermediate steps that could be put in place as part of a journey to a production kitchen</p>	Executive Director of Resources			Political Groups have been contacted to nominate members for the Working Group.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3. A report covering the options explored by the Working Group should be presented to Committee when the work is complete.				
28	09-10-18	<u>Schools and Early Years Playground Development</u>	<p>1. To note the intention to report to Committee in March 2019 setting out the progress made in undertaking the inspections outlined in 1.1.2 and advise the findings of these inspections.</p> <p>2. To note the intention to provide an update on a review of school ground accident monitoring in March 2019.</p>	Executive Director for Communities and Families	March 2019		Update included in Business Bulletin (item 6.1)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	09-10-18	<u>Lifelong Learning Plan</u>	To agree to receive an annual progress update report.	Executive Director for Communities and Families	October 2019		
30	09-10-18	<u>Arts and Creative Learning Update</u>	To agree to receive a further report in October 2019.	Executive Director for Communities and Families	October 2019		
31	09-10-18	<u>Gaelic Medium Education Improvement Plan and Growth Strategy</u>	To note that a further report will come to committee in December on rising rolls, and agree that this report will also address the issue of GME early years and primary currently being at or very near capacity.	Executive Director for Communities and Families	May 2019		
32	09-10-18	<u>Raising Attainment: Frameworks for Learning: Teaching and Learning</u>	To ensure impact of this framework by requesting an annual update on the quality of Teaching and Learning.	Executive Director for Communities and Families	October 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
33	09-10-18	<u>Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018</u>	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	October 2019		
34	09-10-18	<u>Child Poverty Action Unit</u>	To note that the progress and outcomes of the working group will be reported to the Education, Children and Families Committee.	Executive Director for Communities and Families	March 2019		Information included in report on this agenda (item 7.2)
35	09-10-18 B Agenda Item	Delivery of the New Boroughmuir High School – Post Project Review	To request that a follow-up report is submitted to the Education, Children and Families Committee in May 2019 so that progress on implementing all the recommendations included in the Post Project Review can be considered.	Executive Director for Communities and Families	May 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
36	11-12-18	<u>Petition for Consideration - Edinburgh Central Library vs Virgin Hotel</u>	<p>1) Require a detailed report on Edinburgh Central Library as a flagship cultural project of national/international significance commensurate with existing professional advice to the Council and the Council's own reports*.</p> <p>2) To request that the annual report on the Lifelong Learning Plan scheduled for October 2019, includes within it, options for the Central Library, drawing on past and current studies and feasibility exercises and a clear vision for</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	October 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			its role in the city's cultural landscape.				
37	11-12-18	Energy in Schools Annual Report	<p>1) To note that an annual progress report will be submitted to Committee in 2019 on Energy in Schools.</p> <p>2) To note the urgency of meeting statutory obligations outlined in 3.9 and therefore requests that the 2019 report set out a clear pathway, with quantifiable targets by activity and indicative costs, by which those statutory obligations can be met.</p>	Executive Director of Resources	December 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
38	11-12-18	<u>Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges</u>	To request that officers work in partnership with clubs to create a strategy which supports the wider inclusion agenda which would enable access to Council facilities without additional charges being imposed and return with a report in two cycles outlining how this will be managed.	Executive Director for Communities and Families	May 2019		
39	11-12-18	<u>Revenue Monitoring 2018/19 – Month Five Position</u>	To note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on the 24 January 2019 and to the meeting of this Committee on 5 March 2019.	Executive Director for Communities and Families	March 2019		Report on agenda for this meeting (item 7.10)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
40	11-12-18	<u>The Growing City, School Roll Projections and Future Accommodation Requirements</u>	<p>1) Asks officers to provide analysis in their report of current numbers of pupils educated within the private sector and at home across the city, locality and catchment as available within 1 cycle.</p> <p>2) Agree that a report outlining the staff and resource capacity needed to deliver on the options appraisal, engagement, and consultation required to deliver the future accommodation requirements will come to the next Education, Children and Families Committee.</p>	Executive Director for Communities and Families	March 2019		Report on agenda for this meeting (item 7.6)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
41	11-12-18	<u>Update on South East Improvement Collaborative</u>	Request a further annual update.	Executive Director for Communities and Families	December 2019		
42	11-12-18	<u>Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement</u>	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Executive Director for Communities and Families	December 2019		
43	11-12-18	<u>Primary and Special Schools Letting Update</u>	To request a further report on any future changes to the letting service to ensure continuous improvement and consistent service comes to Education, Children and Families Committee in two cycles.	Executive Director for Communities and Families	May 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
44	11-12-18	Early Years 1140 Expansion: Progress and Risk Update	<p>1) Request an Admissions and Appeals update report in December 2019.</p> <p>2) Notes that from 500 applicants to the Early Learning and Childcare Academy Modern Apprenticeship only 90 places could be filled and asks officers to report within 1 cycle on how the scheme can be expanded to allow for a greater number of applicants to enter training to meet the requirement of 650 additional staff by 2020.</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	<p>December 2019</p> <p>March 2019</p>		Report on agenda for this meeting (item 7.5)



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
45	11-12-18	<u>Care Inspectorate Assessment of Children's Services</u>	Request a further update once the final inspections findings have been published.	Executive Director for Communities and Families	Autumn 2019		
46	11-12-18	Violence at Work Survey – Motion by Councillor Young	Instructs officers to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made.	Executive Director for Communities and Families	May 2019		

Education, Children and Families Committee

10.00am, Tuesday 5 March 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 Joan Griffiths Councillor Gavin Corbett Councillor Callum Laidlaw Councillor Derek Howie Councillor Jason Rust Councillor Stephanie Smith Councillor Louise Young</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Monsignor Anthony Duffy Mrs Fiona Beveridge Rabbi David Rose</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>

Recent News

Award Winning Librarian Poet

Stewart Sanderson, Library Advisor at the Central Library has been awarded the Jessie Kesson Fellowship for 2019. This is an award given by the Moniack Mhor Writers' Centre and the award was established in 2009 by Moniack Mhor to honour Jessie Kesson's inspirational life and work.

Stewart will get the chance to develop his work, as well as opportunities to expand his practice. He will stay at Moniack Mhor for three weeks in March.

Stewart works as an advisor in our Edinburgh and Scottish Collection and he's already received several awards and commendations: in 2014 and 2016 he was shortlisted for the Edwin Morgan Poetry Award, and in 2017 received commendations from the *PN Review* Poetry Prize and the Stephen Spender Prize for poetry in translation. He received an Eric Gregory Award in 2015. In 2016 he was awarded a Robert Louis Stevenson Fellowship, allowing him to spend a month working on new poems in Grez-sur-Loing, France. He completed a PhD at the University of Glasgow, which addresses the role of translation in twentieth-century Scottish poetry; his own versions from French and from Russian have been included in recent publications.

A first pamphlet of poems, *Fios*, was published by Tapsalteerie in 2015, and Sanderson is currently working towards his first full-length collection.

Stewart's new pamphlet of poems can be found following this

link: <http://www.tapsalteerie.co.uk/product/an-offering-by-stewart-sanderson/>

Science Ceilidh

Science Ceilidh, STEAM from our Youth Music initiative funded resource, '**Power of Music**', launched on 31 January 2019 at Dynamic Earth. P7 pupils from Sciennes Primary School demonstrated the workings of the brain through music and dance at the Creative & Interdisciplinary STEM CLPL event.



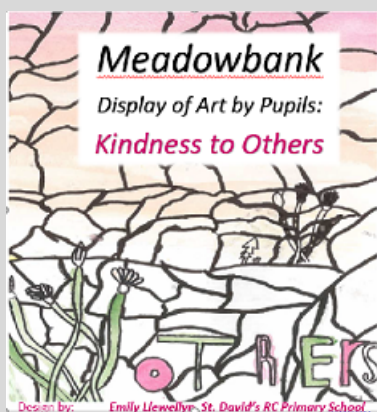
Meadowbank Art Display: Kindness

Pupils across Edinburgh primary, special and high schools created stunning designs on the theme of 'kindness' which portray many imaginative and creative ways our young people found to show this important value.

A selection of these designs have been collated in a project arranged by City of Edinburgh Council Officers in Lifelong Learning and printed onto huge boards now mounted on the hoardings at Meadowbank Stadium on London Road and on Wishaw Terrace.

The children's art work has transformed the grey hoardings around Meadowbank, bringing their energy and vitality for all passers by to enjoy. Lorna Macdonald, Arts & Creative Learning, hopes that these designs will inspire others to show kindness across our city and to get creative to as well.

The artwork is displayed on three boards - one on London Road of particularly festive images and the other two boards on Wishaw Terrace showing pupil ideas on acts of Kindness and in abstract designs.



PSE Review

Education Scotland have set up a national group to look at the recommendations from the PSE Review and to plan a way forward. Janice Watson, Quality Improvement Officer, attended this meeting. The group have identified a small number of priorities to take forward nationally. In addition, the group is going to work on creating a definition of the term 'harassment' which is to be used in schools.

It was requested at the Secondary HT meeting that support be given to provide a flexible city-wide PSE resource for schools. This has already been completed for the primary sector. Janice Watson has agreed to coordinate this with the Pupil Support Lead Teachers from the secondary sector.

Keeping Myself Safe, our in-house resource used to support learning and teaching around 'safety' in its broadest sense, is under review. A group of practitioners from all sectors have had an initial meeting to review the resource as it stands and to plan how to make it more relevant to the myriad of issues impacting on the safety of children and young people today. Partners joined the meeting to share how they can support us with this work. Currently the work of the group is being taken to children and young people for their views. Parents will also be consulted. The group will meet again in March.

New national Relationships, Sexual Health and Parenthood resource

The new national RSHP resource, which has been funded by NHS Health Scotland and Local Authorities, is currently being developed to provide a one stop shop for this aspect of the curriculum. It will be a flexible, non-prescriptive resource which will enable schools to plan learning to meet the needs of their own learners and local context. Dr Colin Morrison who is leading the development has spoken to our Primary Health and Wellbeing Network and is to speak to our Health and Wellbeing Strategic Group in April. Janice Watson is in touch with him to give feedback on the resource as it progresses and to ensure issues such as endometriosis and other menstrual conditions are included in it (this has been confirmed). Suzanne Hargreaves, Health and Wellbeing Senior Education Officer, Education Scotland and Rachel Barr, Healthy Respect will also speak at this meeting as RSHP education is the focus for the day.

The resource can be viewed at <https://rshp.scot/>

Council Officers work closely with Healthy Respect in relation to this aspect of the curriculum. They have just appointed two new officers to provide support and training to primary and special school practitioners across Lothian.

Corporate Parenting Member Officer's Group

The Corporate Parenting Member Officer's Group on 22/01/19 discussed producing a report on attendance for Looked After Children. This will include details of a trigger point where poor attendance is reported centrally and an assigned officer from Edinburgh Learns Team will contact school and social work centres to ensure there is a plan to increase attendance for all these pupils.

For example we have 95 poor attenders who are Looked After Children/Young People across 18 of our 23 high schools. Most are in S4 or S3. Two thirds of these 95 pupils

live at home with one or more parent/carer. The others are looked after away from home. We will be seeking plans to improve attendance for these young people now. A range of measures to improve attendance will form a substantial part of a full report at the next Committee on developments from the Champions' Board and the Corporate Parenting work streams

Commemorating the fallen of Boroughmuir

Boroughmuir High school held an exhibition in the school on Friday 22nd February 2019 that commemorated the fallen of Boroughmuir.

Much of the research about the fallen soldiers that was exhibited alongside photographs of the fallen, has been carried out by consecutive groups of their S4 pupils over the war's centenary.

This information alongside original material about life at the school during WW1 is being published in a book which was available for pre order at the exhibition.

The exhibition provided information on every person on the memorial alongside other key figures and included never before seen letters from soldiers and photographs.

The exhibition also displayed the commemorative art work created by their higher and Advanced Higher art pupils including a stained glass installment and ceramic poppy display.

Playground Inspections

A report on the outcome of playground inspections across the school estate was due to be submitted to this Committee for consideration. However, while all the inspections have now been carried out, there is a considerable amount of detail which requires to be analysed before the report can be produced. It is therefore the intention to report back to Committee in May 2019 to allow time for a full analysis of the inspection information to be carried out.

Education, Children and Families Committee

10.00am, Tuesday, 5 March 2019

Carers (Scotland) Act 2016 - Update

Item number	7.1
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress of work done to date regarding the implementation of the Carers (Scotland) Act 2016.
 - 1.1.2 approve the locality and school cluster approach to supporting young carers at school.
 - 1.1.3 support the approach of supporting young carers in transition from school to higher education.

Alistair Gaw

Executive Director Communities and Families

Contact: Kirsten Adamson, Strategic Planning and Commissioning Officer - Carers

E-mail: Kirsten.Adamson@edinburgh.gov.uk | Tel: 0131 467 3215

Carers (Scotland) Act 2016 - Update

2. Executive Summary

- 2.1 This report outlines the new duties for local authorities regarding young carers in the Carers (Scotland) Act 2016. It reviews the current services available to support young carers within their school environment and developments in information for young carers, teachers and other pupils. Solutions for support gaps identified in a recent consultation with carers are outlined, including improved transition between education and higher education.
- 2.2 The allocation of resources and implementation of the Edinburgh Joint Carers Strategy within the Scottish Government is also outlined.

3. Background

- 3.1 The Carers (Scotland) Act 2016 was implemented on 1st April 2018 placing new duties on local authorities, these are:
- placing a **duty** on local authorities to prepare an adult carer support plan (ACSP) or young carer statement (YCS) for anyone identified as a carer, or for any carer who requests one
 - giving local authorities a **duty to provide support** to carers that meet local eligibility criteria
 - requiring local authorities and NHS boards to involve carers in carers' services
 - giving local authorities a **duty** to prepare a carers strategy for their area
 - requiring local authorities to establish and maintain advice and information services for carers.

All workstreams report to the Strategic Carers Partnership which meets monthly. The Partnership is currently temporarily chaired by the Strategic Planning and Commissioning Officer (Carers), other members include the two unpaid carer members of the Edinburgh Integration Joint Board, third sector organisations working with young and adult carers and officers from NHS Lothian, the City of Edinburgh Council and the Health and Social Care Partnership. All workstreams

outlined within this progress report are brought to this meeting for discussion and agreement.

- The lead officer continues to work across both Communities and Families and the Health and Social Care Partnership in order to maintain a joined-up approach.
- The Scottish Government guidance on the implementation of the Carers Act is now published alongside the financial settlement for Edinburgh for 5 years (Table 1.)

4. Main report

- 4.1 The lead officer is responsible for implementing the act across both directorates - The Edinburgh Health and Social Care Partnership (EHSCP) and Communities and Families (CF). New pathways and ways of working are being developed and implemented to ensure a joined-up approach that will improve the lives and outcomes for carers and best value for the service areas.
- 4.2 There has been a financial commitment through commissioned services and grants programmes for carer services by the City of Edinburgh Council for a number of years and an established relationship with key partners in the third sector.
- 4.3 The Carers (Scotland) Act 2016 was implemented on 1st April 2018 and alongside the new duties a financial settlement was agreed for local authorities from the Scottish Government. Edinburgh's portion of that settlement for the next five years can be found in Table.1.
- 4.4 A market shaping exercise is underway to ensure the implementation settlement from the Scottish Government is used effectively, reaching as many adult and young carers as possible. A consultation with young carers, adult carers and partner organisations was completed in 2018 with 70 young carers attending several events. The information from the consultations will influence future service developments and ways of working.
- 4.5 The information from the reviews and consultation will allow us to develop specifications that meet current and emerging needs for the new duties within the act. From this work an agreed approach with colleagues from procurement will allow us to develop service plans and specifications that better reflect carers' needs within procurement legal requirements.
- 4.6 Alongside this work, the Edinburgh Joint Carer Strategy and Implementation Plan is being written and young and adult carers' views are integral in this process. The priorities identified by young carers include early identification and intervention as being key to improving their outcomes and health and wellbeing. They also identified that the key information and support networks are within their school environment.
- 4.7 Identifying carers, young and older, can be very difficult as people often do not recognise that they are carers. Therefore, to identify and support carers, professionals and carers need information to help with this. Young carers recognise

the key professionals for them are teachers throughout their school career. Work is currently underway to develop information for teachers and pupils regarding the roles and responsibilities involved in a caring role. This work is being led by the Young Carers Forum and complements their recent information short film 'We Care, Do You'? (<https://vimeo.com/275768321>)

- 4.8 Two market shaping events are planned with third sector partners in February and March 2019 to gather feedback. This information will support any re-design of services required to improve the implementation of the Carers (Scotland) Act 2016. Current services for young carers in Edinburgh cover three localities and need to develop to improve equity of access for all young carers within each locality.
- 4.9 Therefore, improving the information available to young carers, teachers and pupils will help with the identification of hidden young carers so they can be offered support as soon as possible. The vision is that planning and information sharing will help young carers throughout their school career and joint young carers' statements with the schools will help carers feel supported out with the school environment – reducing their stress, where that is an issue and helping them to fulfil their potential.
- 4.10 Transitions are another area of priority both within school and further education environments. Most young people find transitions stressful, and for young carers there are additional stresses as they worry about the impact of any changes on the person they care for. Identifying young carers early and supporting them during this stressful time can improve the transition and hopefully outcomes for the young person. The lead officer, guidance staff and link staff within Napier University and Edinburgh College are working together to develop a joint strategy to support young carers with this transition. Some of the areas being looked at are recognising that young carers have often achieved lower grades in school due to the impact of their caring. The workstream is looking at what considerations can be made to help young carers secure and retain a place in higher education if they wish one. Young carers who are currently in higher education are helping develop this work via the Young Carers' Forum.

5. Next Steps

- 5.1 The lead officer will continue to engage with young carers and relevant professionals to develop the information they want for teaching staff and their peers.
- 5.2 A communication plan will be developed to inform of all the developments for young carers.
- 5.3 A procurement plan for commissioning services to meet the locality and school cluster approach will be produced. This work will be joined up with adult carer services re-development so there will be no gaps.
- 5.4 Co-production events are planned for 7 February and 1 March 2019
- 5.5 This work will be reflected within the Edinburgh Joint Carers Strategy revision and the implementation plan.

- 5.6 Discussions between the IJB and City of Edinburgh Council will take place to agree the proportion of the budget for adult services that will be transferred to children's services to meet the support needs of parents caring for children with disabilities.

6. Financial impact

- 6.1 The Edinburgh Health and Social Care Partnership currently spends £615,006 on commissioned services, £418k on Carer Information Strategy (CIS) services and £224k on grants. Communities and Families is budgeted to spend £50K on commissioned services and £16K on grants. The funding shown in Table 1 is in addition to these figures and any underspend from 2018/19 will be carried forward to be spent in 2019/20. *(Please note the CIS monies have now transferred to the IJB and are reflected in Table 1. Under CIS, this budget was previously managed by NHS Lothian)*
- 6.2 A review is currently underway of all commissioned services as part of a market shaping programme and a consultation to understand what carers' priorities are for the Scottish Government settlement (see Table 1.). A Carers' Service Steering Group meets monthly and this work is reported to the Strategic Carers' Partnership Meeting. All monies from the Scottish Government can be carried forward if we are unable to spend them within the financial year – this allows a joined-up approach to be developed with the third sector based on the outcomes of the pilots and consultation. The information gathered during the market shaping events will help inform the approach, however, the strategic approach needs to be in place to ensure the financial settlement is used for maximum impact. Any procurement approach will have to be flexible enough to take account of the increasing resources available to meet the demands of identifying more young carers earlier.

Edinburgh Allocation	2018/19	2019/20	2020/21	2021/22	2022/23
Provision of ACSPs	£153,000.00	£482,368.00	£702,160.00	£1,362,374.00	£1,582,165.00
Provision of YCSs	£18,000.00	£36,073.00	£67,112.00	£97,312.00	£128,352.00
Information and Advice	£277,000.00	£255,026.00	£255,026.00	£255,026.00	£255,026.00
Duty to Support adult Carers	£312,000.00	£833,447.00	£1,432,757.00	£3,044,200.00	£4,296,678.00
Duty to Support young Carers	£61,000.00	£122,898.00	£245,798.00	£368,697.00	£544,698.00
Additional Short Breaks Support	£198,000.00	£197,980.00	£197,980.00	£197,980.00	£197,980.00
CIS	£420,000.00	£419,702.00	£419,702.00	£419,786.00	£419,869.00
Local Carer Strategies	£27,000.00	£0.00	£0.00	£13,424.00	£0.00
Carry Forward	£163,000.00	£0.00	£0.00	£0.00	£0.00
TOTAL	£1,629,000.00	£2,347,494.00	£3,976,494.00	£5,758,799.00	£7,424,768.00

Table 1. Five Year Scottish Government Settlement Implementation of Carers Act: Edinburgh's Percentage.

- 6.3 The figures identified above for young carers will be kept under review as the project develops to ensure they meet the legislative requirements. Any shortfall will be highlighted to the IJB for discussion and for the implications to be considered within the overall level of funding made available for implementation of the Act.

- 6.4 The definition of adult carers encompasses adults who care for children and adults who care for adults. An agreement will need to be reached between the IJB and the City of Edinburgh Council to ensure that a proportion of the budget for information and advice, adult carers support plans and additional short breaks is assigned to the Children's Services to support parents.

7. Stakeholder/Community Impact

- 7.1 Unpaid carers are involved at all levels of governance in respect of the implementation of the Carers (Scotland) Act 2016 including the two unpaid carer members of the Integration Joint Board. Carers' organisations working with both adult and young carers also sit on the Strategic Carers' Partnership that oversees the work of the four workstreams. There has been consultation with both adult and young carers throughout the development of the eligibility criteria, the adult carers' support plan and young carer's statement and their input has influenced and changed the drafts to date. This engagement will be ongoing throughout the development and implementation of the Carers (Scotland) Act 2016.
- 7.2 We are currently working with the Young Carers' Forum to identify older young carers who can attend the Strategic Carers' Partnership group to help with ongoing developments.
- 7.3 Carers have been widely consulted regarding the review of the Edinburgh Joint Carers Strategy 2014-2017, during the reviews of services and identifying priorities for the Scottish Government settlement. These consultations have used online surveys, paper surveys with follow-up face to face meetings and discussions to clarify understanding with both unpaid carers and professionals.

8. Background reading/external references

- 8.1 <https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016>

9. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 5 March 2019

Promoting children's rights, equalities and inclusion in schools and services

Item number	7.2
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
 - 1.1.1 approve the aims of **Discover!** the citywide reach, the strategic approach and the local delivery
 - 1.1.2 endorse the establishment of the Child Poverty Action Unit
 - 1.1.3 approve the new inclusion policy 'Included, Engaged and Involved in Edinburgh' (Appendix 1)
 - 1.1.4 welcome the direction of proposals arising from the review of Social work services for children affected by disability.
 - 1.1.5 endorse the continued development of integrated working across Communities and Families with the NHS and other partners, to promote children's rights and reduce the impact of discrimination and inequity of outcomes or children and young people.

Alistair Gaw

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Promoting children's rights, equalities and inclusion in schools and services

2. Executive Summary

- 2.1 This report provides an update and overview of some of the work across Communities and Families that is helping to promote children's rights, equalities and inclusion with children and young people.
- 2.2 It provides an overview of key developments and steps being taken to address the impact of discrimination and inequalities. It highlights how we are working with children, young people, parents, schools and other partners in our communities to help improve life chances for people living in poverty, facing greatest disadvantage and/or have protected characteristics and/or have a disability.
- 2.3 The report integrates several strands of work and progress in improving the alignment between services and the impact on children in school and their families and provides an overview of:
 - 2.3.1 steps to reduce the effects of poverty in schools and communities
 - 2.3.2 an inclusive rights respecting approach to promoting equalities, preventing
 - 2.3.3 and addressing discrimination and bullying and closing the equity gap in schools
 - 2.3.4 steps towards providing a more integrated approach where children require support at school and from social work.

3. Background

- 3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children young people have been presented to the Education, Children and Families Committee.
- 3.2 We have taken into account National and local debate on the challenges of inclusion, protecting children's rights, child poverty, adverse childhood experiences, discrimination and bullying, protecting the safety of children and staff, improving outcomes for Looked After Children and the wider equity gap. Debate has also highlighted concerns about the resources available to address these challenges.
- 3.3 This debate has taken place in the context of Government's consultations on the Presumption of Mainstream, wider Educational Reforms and the publication of

'Included, Engaged and Involved 2'. The report '*Not included, Not Engaged, Not Involved*', (September 2018), highlighting concerns about children with autism missing from school. The Children's Commissioner reported in December 2018 on the outcome of an investigation into seclusion and restraint in schools. Most recently, the Scottish Government agreed to undertake a review of provision for additional support needs in February 2019.

- 3.4 Overall the response to the consultation on the Presumption of Mainstream was strongly in favour of the principle of mainstreaming and the policy aims. However, there were significant concerns about the implementation in some cases, for example, highlighting instances where children are not permitted to attend school full time. The number and duration of part-time timetables is monitored closely by ASL Team Leaders in each school, working with partners from the ASL Service and Psychological Services. These timetables are reviewed in line with national legislation and local policy and procedures
- 3.5 In Edinburgh, the pattern of school attendance indicates priorities for improvement in planning, support, and recording to ensure that children's entitlements are consistently met. The key areas for improvement include children with Autism, particularly in Primary, and SEBN in all sectors (especially in Secondary).

Children with Autism or Social, Emotional and Behavior Support Needs in Edinburgh Schools February 2019 - % Less than 85% Attendance

	Autism			SEBN			All Pupils		
	Total Pupils	No. Pupils <=85%	%<=85%	Total Pupils	No. Pupils <=85%	%<=85%	Total Pupils	No. Pupils <=85%	%<=85%
Primary	496	66	13.3%	806	123	15.3%	31360	2277	7.3%
Secondary	291	45	15.5%	804	263	32.7%	14106	1964	13.9%
Special	273	33	12.1%	152	30	19.7%	536	89	16.6%
Total	1060	144	13.6%	1762	416	23.6%	46002	4330	9.4%

4. Main report

Addressing the Impact of Poverty - *Discover!* cost of the school holidays

- 4.1 In response to the growing number of children returning to school after the holidays, hungry and less ready to learn, a new programme *Discover!* was developed. This is an integrated service programme overseen by a strategic partnership of CEC, Education Scotland, NHS and Third Sector representatives and managed and delivered by Lifelong Learning staff and partners in targeted communities. Evaluation to date suggests that *Discover!* is already having a positive impact on social isolation and income maximisation.

- 4.2 Corporate sponsors have helped lever some support *additional* to core provision. However, with nearly 1 in 4 children in Edinburgh now living in poverty, scaling this provision will require strategic oversight and future budget considerations.

Addressing the Impact of Poverty - Pupil Equity Framework

- 4.3 In October 2017, the Education, Children and Families approved the Equity Framework.
- 4.4 The Equity Framework is led by Lifelong Learning's strategic Health and Wellbeing team to complement improvements in schools in relation to closing the attainment and achievement gap. It sets out ways for pupils and families affected by poverty to feel included, respected with have a sense of belonging and dignity via steps to:
- Minimise costs and reduce pressures on family budgets
 - Ensure equal access to opportunities, regardless of income
 - Reduce poverty-related stigma

Addressing the Impact of Poverty - Child Poverty Action Unit

- 4.5 New responsibilities arising from the Child Poverty (Scotland) Act 2017 include the requirement for publication of an annual report describing actions to reduce and mitigate the effects of Child Poverty. In response, a Child Poverty Action Unit has been established chaired by Councillor Alison Dickie. The Equity Framework, *Discover!* and *1 in 5* will contribute to the first Child Poverty Report in June 2019

Including, Engaging and Involving Children and Young People who require Additional Support

- 4.6 In March 2017, the Education, Children and Families Committee approved six priorities for Additional Support Needs for 2017-20. The pursuit of the Council's priorities for additional support for learning are summarised in this report around three interrelated themes:
- high quality inclusive practice,
 - effective integrated additional support and
 - high quality special schools and provision

High Quality Inclusive Practice – Policy and Procedures

- 4.7 In 2016, we undertook a Strategic Review of Inclusive Practice. The central recommendation was that the Council should develop a new vision and policy statement for inclusion underpinned by: key procedures, core practices, professional learning and improved performance management.

4.8 Following those recommendations a new policy is now proposed: 'Included, Engaged and Involved in Edinburgh'. The policy takes account of the wide discussion, legislation and government guidance built around a vision for inclusion:

*'In Edinburgh every child or young person irrespective of background, gender, race and disability is part of a resilient and positive learning community where they feel:
I belong,
I learn,
I am supported and I help others,
I contribute,
I am successful.'*

4.9 A copy of the policy is included in Appendix 1 of this report for approval. To support the implementation of the policy, a team of Officers, Educational Psychologists and Headteachers developed five key procedures:

- Relationships for Learning and Behaviour
- Risk Management and Reduction
- Improving Outcomes for Learners at Risk of Exclusion
- Flexible and Alternative Timetables
- School Anti-Bullying Policies

High Quality Inclusive Practice – Quality Improvement and Professional Learning

4.10 The Council's quality improvement programme '*Edinburgh Learns*' provides an integrated and inclusive framework for closing the attainment gap and achieving better outcomes for disadvantaged learners.

4.11 The framework is designed to support continuing progress in inclusion, addressing barriers to achievement across all aspects of performance in schools, services and partnership working. It will support the implementation of the policy and procedures and quality improvement via four key pillars of inclusive practice (the 4 Rs):

- Relationships
- Rights respecting
- Resilience
- Restorative Practice

4.12 A key priority going forward is to address concerns about supporting learners with complex social, emotional and behavioural support needs arising from adverse childhood experiences. This is will build upon extensive work that has already underway to ensure that all staff and schools:

- have strong foundations in inclusive practice as it applies to their roles. including the Council's handbook for inclusive practice, the CIRCLE resource
- undertake and maintain up to date understanding of autism and approaches to including, engaging an involving children and young people with autism

- engage in training in promoting Equalities and in preventing and managing risks of discrimination and harm. This includes training to address any bullying of learners who have a disability and faith based discrimination.

High Quality Inclusive Practice Next Steps

- 4.13 Subject to Committee approval of 'Included, Engaged and Involved in Edinburgh' (Appendix 1) the new policy will be issued to schools in the summer term with accompanying procedures, in advance of the public launch.
- 4.14 Meanwhile, we will consult with children and young people on the vision and ask them what helps them to feel: '*I belong; I learn; I am supported and I help others; I contribute; I am successful*'. The engagement with children and young people will take place in advance of the public launch and help to shape the communication and promotion of the policy and our improvement planning.
- 4.15 A statement on inclusion to promote partnership with parents has been prepared and this will be incorporated into school handbooks for the 2019-20 school session.
- 4.16 Going forward as part of our rights respecting approach we will establish a systematic framework for consultation with children and young people to help shape priorities and ways of working within our schools and services on a continuing basis.
- 4.17 As part of our commitment to working *with* families, a programme to support strengths-based and restorative approaches within schools and children's services and better integrated working will be implemented.
- 4.18 We will ensure all staff have access to high quality professional learning to enable them to fulfill their roles in relation to: high quality inclusive teaching and learning; Equalities; Children's Rights and Adverse Childhood Experiences.
- 4.19 We will monitor the implementation of new procedures for preventing exclusion and managing the use of flexible and alternative timetables and we will monitor impact in the attendance of learners with Autism and Social Emotional and Behaviour support needs within the Edinburgh Learns improvement framework.

Effective Integrated Additional Support

- 4.20 Since August 2014, Edinburgh has adopted an integrated approach to Getting it Right for Every Child and Additional Support for Learning. As part of this approach we have progressively reviewed how best to promote inclusion and provide support. In the course of the last year this has led to the creation of locality teams and the streamlining of support for Autism and support for learners who have additional needs arising from adverse childhood experiences.
- 4.21 Stronger support for children affected by adverse childhood experiences is a top priority for schools. In order to establish a strong basis for an integrated Inclusion Support Service staff were intensively trained in SCERTS an Internationally recognised approach to assessment and intervention for Social Communication,

Emotional Regulation, Transactional Supports (Relationships and Interaction). See Appendix 2 for more detail.

- 4.22 In 2018/19, almost 15,000 (29%) learners in Edinburgh Schools are identified as requiring additional support for learning. This represents an increase in comparison to 2016/17 (26%) and 2017/18 (26%). For the school session 2017/18, 9,600 learners were supported by the ASL Service. For further details see Appendix 3.
- 4.23 Working in close collaboration with Psychological Services, Speech and Language Therapy and other partners the Communities and Families ASL Service provides:
- Specialist city-wide services e.g. hospital teaching, Visual Impairment etc.
 - Locality inclusion support teams
 - Locality support for EAL provision and support for learners Gypsy, Roma or Traveller communities
 - Equalities training and support
- 4.24 In the past year the ASL Service has supported schools in promoting equalities, preventing and addressing discrimination and bullying through:
- Day-to-day work alongside families, schools and partner services
 - Advice for schools on matters relating to all relevant protected characteristics
 - Targeted Equalities training for Head Teachers and Senior Leadership teams; school Equalities Co-ordinators; Pupil Support Assistants or on a whole-school basis
 - Regular Equalities bulletins for school Equalities Co-ordinators
 - Supported self-evaluation for schools using Quality Indicator 3.1: Wellbeing, Equality and Inclusion in conjunction with the Quality Improvement Team
 - Policies and procedures, e.g. 'Preventing and responding to bullying and prejudice among children and Young People'
 - Discrete pieces of work with schools in response to information from schools or community groups.
- 4.25 Professional learning programmes are tailored specifically for different staff groups. Targeted programmes are provided for Senior Leaders, Equalities Co-ordinators, Pupil Support Assistants these are complemented by whole school training on an elective basis. More information is contained at Appendix 4

Integrating Support for Children Affected by a Disability

- 4.26 Children with more complex needs may require support from social work and health, as well as support in school. Effective integration of these supports helps to promote the best interests and most effective support for families. There are already examples of good integration for example, Keycomm which provides a high quality integrated technology service for children and adults with complex disabilities, the Lothian Exceptional Needs service for children who have very complex health needs, Family Follow up and autism support pathways and the Challenging Behaviour Services linking Council's children's Services with CAMHS on behalf of NHS.

- 4.27 Over recent months we have been reviewing our approach to providing social work services for Children Affected by Disability (CAD) alongside improving inclusive practice in schools (see Appendix 5 for further details).
- 4.28 The CAD review has identified several ways to improve service cohesion to promote children's rights, provide better experiences and more progressive support for children, young people affected by a disability (and their parents), in particular:
- a 'one service' strengths-based ethos
 - working *with* the child and the family pursuing common progressive goals,
 - simplifying and joining up assessment and planning using solution focussed approaches
 - simplifying the accessibility of support
 - sharing training, skills and resources in mutual support across teams/services
 - redesigning the way transitions are managed, to children's support growth and progression.

Effective Integrated Additional Support - Next Steps

- 4.29 We will implement an action plan to improve the way that we work with children and families affected by disability to provide a more cohesive and progressive approach working across Communities and Families.
- 4.30 As part of the development of a one service approach we will develop a holistic support pathway for children with a complex disability starting with children with autism, joining up Health, Education and Social Work resources in an integrated child and family-centred approach.
- 4.31 We will continue to work with Edinburgh Together, the NHS and other partners to develop networks of support at school, cluster, locality and city-wide levels to deliver improved outcomes for children and young people with additional support needs.
- 4.32 We will work with schools and service partners to enhance support of learners with additional social, emotional and behavioural support needs. We will test different approaches to improve capacity to provide progressive and engaging learning opportunities, including: Forest Schools, cluster and area collaboratives and locality working to complement specialist city-wide services.
- 4.33 We will implement a programme to enhance the attendance, support, and the quality of learning experience of looked after children to raise their attainment and achievement. This will include enhancing home-school links, enhanced nurture in school, additional support for learning in and around school, e.g. in breakfast and homework/after school clubs, and working with families to increase capacity to support children's learning.
- 4.34 We will evaluate options for extending the inclusive improvement-led approach to supporting English Language and Literacy acquisition for bilingual learners to all schools where required.

- 4.35 We will continue to ensure that schools benefit from support and training to promote Equalities, prevent discrimination and manage any occurrences of faith based discrimination or other prejudice.
- 4.36 We will undertake an evaluation of additional support for learning taking into account the above, identifying any changes that may be required to facilitate effective collaborative working between schools and children's services, to promote children's rights, improve outcomes for children and promote best value.

High Quality Special Schools and Specialist provision

- 4.37 In Edinburgh 1.3% of pupils educated in the authority attend special schools, this compares with the four other authorities of a similar size (> 40,000 pupils) which range from 0.3% Fife to 2% for North Lanarkshire. Edinburgh is in the mid-range for these peers flanked by South Lanarkshire (0.8%) and Glasgow at 1.8%.
- 4.38 Schools in all sectors report growing demand in terms of both the number of learners requiring additional support and the complexity of need. Head Teachers report that whilst inclusive practice enables them to meet a wide range of these needs, it is evident that the options and support for children with more complex needs to be extended.
- 4.39 Over recent years there has been an increase in the number of children with Autism identified in Edinburgh. The most recent figures indicate that around 1000 (approximately 2%) of pupils in City of Edinburgh schools have Autism. It is anticipated that the current pressures will continue in line with demographic projections.
- 4.40 The growth in relation to complex needs for children with autism is leading to increasing pressures on special school placements. Over the past 3 years we have increased the provision in special schools for children with Autism and Learning Disability, as follows:
- 2016/17 - 14 additional places
 - 2017/18 – 16 additional places
 - 2018/19 - 16 additional places
- 4.41 In December 2015, the Education, Children and Families Committee considered the Rising Rolls for Edinburgh Schools report, which estimated that by 2030 school populations would rise from 47,000 to 60,400. This represented an increase of almost 30%.
- 4.42 At a similar rate of growth, to the overall population based on 2015 figures, we anticipate an increase, for from 850 to 1208 children with autism based on 2015 figures. This equates to an annual average growth rate of provision equivalent to 24 additional children with autism per year. At least 1 in 2 of these children, 12 per annum, are likely to require specialist provision. The current figures indicate that the rate of growth is higher than anticipated but it is too early to establish if this is a

trend but it suggests that 12 extra places per year in specialist provision for autism is a minimum requirement.

High Quality Special Schools and Specialist provision – Next Steps

- 4.43 In order to meet the anticipated demand planning is under way to create two additional classes for children with autism. It is anticipated that these additional classes will be located within language and communication classes attached to mainstream schools.
- 4.44 Evaluate the suitability of the Secondary Resource model to meet anticipated needs of children currently in special classes in Primary.
- 4.45 Complete a suitability assessment of existing special schools to complement the assessment of Kaimes, taking into account the nature and size of anticipated demand.
- 4.46 Undertake a multidisciplinary staffing profile assessment for the future pattern of provision, taking into account the complexity of need in order to inform workforce planning and partnership working within Children's Services and the NHS.
- 4.47 Prepare detailed specifications for inclusive provision of high quality accommodation for Kaimes school.
- 4.48 Prepare detailed specifications for inclusive provision as part of the Wave 4 Development taking into account the outcome of an updated suitability assessment of specialist provision and demographic trends.

5. Next Steps

- 5.1 Officers and teams leading these areas of activity will continue to work together. The lead officers are increasingly aware of each other's areas of responsibility. Following this Report, they will seek and create more opportunities to share information and bring teams together for collegiate discussions about how to make meaningful contributions to discrete plans and strategies.
- 5.2 An Open Space event is currently being planned to bring front line staff such as teachers, youth workers and PSAs together, to consider how they may work better together to improve children's outcomes.

6. Financial impact

- 6.1 Some of the recommendations in the Equity Framework will have an impact on school budgets, for example, removing charges for materials in curricular subjects
- 6.2 There are no other financial implications arising from this report and any service changes are managed within existing budgets

7. Stakeholder/Community Impact

- 7.1 Parents and Carers are invited to be an active part of the recommendation process for **Discover!** Their feedback is also taken into account when planning.
- 7.2 Feedback from Parents and Carers shows early indications of positive impact, linked to the aims and outcomes of **Discover!**
- 7.3 The Child Poverty Action Unit's work is and will be informed by the statutory requirement to produce an annual Child Poverty Report to the Scottish Government and to work towards targets for reducing child poverty by 2030. The first report is due by the end of June 2019. Through numerous strands of work including 1 in 5 Raising Awareness of Child Poverty, **Discover!** and the work of the SO4 (Strategic Outcome) Group, stakeholders and the community have been engaged and consulted. Impacts of this work are reported in previous reports with further impact and evidence in the first Child Poverty Report (June 2019).
- 7.4 The improvement plan for social work services was developed following extensive consultation with parents, carers and other stakeholders.
- 7.5 The Equity Framework was developed as a recommendation of *1 in 5* and involved stakeholders in its creation
- 7.6 The new Policy 'Included, Engaged and Involved in Edinburgh':
 - was co-produced with Headteachers.
 - takes into account the outcome of consultation with children and young people and a wide range of partners in the production of the Children's Services plan,
 - is informed by the five themes identified by the Young Ambassadors for Inclusion as important for inclusion: friendship; belonging; awareness of additional support needs; positive attitudes and asking for help and support.
 - takes into account Scottish Government Guidance and policy and wide public consultation and debate around the presumption of mainstream.
- 7.7 Work with children, young people and their parents and carers has included Focus Groups, meetings with parents and on-going discussion and dialogue with parents
- 7.8 There are no health and safety, governance, compliant or regulatory implications arising from this report.
- 7.9 There are no adverse carbon and environmental impacts arising from this report. Effort has been taken particularly through the **Discover!** programme, to promote greater awareness of food waste and to promote the use of re-useable non-plastics, bags for life and multi-use food containers.
- 7.10 Improved outcomes for children and families in poverty contributes to a range of sustainability indicators

8. Background reading/external references

Discover! Child Poverty Unit and Pupil Equity Framework:

- 8.1 Every child, every chance – The Tackling Child Poverty Delivery Plan 2018-22, Scottish Government, March 2018 Edinburgh Poverty Commission, City of Edinburgh Council, June 2018 1 in 5 documents: Top tips for schools; Making education equal for all: Edinburgh's pupil equity framework; Cost of the School Day – Financial Support and Information
- 8.2 Education and Skills Committee – <https://sp-bpr-en-prod-cdnep.azureedge.net/published/ES/2018/7/12/What-support-works--Inquiry-into-attainment-and-achievement-of-school-children-experiencing-poverty/ESS052018R04.pdf>
- 8.3 Child Poverty Action Unit, Culture and Communities Committee, 11 September 2018, Item 8.5
http://www.edinburgh.gov.uk/meetings/meeting/4529/culture_and_communities_committee
- Child Poverty Action Unit, Education, Children and Families Committee, 9 October 2018, Item 7.11(a) and 7.11(b)
http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee
- Child Poverty – Equity Framework, Education, Children and Families Committee, 10 October 2017, Item 7.6
http://www.edinburgh.gov.uk/meetings/meeting/4252/education_children_and_families_committee
- Further Developing Child Poverty Work in Edinburgh, Education, Children and Families Committee, 11 October 2016, Item 7.4
http://www.edinburgh.gov.uk/meetings/meeting/4044/education_children_and_families_committee
- Child Poverty Action Unit, Culture and Communities, September 2018, Item 8.5 (Referred to Education Children and Families, October 2018 and Neighbourhood Committees)
http://www.edinburgh.gov.uk/meetings/meeting/4529/culture_and_communities_committee
- ### **Children and Young People who require Additional Support**
- 8.4 Education Children and Families Committee, ASL and Special Schools updates December 2017
http://www.edinburgh.gov.uk/download/meetings/id/55618/item_77_-additional_support_needs_and_special_schools_update_2016-17and_May_2018
http://www.edinburgh.gov.uk/download/meetings/id/58127/full_meeting_papers_-education_children_and_families_committee_-_14-08-18

- 8.5 Presumption of Mainstream consultation <https://consult.gov.scot/supporting-learners/presumption-of-mainstreaming/>
- 8.6 Included in the Main:<https://www.enable.org.uk/wp-content/uploads/2017/08/IncludED-in-the-Main-22-Steps-on-the-Journey-to-Inclusion.pdf>
- 8.7 Not Included, Not Engaged, Not Involved , A report on the experiences of autistic children missing school <https://www.notengaged.com/>
- 8.8 Investigation by the Children and Young People’s Commissioner Scotland Restraint and Seclusion in Schools; <https://www.cypcs.org.uk/ufiles/No-Safe-Place.pdf>

Enhancing Support for Children and Young People with Disabilities and their Parents/carers

- 8.9 http://www.edinburgh.gov.uk/download/meetings/id/59474/item_715_-_play_schemes_for_children_with_disabilities_progress_report
- 8.10 http://www.edinburgh.gov.uk/download/meetings/id/59484/item_714_-_transitions_for_young_people_with_a_disability_from_children_s_services_to_adult_services

9. Appendices

- 9.1 Appendix 1 Included, Engaged and Involved in Edinburgh Draft Policy
- 9.2 Appendix 2 Strengthening Support for Children with Autism and Children Affected by Adverse Childhood Experiences
- 9.3 Appendix 3 Pupils Supported by Additional Support for Learning Service 2006 – 2018
- 9.4 Appendix 4 Equalities Professional Learning Update, ASL Service, January 2019
- 9.5 Appendix 5 Children Affected by Disability (CAD) Review

Included, Engaged and Involved in Edinburgh

'Edinburgh's Children and young people enjoy their childhood and achieve their potential'

Implementation date:

Control schedule

Version control

Version	Date	Author	Comment
0.1			

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
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Included, Engaged and Involved

'Edinburgh's Children and young people enjoy their childhood and achieve their potential'

1. Policy statement

- 1.1 Included, Engaged and Involved in Edinburgh outlines the Communities and Families approach to the implementation of the Edinburgh Children's Partnership's ambition to create a child friendly city, where children and young people's rights are respected and preventing problems becomes as important as dealing with crisis.¹

2. Scope

- 2.3 This policy outlines the approach for all Communities and Families staff, all establishments, commissioned services and our relationships with children, families and the wider community. The policy recognises that inclusive practice has implications for all aspects of schools and other services working with children and families:

'A passionate commitment to ensuring social justice, children's rights, learning for sustainability and equality are important prerequisites for all who deliver Scottish education. The themes of leadership, partnership, shared values, wellbeing, social justice and equality are the foundation stones of an excellent school and, as such, need to be firmly embedded within self-evaluation.'

How Good is Our School? Fourth Edition' Education Scotland 2015 p4.

- 2.4 The policy informs the Council's Education Improvement Planning and Quality Improvement Framework.² In addition, it underpins key procedures. The most relevant procedures and associated templates are mapped out in Appendix 1.

3. Definitions

¹ The Edinburgh Children's Partnership, Children's Services Plan 2017-20,p1.

² Edinburgh Learns: Quality Improvement Frameworks;1. Equity for Learning, 2. Improving Quality in Learning, 3. Excellence in Learning (Inc. Teaching and Learning and Digital Learning), 4. Health and Wellbeing for Learning, 5. Pathways for Learning 6 Parental Engagement City of Edinburgh Council Education Improvement Plan 2018-2021, May 2018.

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- 3.1 **Additional Support for Learning Pathways** – Edinburgh's approach to proportionate support: Pathway 1 – classroom based supports, Pathway 2 – establishment supports, Pathway 3 – classroom and establishment with support from school partners, Pathway 4 – specialist provision.
- 3.2 **Additional Support Needs** – defined by the Education (Additional Support for Learning Act) 2009; considers factors which may prevent a pupil from benefitting from learning and can apply to any pupil throughout their learning career. The barriers to learning are not defined as being within the child. The barriers arise from such factors as the learning environment, health and disability, social and emotional factors and family circumstance.³
- 3.3 **Child/children** – anyone under the age of 18.
- 3.4 **Corporate parent** – describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after pupils.
- 3.5 **GIRFEC** – Getting it Right for Every Child, the Scottish national practice model.
- 3.6 **Inclusion** – All learners are accepted within a diverse community where a high quality education for all is developed and sustained by removing barriers to participation, learning and achievement to overcome inequalities that arise through the learning environment, social and emotional factors, health and disability and family circumstances.⁴
- 3.7 **Four key features of inclusion** – Present, Participating, Achieving, Supported⁵
- 3.8 **Parent/s** – describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

³ Supporting Children's and Young People's Learning: A report on progress of implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (As Amended) pub 2012
<http://www.gov.scot/Publications/2012/02/7679/3>

⁴ Derived from Support for All Education Scotland; <https://education.gov.scot/scottish-education-system/Support%20for%20all>

⁵ Excellence and Equity for All: Guidance on the Presumption of Mainstreaming (Consultation November 2017).

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- 3.9 **Presumption of mainstream (Standards in Scotland's Schools Etc. Act 2000)** – the presumption of mainstreaming enshrines the right of all children to attend a mainstream school unless legally defined exceptional circumstances are met.
- 3.10 **Schools** – all local authority schools, mainstream and special schools, and all settings providing early learning and child care on behalf of the City of Edinburgh Council
- 3.11 **The rights of the child** - The United Nations Convention on the Rights of the Child (UNCRC) sets out the fundamental rights of all children and young people. The UK ratified the UNCRC in 1991. The Scottish Government and the Council use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood. The UNCRC forms the basis Getting it right for every child (GIRFEC).

4. Policy content

Introduction - Edinburgh 2050

- 4.1 Edinburgh aspires to become a place *'without poverty or barriers to achievement, where instead a good quality of life is a basic requirement enjoyed by all.'* (Edinburgh 2050 vision).
- 4.2 An inclusive Edinburgh offers a fairer and more successful future for all of our children, parents, staff and our wider community. This is a vision of an inspired, connected, fair, and thriving City, where all children and young people enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors.
- 4.3 In an inclusive Edinburgh school education fosters a good climate for learning, it encourages respect and tolerance for others, promotes citizenship attainment and achievement and lays the foundations for lifelong learning.⁶
- 4.4 This is a vision of a child friendly city with high achieving and inclusive schools, inspired by the Scottish vision for inclusive education:

⁶ http://www.edinburgh.gov.uk/news/article/2240/edinburgh_reveals_ideas_for_a_city_vision

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*'Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.'*⁷

- 4.5 In this way Edinburgh aims to fulfil the obligations of the United Nations Convention on the Rights of the Child (1989) and key national policy including: Getting it Right for Every Child, 'Included, Engaged, Involved 2' (2017), the Additional Support for Learning Act (2009), How Good is Our School? (2015) and the National Improvement Framework (2018):

'We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also 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.'

The National Improvement Framework and Improvement Plan p4. 2018.

Inequalities and Inclusive Schools – One Service Approach

- 4.6 Inclusive schools provide models of high achieving, open, just and tolerant communities. They build on the strengths (prior achievements, interests, experiences and ambitions) that children and parents bring and provide equitable opportunities, resources and support removing barriers to success. An ethos built on positive relationships and a commitment to inclusion, across the whole school community, is underpinned by a coherent, inclusive curriculum and learning and teaching that meets learners' needs and provides appropriate challenge.
- 4.7 Inequalities occur in school education where barriers to participation, learning and achievement arise for whatever reason. Barriers may arise from any factor that has an adverse impact on the child, including, for example:

⁷ Scottish Government Draft Guidance on inclusive practice and presumption to provide education in a mainstream school or early learning and childcare establishment, after Professors Mel Ainscow and Susie Miles

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- *Learning environment* – where the learning and teaching approaches and/or overall curriculum are significantly different from what the child or young person requires.
- *Culture or language* – where the child is learning via English as an additional language.
- *Family circumstances* – where family life is disrupted, and the child or young person is not receiving the parental support, direction and guidance needed to make the most of school education or, school attendance is very poor and is adversely affecting educational progress.
- *Disability or health* – where the child or young person faces barriers to learning and development from, for example, blindness, physical disability, autism, serious childhood illness or a mental health problem.
- *Social and emotional factors* – children or young people may have had adverse childhood experience, such as bereavement or loss. The effect of these experiences in earlier life mean that under stress, children may:
 - have heightened anxiety
 - find emotional regulation more challenging
 - exhibit behaviour difficulties
 - be at a greater risk of being bullied
 - find developing positive relationships with school staff and other young people more challenging
 - find added difficulty engaging effectively with their learning.⁸

4.8 We know that inequality often impacts on different aspects of a child's life and our approach needs to reflect this in outward looking and well-integrated approaches to get it right for every child. We are committed to achieve this with a shared vision across schools, services and partners working together with a 'one service approach' to getting it right for each and every child. Where best interests of a child is the primary consideration in any action that would have an impact on them.

4.9 Our approach emphasises the importance of working *with* children and the important adults in their lives. One of the core aims of the UN Convention on the Rights of the Child is that all children should be listened to and treated with respect. Children and young people need to understand their right to contribute and to be listened to. '*The views and*

⁸ Supporting Children's Learning Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) p69-70, 2017

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*needs of children and young people will be at the centre of all service delivery.*⁹ Likewise, we recognise the importance of working in partnership *with* parents is central to overcoming adversity in children's lives and learning.

- 4.10 Research on resilience has shown the presence of one or more supportive key adults is a common protective feature in the lives of those who thrive despite having had a history of adverse childhood experiences.¹⁰
- 4.11 Effective key adults offer supportive and responsive relationships and act as positive role models. They maintain high expectations, encourage children to play to their strengths through participation in hobbies, interests or groups and help them to develop good social and emotional skills. We support the view that any member of staff or adult in a child's life can become a key support and champion for that child and therefore have a positive impact on long term outcomes.
- 4.12 Where there are differences of view or diverse interests, inclusive schools foster ambitious and solution focussed approaches. By using restorative practices to build stronger relationships, foster compassionate, tolerant, supportive and resilient communities we reduce the likelihood of conflict and deal with difficulties through collaboration and mutual understanding.

*'An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their emotional well being and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.'*¹¹

- 4.13 Within the context of this policy, research evidence and our self evaluation we have based our approach on these key principles:
- We respect children's rights
 - Every child has the entitlement to an education directed towards realising their potential

⁹ [Edinburgh Children's Services Plan 2017-2020](#)

¹⁰ Strengthening the Foundations of Resilience 3 WWW.DEVELOPINGCHILD.HARVARD.EDU

¹¹ Consultation on excellence and equity for all: guidance on the presumption of mainstreaming (2017), Ministerial Foreword.

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- We are responsible for anticipating children's needs, making reasonable adjustments when required and providing progressive and inclusive learning environments and opportunities for all
- Parents are the most important caregivers and prime educators in children's lives
- We get the best outcomes for children when we build positive relationships with the child, their parents and other key adults in their lives
- Starting with the assets that children and their families bring is the best way to realise their potential
- Schools and partners need to work with shared goals in order to get it right for every child
- Restorative approaches help create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors¹².

Our aim is that these principles are reflected in our approach at all levels and in particular they embedded in our approach to Getting it Right for Every Child.

- 4.14 Early identification of children at risk and ensuring they get the help when they need it is an essential part of meeting needs. Our Integrated Assessment Framework supports a single child centred approach to assessment, planning and support. This tailors the support and help that children and their parents are offered to support their individual wellbeing. The purpose is to enable support as close to the point of need as possible through pathways offering proportionate levels of support.¹³
- 4.15 Our practice framework provides all staff across schools and children's service a common understanding of wellbeing through the national wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. The core Getting It Right questions form the basis of all child planning for all staff:
- What is getting in the way of this pupil's wellbeing?
 - Do I have all the information I need to help?
 - What can I do now?
 - What can I (or my agency) do to help?
 - Do I need additional help from others?

¹²Education Scotland, Parentzone, [Restorative Approaches](#)

¹³ Additional Support for Learning Pathways – Edinburgh's approach to proportionate support; Pathway 1 – classroom based supports, Pathway 2 – establishment supports, Pathway 3 – classroom and establishment with support from school partners, Pathway 4 – specialist provision.

5. An Inclusive Vision for our Children

5.1 Edinburgh's 2050 vision describes an inspired, connected, fair, and thriving City, where all Edinburgh's children enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors¹⁴. This is a city where:

- we are welcoming and respectful to all - every child belongs
- we respect children's rights, promote equality, prevent discrimination and challenge prejudice
- we maintain high aspirations and achieve positive outcomes for all
- we work *with* children and families using a strengths-based approach
- we 'stand by' children in need
- we build compassionate relationships and communities,
- we use restorative approaches to resolving differences
- we prevent or remove barriers and avoid working in ways that *create* problems for children and their families.

5.2 This is a vision of a child friendly city:

In Edinburgh every child or young person irrespective of background, gender, race and disability is part of a resilient and positive learning community where they feel;

I belong,

I learn,

I am supported and I help others,

I contribute,

I am successful. '

(Included, Engaged and Involved in Edinburgh: Vision Statement)

5.3 In the process of developing our vision we have undertaken reviews with a number of schools and conversations with staff, children and families. We asked children and parents to picture an approach in which they feel they belong and they pictured this as '*Edinburgh Together*'. As a result we adopted Edinburgh Together as the identity for the ASL Consortium that provides additional services

¹⁴ The Edinburgh Children's Partnership's vision

to schools and families.¹⁵ Edinburgh Together is also a central theme in our commitment to restorative approaches.

5.4 Likewise, we want our vision to be meaningful and inspiring to children, parents, staff and partners. As part of our ethos of collaboration and our commitment to Edinburgh being a child friendly city we will be consulting further on how best to express and implement this vision to provide school education that helps all Edinburgh's children to:

- feel that they are valued and respected for who they are, their potential
- feel inspired by relevant and progressive learning environments and opportunities
- benefit from effective support when they need it
- have trusted relationships with adults
- benefit from solution focused and creative approaches to problems and challenges
- contribute as members of open and restorative communities.

6. Moving Forward - from Strength to Strength

6.1 Addressing the factors that create barriers to learning, described earlier (4.7), is central to the work of all schools but this is not something that schools alone can achieve¹⁶. We believe that a best value approach shares effective practice, enables collaboration at all levels and enables effective use of resources within and between establishments, clusters, localities and citywide networks according to need.

6.2 Where establishments and services work in partnership we get the best outcomes for children and most effective use of resources with a one service culture. Within this approach there is a shared purpose and professional commitment to do what it

¹⁵ Edinburgh Together ASL Consortium is a 'one service' partnership led by Barnardo's, Canongate Youth and Children1st

¹⁶ *'Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. You will have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with you to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs will also work alongside you to remove barriers to learning and ensure all children and young people experience success in school and beyond school.* 'How Good is Our School? 4'th Edition, Education Scotland 2015, P5.

takes individually and collectively to create a child friendly city. In a child friendly Edinburgh:

'children and young people's rights are respected, there is a focus on restorative practice and preventing problems becomes as important as dealing with crisis'

(The Edinburgh Partnership, Edinburgh Children's Services Plan 2017-20)

6.3 As one service we will continue the improvement of practice working *with* children, their families and communities though a strengths-based approach. Strengths-based practice has a number of key advantages by:

- Enabling a common understanding of a child's identity, strengths, needs, aspirations
- Placing the child and the family at the centre and supporting them as active participants
- Building and sustaining positive relationships as a key asset in achieving sustainable change
- Taking a restorative approach to relationships and problems

Together this provides the most fruitful basis for realising the child's potential and overcoming barriers to successful outcomes.

6.4 There are strong foundations for inclusive practice in Edinburgh's schools as evidenced in self-evaluation and school inspection reports. This reflects substantial evidence of continuing progress across the City, for example:

- Improving positive destinations
- Improving school attendance
- Reducing school exclusions

6.5 We recognise that closing the gap in attainment, achievement and wellbeing to enable all children to achieve their potential is a continuing challenge. Indeed, each step of progress reveals opportunities for achieving yet more and new challenges. To support continuing improvement across schools and children's services we will need to continually:

- Invest in relevant professional learning to support improvement in inclusive practice
- Strengthen integrated approaches and progressive intervention
- Strengthen relationships and communities of support with children, families, schools and other partners

- Nurture a one service culture of support and challenge to enable quality improvement, sharing of effective practice and the best use of resources.
 - Ensure policy, planning and budget processes support continuing progress in realising our vision.
- 6.6 Themes we have identified through self-evaluation provide the pillars of our approach, we summarise these as the **4 Rs** which support common core practices: (appendix 2):
- Relationships
 - Rights Respecting
 - Resilience building
 - Restorative
- 6.7 These core practices reflect existing strengths in our schools and services where we can continue to make progress. Continuing to develop these strengths will be key to the realising our vision for Edinburgh's children and an integral part of our one service ethos and approach. In order to progressively improve outcomes for children we will ensure the 4 Rs inform self-evaluation of policy, planning, procedure, practice and professional development at all levels.
- 6.8 All schools and services demonstrate a shared commitment to self-evaluation using the four key features of inclusion to measure whether all children are: present, participating, achieving and supported.
- 6.9 Schools and services actively self-evaluate their vision, values, ethos and pupil outcomes through the use of HGIOS? 4, the Standards and Quality Improvement Planning Process and the Scottish Government National Improvement Measures (NIF).
- 6.10 Inclusion, equality and social justice apply to all pupils, therefore it is essential that universal resources are used to support processes to prevent and remove barriers to learning to create sustainable inclusive environments. Likewise, targeted and additional resources need to be used in ways which bring most direct and long-lasting benefit to children and families and support sustainable inclusive practice and environments.
- 6.11 Achieving best value in use of resources is a key theme for leadership, partnership, and self evaluation at all levels. This has implications for every practitioner, school and service and for policy, strategy and financial planning processes for the Council and the Children's Partnership.

7. Roles and responsibilities

Responsibility of Leadership

- 7.1 To develop an ethos of inclusion, a culture of mutual respect and shared values firmly embedding this ethos in policies, procedures and practice that ensure these principles are upheld.
- 7.2 To demonstrate commitment to developing the 4 R's through on-going professional learning and development, and proportionate support and challenge.
- 7.3 To provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- 7.4 To ensure policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in this policy and accompanying procedures.
- 7.5 To plan and manage resources proactively and efficiently to support effective inclusive practice
- 7.6 To seek out and contribute positively to partnerships which will lead to better outcomes for the children and young people and in particular for those at greatest risk due to social circumstances or additional needs.
- 7.7 To ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.

Responsibility of All Staff

- 7.8 To act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- 7.9 To demonstrate a commitment to developing core practice in relation to the 4 R's.
- 7.10 To model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).

- 7.11 To contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.
- 7.12 To promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services that are built on respect and strong communication.
- 7.13 To demonstrate a commitment to the four key features of inclusion ensuring all children are: present, participating, achieving and supported.
- 7.14 To demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- 7.15 To have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- 7.16 To act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.
- 7.17 To actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.
- 7.18 To recognise behaviour as communication. Working collaboratively with families to develop alternatives when pupils struggle with aspects of their behaviour to identify how best to meet their underlying needs.
- 7.19 To implement approaches to positive relationships and inclusion as outlined in Edinburgh's Inclusive Learning and Collaborative Working (CIRCLE) resource, Pupil Support Guides and establishment policies and procedures.

8. Related documents

- 8.1 Additional Support for Learning (Scotland) Act 2004
- 8.2 City of Edinburgh Service Plan Children and Families (2014 – 2017)
- 8.3 Children and Young People (Scotland) Act 2014
- 8.4 Edinburgh 2050 Vision (2017)
- 8.5 Edinburgh Integrated Plan for Children and Young Person's Services
- 8.6 Edinburgh Children's Partnership Children's Services plan 2017-20
- 8.7 Education (Scotland) Act 2016
- 8.8 Equality Act (2010)
- 8.9 GIRFEC - Children and Young People (Scotland) Act 2014?
- 8.10 How Good is Our School? 4 (2015)

- 8.11 Included, Engaged and Involved 2 (2017)
- 8.12 2018 National Improvement Framework
- 8.13 The Children (Scotland) Act 1995
- 8.14 The United Nations Convention on the Rights of Child (UNCRC) (1989)
- 8.15 Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour, Scottish Government (2018)
- 8.16 Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming (November 2017)

9 Equalities impact

- 9.1 All staff will ensure that they promote equalities and that where appropriate they make reasonable adjustments in the application of the policy and procedures for those individuals with 'protected characteristics' and of particular relevance, age; disability; gender reassignment; race; religion or belief; sex or sexual orientation.
- 9.2 This may include for example paying due regard to cultural factors that are relevant in ensuring that the establishment's ethos is inclusive and that cultural differences in behaviours and dress code are taken into account. It would also include ensuring that due regard is given to the implications of a learner's disability in the design and implementation of school policy and procedures regarding behaviour and creating differentiated expectations and approaches to take into account individual needs where necessary.
- 9.3 All staff have a professional duty to promote the wellbeing and protect the interests of Looked After Children.

10 Sustainability impact

- 10.1 This policy will bring better outcomes to children, young people and families and contribute to community inclusion, safety and cohesion in the long term.

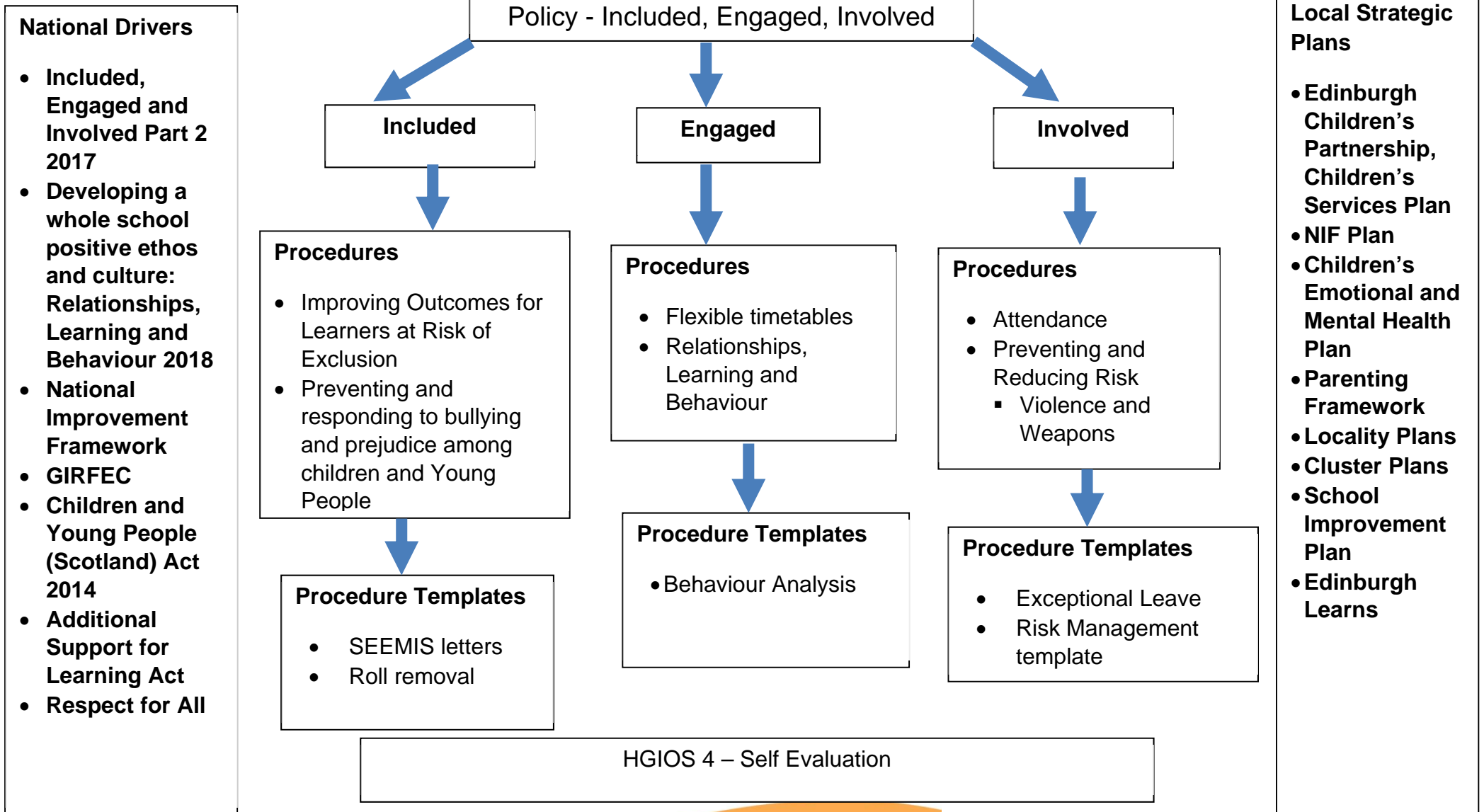
11 Risk assessment

- 11.1 This Policy Included, Engaged, Involved is in accordance with Scottish Government Guidance (Included, Engaged, Involved 2) and The Scottish Government paper Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour. These set guidance for education authorities and establishments in this area.

12 Review

12.1 This policy and accompanying procedures will be reviewed in October 2019.

Appendix 1: Examples of Associated Policies, Procedures and Strategic plans



Appendix 2 – The Four R’s example principle’s for practice

School communities may wish to articulate what demonstrating values and practice related to the 4 R’s means within their individual school community. Below are some possible examples.

Finding the right language to make this meaningful to parents, pupils and staff could form part of a process of community engagement.

Relationships

- Positive relationships are crucial to developing a successful school community.
- The presence of one or more supportive key adults is a crucial component in a child's resilience – we believe that any adult can make the difference.
- Adults form meaningful relationships with every child, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections.
- Adults are all available and approachable – if a child wants to connect with us at an unsuitable time we always offer an alternative.

Rights Respecting

- We all have a responsibility to model and share community values based on everyone's rights (to be safe, to learn, to be listened to).
- We support everyone's right to access the support they need to achieve their potential.
- We listen to each other and respect and celebrate our diversity.
- We know there are consequences for decisions and actions that have had a negative impact on the rights of others. Consequences are proportionate and support us to develop behavioural awareness and take responsibility.

Restorative

- Conflict arises if there is a breakdown in relationships or respect for rights.
- We all have a responsibility to repair relationships.
- Restorative approaches do not start at a point of conflict but begin with our whole school ethos of positive relationships, rights and respect.

Appendix 2 – The Four R’s example principle’s for practice

- Restorative approaches are for all members of the school community, regardless of role.

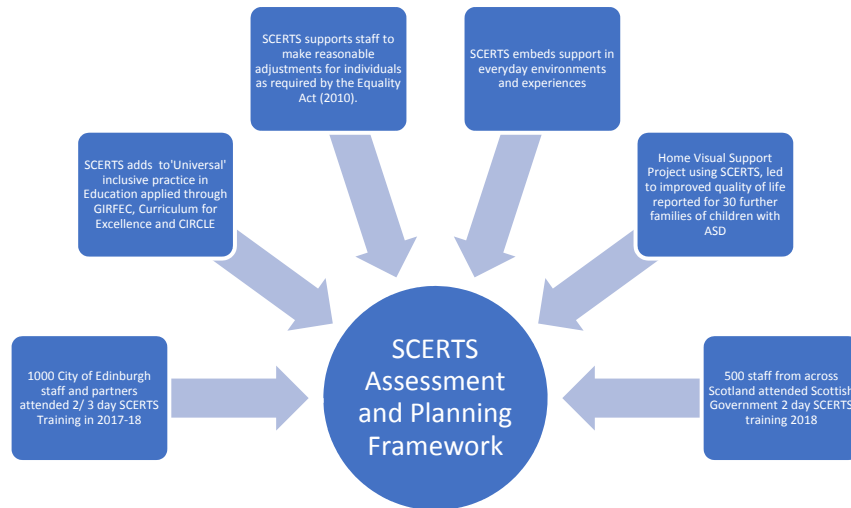
Resilience

- We use the Getting It Right for Every Child approach to work together with children and their families.
- We look for opportunities to highlight and build on strengths.
- We help families and children identify their own strengths and use them to find solutions.
- We develop individual skills, strengths and offer supports that promote resilience including making sure every child has at least one ‘good adult’.

Appendix 2 Strengthening Support for Children with Autism and Children Affected by Adverse Childhood Experiences

- 1.1 Our approach to strengthening inclusive support for children and their families is based on an integrated one service model. It has included staff from all key services in education and social work disability services and Speech and Language Therapy as well as schools. Over 1000 staff across these agencies have now been trained and have begun to implement the SCERTS approach in their day to day work.
- 1.2 SCERTSⁱ was developed as a framework to support children with autism. It supports positive behaviour through ensuring we take account of underlying needs to ensure children are well regulated, ready to learn and are taught at the right level.

The SCERTS Assessment and Planning Framework



Anticipatory Support	Developmentally Relevant Experiences	The Child in Context	Understanding Behaviour	Confident Teachers, Inclusive Schools
<ul style="list-style-type: none"> • A move from responsive and reactive to anticipatory support when pupils present with 'distressed behaviours' 	<ul style="list-style-type: none"> • Increased collaborative and multi-disciplinary assessment and planning with health, education and social work professionals working together • leading to a single, holistic plan that better reflects the child's developmental stage 	<ul style="list-style-type: none"> • Planning takes account of the physical and social environments as well as the individual child 	<ul style="list-style-type: none"> • Greater understanding of the reasons children behave the way they do and how difficult situations can be avoided 	<ul style="list-style-type: none"> • More inclusive schools where teachers feel more confident to meet the needs of all of the children within their setting • consequently we expect a reduction in seclusion and exclusion of children

- 1.3 Currently around 70 children with complex needs in mainstream settings are being supported using the approach on a pilot basis. A programme of 'appreciative enquiry' is supporting reflective practice and professional conversations to inform the fine tuning the approach in the Edinburgh context. Similar work is also underway in two special schools.
- 1.4 The disability social work team are testing the model in their work with families requiring support at home. This provides the opportunity for an added value approach by integrating support at home and school and sharing learning across teams and services.
- 1.5 The strength of this approach is that it starts from the child's experience of the world and informs a comprehensive approach for getting it right for children with autism. This informs improvement in practice at all levels.
- 1.6 The Edinburgh team that are leading the introduction of this framework have now been approached on behalf of Scottish Government to support its introduction across Scotland as a part of the national Autism Strategy.
- 1.7 The core elements of the SCERTS approach: social communication, emotional regulation and relationships, address core needs of children whose social development has been disrupted or disturbed by adverse life experiences. This means that it also enhances work with children who require additional social, emotional and behavior support needs.
- 1.8 In this way the SCERTS model has enabled the integration of the ASL Service support previously provided by two teams into a single 'Inclusion Support Team', commencing in August 2018. This enables a more efficient support and collaboration with schools and more

consistency of effective support for children. It also creates a framework for collaboration with other children's services including the Social Work Disability Team and CAMHS.

¹ ¹ The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings. <http://scerts.com>

Appendix 4: Equalities Professional Learning Update, ASL Service, January 2019

Audience	Format and Content	2016-17	2017-18	2018-19
School Head Teachers / Senior Leaders (required)	One 2-hour session; based on the concept of 'Cultural Proficiency', with good practice input from 2 other authorities, focusing on 'race' and religion/belief; and sexual orientation and gender re-assignment.		X	X
Equalities Co-ordinators (optional)	Three 2-hour sessions; deepening knowledge of cultural proficiency and application in school settings; exploration of all relevant protected characteristics.	X	X	X
Pupil Support Assistants (all schools)	One 2-hour session as part of full day ASL training delivered to PSAs in cluster groups.	X	X	X
Whole-school (on request as follow-up to cluster PSA training)	One 1.5 hour session on 'Unconscious Bias' at St. John's RC Primary School in preparation for longer-term work with a focus on religion/belief.			X

PSE Equalities Programme delivered in schools by EAL & Gypsy Roma Traveller Support Teachers, where possible co-delivered with class teacher

2016-17	2017-18	2018-19
St. David's RCPS; P2 and P6/7 Roseburn PS; P7 Hillwood PS; P6/7 Corstorphine PS; P6 Drummond CHS; S1	Dalry PS; P2 St. Jospeh's RCPS; P6 Gylemuir PS; P6	

Appendix 5: Children Affected by Disability (CAD) Review

Summary

An acting senior manager for social work services for children with disabilities was appointed on a temporary basis at the end of June 2018. The temporary manager was asked to review the delivery of social work services for children with disabilities. This report provides an overview of the progress of the review and the improvement plan now in place.

Background

The legislative base for the current provision of services for children and families affected by disability is underpinned by the Children (Scotland) Act 1995, the Social Care (Self-directed Support) (Scotland) Act 2013 and The Carers (Scotland) Act 2016

This legislation places a number of requirements on local authorities including duties to:

1. Minimise the effect on a disabled child within the authority's area;
2. Give these children the opportunity to lead lives as normal as possible;
3. Carry out an assessment of the child/young person and family.
4. Provide supports to carers and breaks from caring.

Self-directed support gives those children and their families who are eligible, control over a personal budget and allows them to choose how it is spent on support which meets their identified needs and agreed outcomes.

Self-directed support offers four options for getting support. The person's individual budget can be:

1. Option1: taken as a direct payment (a cash payment);
2. Option2: allocated to a provider the individual chooses. The council or funder holds the budget but the person is in charge of how it is spent (this is
3. Option 3: the individual can choose a council arranged service;
4. Option4: the individual can choose a mix of these options for different types of support.

Main report

Children Affected by Disabilities Social Work Practice Team

REMIT

The Children Affected by Disabilities (CAD) social work practice team based has been responsible for undertaking assessments for children and families affected by disabilities and offering appropriate supports. As of June 2018, to be eligible for an assessment and supports by the CAD team children and young people had to:

A) fit the definition of disability from the Disability Discrimination Act: “A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to do any normal day to day activities.” **AND**

- B) fit the following criteria –
 - a) the disability of the child/young person must be **substantial** and be the **primary reason** for the referral to the CAD team, and
 - b) without support being offered there will be serious risk to the child or others or
 - c) there may be a high risk of family breakdown

In addition to the above the remit of the CAD focussed on children with a learning disability or complex health needs. The team had specifically **excluded** from its remit any child or young person who is

- Autistic and does not have an additional diagnosis of a learning disability.
- A child or young person with visual impairments for example, blind children who do not have an additional diagnosis of a learning disability.
- A child or young person with audio impairments for example, deaf children who do not have an additional diagnosis of a learning disability.

Those children above could be referred to the locality C&F social work practice teams. However, these teams prioritise Looked After Children, children on the child protection register, child protection investigations and assessments, investigation reports for SCRA, and children who for whom there are serious child welfare concerns. Feedback from parents, professionals and social workers within CEC children’s services indicates that children who are autistic and their families receive a limited social work service from locality practice teams who struggled to prioritise these cases and who lack any specialist knowledge or training in the field of disability. Children such as those who are blind or deaf receive little or no service from the CEC.

Improvement Plan

- Changing remit - The CAD team has been advised that going forward it will be the team responsible for the assessment of children with disabilities without omissions such as autism.
- A new remit is being drafted by the CAD team which will be much more inclusive and will certainly include children with autism. This remit will be published shortly.
- Increasing the size of the CAD team – To enable the CAD team to take on an increased work load four social worker posts and one social work assistant post have been moved from the locality practice teams establishment to the CAD team. The Team Leader position with responsibility for SDS implementation has been moved from Waverley Court to the CAD team and the remit of the Team Leader changed to provide additional management capacity to the CAD team. This has all been achieved within existing budgets.
- Training on autism spectrum disorder is being put in place for the team.
- By March 2019 the disability team will assume social work responsibility for all children with disabilities requiring a social work assessment

ASSESSMENT PROCESS

A combination of feedback from staff, parents, carers, education staff, NHS staff and other professionals along with a file reading exercise revealed a long and complex social work assessment process.

Most cases involving a child with disability had taken around two years from initial social work referral through allocation, assessment and decision-making before being offered a service.

Improvement Plan

- A new assessment process is being developed that will ensure that there is a maximum of six weeks from referral through assessment to decision making and implementation. The disability team staff are working on this new assessment format and process which we wish to have in place by March 2019.
- The new assessment format will combine a carer's assessment and a child/young person's assessment.
- We are rolling back much decision-making to the team leaders and team managers which will speed up the process. A new scheme of delegated authority will be developed.
- We have already made significant progress in this area with no cases awaiting assessment and a much more stream lined process in place. Assessments are now being completed within a few weeks rather than two years.

ALLOCATION OF SUPPORT

A combination of feedback from staff, parents, carers, education staff, NHS staff and other professionals along with a file reading exercise revealed that the system in place for determining eligibility and for deciding levels of support was not transparent, was not understood by parents, carers or staff and was perceived as being unfair and inflexible.

Improvement Plan

- We are developing a new model for determining and agreeing level of need. This will incorporate both carer's assessment and child's needs assessment. Staff are fully engaged in this exercise and we will consult with parents before finalising and rolling out a new system of assessment.
- Our new system must be fair and transparent
- We have rolled back decision-making to a lower level so that the professional social work team will take responsibility for many decisions.

SDS IMPLEMENTATION

Following the implementation of the SDS legislation during April 2014 our disability team staff were encouraged to have good conversations with parents and carers about their needs and began to come up with imaginative and creative support packages. There is clear evidence of good practice taking place. However, after some initial success the implementation of these creative packages of support began to wane.

Feedback from parents, carers, staff and other professionals demonstrates that support packages being awarded to parents became more fixed and inflexible, with set hours of support or a budget put in place that could often only be utilised by parents for the employment of personal assistants (PAs).

Those parents awarded budgets to employ PAs have been finding it increasingly difficult to find PAs. Social workers identified 35 families on their caseloads who had been awarded budgets to employ a PA but who had not been able to employ a PA. There was a limited strategy in place to address this shortfall in supports for these families or families going forward.

Families and staff also reported a cumbersome and time-consuming review system for reviewing SDS packages that caused families anxiety and left them unaware if they would have a budget from year to year. This made it very difficult for families to retain PAs and to plan ahead.

Self-directed support should be about families being helped to identify the support that best suits their needs.

Improvement plan

- SDS strategic implementation is now the part of the senior management remit supported by the senior development officer.
- A review of SDS processes is underway and these are being rationalised to allow a much more efficient and understandable system.
- A framework for service suppliers is ready for tender and will be launched this month. This will assist us in removing several bureaucratic barriers
- The framework is seeking tenders for outcome based services rather than prescriptive services. The outcomes came from feedback from parents and carers.
- Social workers are being encouraged to revert to having creative conversations with families about what their strengths are and what we can do to support them in a creative manner.
- A roll-back of authority for decision-making is taking place to allow those professional staff and managers to take responsibility for decision-making and budget management.
- SDS packages are being awarded for a three-year period to allow families to plan ahead and offer continuity of employment to PAS
- We have introduced a telephone annual review system that reduces most reviews to a telephone conversation although face to face conversations can still take place when required.

TRANSITION FROM CHILDREN'S SERVICES TO ADULT SERVICES

During engagement sessions with parents, consistent feedback was received criticising the transition process between children's and adult's services. As of July 2018, the system was entirely based on budgetary responsibility.

Children and Families held responsibility for supplying services to children with disabilities up to the age of 17 unless the young person was Looked After and Accommodated in which case the responsibility remained with children and families until the age of 19.

For several years a transitions team which was part of the adult social work services would carry out assessments on young people in the six months before they were due to become the responsibility of adult services. In the main this meant at 16 years of age.

C&F staff were not involved in planning for adult provision. The system relied entirely on the transitions team carrying out assessments, awarding indicative SDS budgets and coming up with plans very close to a young person becoming 17.

In many cases this led to children and families withdrawing their services such as respite at age 17 with no other provision in place. Parents found themselves in very difficult positions with no alternatives support in place for

young people and no plan when children's services would shut cases as young people reached 17 years of age.

The Health and Social Care transitions team was dramatically reduced in size from approximately 14 staff to 5 staff during the 2017/18 year as part of budget cuts. This exacerbated the situation and meant that instead of receiving an assessment at 16 and half most young people merely found themselves on a waiting list for an adult assessment when their cases were closed by Children and Families.

Improvement plan

- Following discussion with colleagues in H&SC we have agreed to introduce a new approach to transition that will see C&F staff involved in transition discussions with young people and their families no later than age 14.
- The H&SC transitions team and the C&F social work team relocated to the same premises on 17 January 2019 and will begin to develop a cooperative approach to transition planning.
- A report recommending changes was approved by both the Integration Joint Board for Health and Social care and the Education, Children and Families committee during December 2018.
- Joint work is taking place across social work and education services to develop and implement a new transition process for all children beginning no later than age 14.
- We are using some Scottish Government innovation funding to engage a third sector organisation to carry out a pilot transition process with 14-year-old pupils and their parents in two of our secondary schools. This will help inform us on a new transition policy and procedure.

REVIEW DELIVERY OF DISABILITY PLAYSCHMES

A report on the future delivery of the disability playschemes was approved by the Education, Children and families committee during December 2018.

Action plan

- The management of the play schemes will be brought in house.
- A review of the disability services will shortly commence to enable us to ensure that we have the necessary staff in place to deliver the service.
- Places on the play scheme are now allocated on a needs led basis and this is being assessed by social work managers.
- Families are allocated between two and six weeks depending on assessed need.
- We have been able to eradicate the waiting list for families awaiting play schemes.

Communication with parents and carers

Feedback from parents and carers was largely positive about the engagement with social workers and staff responsible for delivering services. However, feedback was highly critical about the quality of information provided by the service.

Action Plan

- A number of meetings and focus groups with parents have taken place and this will continue as we seek advice, feedback and support from parents to develop our service. We have made a commitment to include parents in service change and redesign. For example, we are currently planning an event to bring parents and social workers together to co-produce an assessment process.
- On the advice of parents we have created a Facebook Group for parents and carers of children with disabilities that allows us to share information with parents and allows parents to share information with each other. This group has almost 500 active members.
- Feedback from service users regarding engagement with parents and carers has been improving.

Joint Work with Education Services

The managers of social work services from children with disabilities and the managers of education services for children with additional support needs have been working closely together to develop joint services and approaches. This has already led to a number of positive changes and has seen social work behavioural support staff working to support staff in schools and has also seen education staff working with young people in social work units. Further discussions are underway to discuss and agree how to make use of more collaborative and joint services to enhance the support we give to children.

Education, Children & Families Committee

10.00am, Tuesday 5 March, 2019

Teacher Recruitment Update

Item number 7.3
Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

- 1.1.1 note the contents of this report in responding to queries raised about the recruitment of newly-qualified teachers and to reports of issues being raised by schools around recruitment barriers, and the measures taken to address these.

Alistair Gaw

Executive Director, Communities & Families

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Teacher Recruitment Update

2. Executive Summary

- 2.1 The report summarises the steps taken up to August 2018 to improve recruitment processes for teachers within the Council to address difficulties engendered by the national teacher shortage. It also refers to issues that arose in the processes at the start of session 2018-19 and the measures taken to address and alleviate these going forward.

3. Background

- 3.1 A motion, tabled by Cllr Jim Campbell on 20 September 2018, posed a series of questions related to recruitment. The motion noted the efforts Officers had made in the year 2017-18 to recruit newly qualified teachers earlier than in previous years, and is interested to understand how successful this was. A report to the Education, Children & Families Committee was requested within two cycles to include the answers to a series of questions which form the body of the main report below:

4. Main report

- 4.1 *The number of teaching and teaching assistant posts which were (a) taken up and (b) still vacant as schools and nurseries returned for this new academic year, providing a comparison with the previous five years.*

Appendix 9.1 contains a table of 'new starts' to, and 'movers' within, the Council for both teachers and Pupil Support Assistants (PSAs) from 2014-18.

In the primary sector, out of the 155 candidates who took part in the main centralised process, all 41 candidates from the first group were matched into permanent posts. From the 39 remaining recommended candidates, 24 of them were offered permanent posts and 15 accepted temporary posts. A further 8 candidates withdrew during the process. This was the third year that this approach had been adopted and the numbers are fairly consistent over the past 3 years.

In the secondary sector, Tranche 2 which ran until Easter 2018 was intended to address vacancies which were left unfilled from Tranche 1 in specific shortage subject areas (e.g. mathematics, business education and CDT) and other posts

which were deemed not appropriate to be included in the year's bid for probationers under the National Induction scheme. Most vacancies were for an August 2018 start although some were more immediate. There was a total of 557 applications for 34 posts highlighted in the campaign.

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 although ultimately only 101 primary and 60 secondary probationers actually took up post, thereby causing a shortfall that wasn't always fully identified until late in the Summer Term. 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. Nonetheless, a further recruitment drive was held in the Summer Term to address most outstanding vacancies.

The success of the approaches adopted in the first six months of the year was alluded to in the national press when *The Herald* reported, on 4 August 2018, that there were at that time some 670 teacher vacancies at primaries and secondaries across Scotland. The research detailed that "Councils facing some of the most acute shortages include those in the North East such as Aberdeen, Aberdeenshire and Moray which have struggled to recruit in the past few years. Highland and Glasgow also have higher numbers of unfilled vacancies, but Edinburgh, Dundee, Renfrewshire, Dumfries and Galloway and Stirling have hardly any vacancies" (See Background Reading/External References 8.1).

4.2 *A survey of Head Teachers assessing their satisfaction with the end to end recruitment process. Other sources of Head Teachers views should also be included.*

Regular and ongoing feedback from Headteachers and Business Managers has highlighted delays, at the start of session 2018-19, in the time taken between posts being authorised by Communities & Families and their going 'live' on *Myjobscotland*. These delays were largely due to the introduction of enhancements to the Talentlink system (see Appendix 9.2) that would enable recruiting managers (at school level) to have greater sight of the process together with the implementation of a new HR model. The temporary redeployment of additional staff in HR to address the volume of work was an interim measure taken while the new system bedded in.

The enhancements referred to allow managers to see when each stage of the process is underway or complete, for example, whether the vacancy has had the necessary approval to be advertised. This means the number of calls to HR and Communities and Families colleagues to enquire about what stage the process is at should reduce as managers have greater oversight of progress with each recruitment underway.

A further significant enhancement was the streamlining of the authorisation process whereby managers gain approval to advertise a post. This was previously a lengthy paper-based exercise where there were numerous potential points of delay.

Managers are now also able to request references directly from Talentlink where previously this was either done by e-mail from HR or by post, with all its associated time delays. References now go back directly to the manager so they can form a view of suitability within a short timescale.

In part, delays occurred as recruiting managers and colleagues new to the system in HR were learning how to operate the new functionality.

It is also pertinent to highlight that the summer months are necessarily by far the busiest period for recruitment with approximately 40% of all annual recruitment taking place over a 3-4 month period.

There has been significant resource investment on the HR side to upskill colleagues in the new ways of working and to help with clearing backlogs. We should now be in a position to optimise benefit from the enhancements described above for future recruitment and developments such as the BM/HR group are an important part of this approach to continuous improvement.

This group, comprising Business Managers from primary, secondary and special sectors together with senior representatives from HR has been established to monitor and continually refine processes and to address further issues as they arise. The group meets monthly to consider the ongoing log of issues that is populated by Business Managers in schools on a regular basis in order to address and respond to identified issues and areas of concern. There is a growing recognition that the changes to the system have ultimately been beneficial to schools, as discussed at a meeting of interested parties on 22 January 2019.

It should be noted that PSAs are recruited using the same method as teaching staff via *Myjobscotland*/Talentlink and are required to undergo the same checks as teachers. An advert for the PSA supply list (primary, secondary, special) in late February is intended to help build up this reserve and contribute to reducing pressures in schools.

4.3 *Data covering the last five years obtained from Education or HR records, indicating the average number of days between:*

(a) *Head Teachers advising of a vacancy (or the need to re-advertise a vacancy) and an advert being placed*

This information is not held centrally. New Talentlink processes might allow for this level of analysis in the future. Currently there is a 24-hour turnaround in this particular process.

(b) *Head Teachers advising of a vacancy and the last interview being held*

This information is not held centrally. Head Teachers have the devolved authority to determine interview dates and the time between initial advertising and the last interview will vary in individual cases for individual reasons.

- (c) *A successful candidate first being interviewed and an offer being made to that candidate*

This information is not held centrally and is linked to (b). Verbal offers are generally made on the same day as the interview.

- (d) *A candidate accepting an offer and the Council gaining PVG clearance*

This information is not held centrally. Much will often depend on a candidate's post-interview availability to complete paperwork, etc. Disclosure Scotland aims for a maximum of 4 weeks to turn around a new application and 2 weeks for an update. In practice, times are often much quicker although, at times of high volume (e.g. at the beginning of an academic year) there is a national pressure.

- (e) *A Head Teacher advising of a vacancy and a new appointment taking up that role*

This information is not held centrally. This will frequently depend on a candidate's period of notice, etc.

- 4.4 *An analysis of any candidates that were made offers but chose not to take up any role with this Council.*

This information is not held centrally.

- 4.5 *Reviews any benchmark reporting of end to end recruitment performance for similar vacancies within the Council, with other Councils, or with other organisations.*

No such reviews have been undertaken.

5. Next Steps

- 5.1 The regular working group will continue to monitor, identify areas for improvement and recommend accordingly. This approach will promote a more open dialogue between HR and schools.
- 5.2 HR have, since August 2018, attended a number of Business Manager meetings in all sectors in order to get direct feedback and to advise of developments.
- 5.3 PVG counter signatories are in the process of being delegated to Business Managers in schools, at their request. It is estimated that this changed approach, whereby schools will deal direct with Disclosure Scotland rather than through the offices of HR, will save a minimum of 9 days in the PVG process. This approach will not contribute to any additional workload for Business Managers.
- 5.4 HR is currently working to a six-week turnaround from the point of nomination of a successful candidate to the point of their taking up the appointment, with a view to streamlining yet further.
- 5.5 GDPR has necessitated changes in the process of collecting data from preferred candidates. No information (e.g. for PVG purposes) can be requested nor

references pursued until the candidate has formally accepted – electronically through Talentlink – the conditional offer issued, in relation to terms and conditions, salary, contractual arrangements, etc. The conditional offer will be issued within 48 hours of the school alerting HR of its preferred candidate.

6. Financial impact

- 6.1 There is no financial impact arising out of this update.

7. Stakeholder/Community Impact

- 7.1 Head Teachers and Business Managers have been consulted on an ongoing basis re developments in recruitment procedures.
- 7.2 There are no health and safety, governance, compliance or regulatory implications arising out of this update.
- 7.3 There are no impacts relating to carbon impacts, adaptation to climate change and sustainable development arising out of this update.

8. Background reading/external references

- 8.1 <https://www.heraldscotland.com/news/16397818.teacher-recruitment-crisis-scottish-schools-facing-nearly-700-vacancies/>

9. Appendices

- 9.1 Appendix 1 Recruitment Figures
- 9.2 Appendix 2 Talentlink Description

Appendix 1 Recruitment Figures

Pupil Support Assistants					
	2014	2015	2016	2017	2018
New starts	61	52	67	101	107
Movers between CEC Establishments	25	22	39	-	71

Teaching Staff					
	2014	2015	2016	2017	2018
New starts	273	299	297	347	317
Movers between CEC Establishments	242	273	302	-	263

(We are unable to provide data for movers for Summer 2017, as a new HR system was implemented and every member of staff was moved over and therefore we are unable to identify how many Communities and Families staff moved location.)

Appendix 2 Talentlink description

Talentlink is the operating system behind *Myjobscotland* (MJS) and is used by local authorities across Scotland as the platform used to attract candidates for roles across all council services.

Applicants use the front end of the system with its *Myjobscotland* branding but both recruiting managers and HR colleagues would refer to the system they use as Talentlink rather than *Myjobscotland*.

The software is used to create adverts and publish vacancies, as well as managing candidates through each stage of the process. These stages include initial application, conditional offers (where we offer the successful candidate the role subject to pre-employment checks), references and all relevant candidate correspondence through to unconditional offers (where we have all the pre-employment checks and are happy for the individual to commence working with us).

Education, Children and Families Committee

10.00am, Tuesday, 5 March 2019

Schooling Options for Children Living in City of Edinburgh

Item number	7.4
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the contents of this report.
 - 1.1.2 note the intention to establish better information sharing with neighbouring local authorities.
 - 1.1.3 note the intention to continually seek improvements in the methodology, data integrity, presentation, and accuracy of school roll projections.

Alistair Gaw

Executive Director of Communities and Families

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Schooling Options for Children Living in City of Edinburgh

2. Executive Summary

- 2.1 This report provides details of the schooling options outside of those offered by City of Edinburgh Council for school aged children living Edinburgh. It sets out how this information is captured in the current roll projection methodology used by City of Edinburgh Council to forecast future school rolls.

3. Background

- 3.1 On 11 December 2018 the Education, Children and Families Committee approved the “The Growing City, School Roll Projections and Future Accommodation Requirements” report. The Committee asked that a further report be returned in March that considered the impact of alternative education providers on school roll projections.

4. Main report

- 4.1 The degree to which school aged child living in Edinburgh appear in statistics currently available to the School Estate Planning Team for the purposes of projecting future school rolls varies according to the means by which children receive their schooling. By analysing current and historic information the graphic in Appendix 1 has been produced to illustrate what a cohort of Edinburgh children would look like passing through the key stages of our education system.
- 4.2 The following sections describe the options available for schooling in Edinburgh and the data available.
- City of Edinburgh Council Primary and Secondary Schools***
- 4.3 The data held by City of Edinburgh Council for pupils attending one of its schools is comprehensive and may be used by the School Estate Planning Team to analyse patterns of nursery and school attendance from as high as a citywide level right

down to current and historic attendance from individual properties. This level of information is available for schools from 2002 and for nurseries from 2016.

- 4.4 The detailed and accurate nature of the school registration data available to City of Edinburgh Council means that it is possible to reasonably predict what the mainstream P1 cohort will be across the city when it is used with birth data received from the NHS. A study of data from the last five years has shown that the P1 population averages an 18% drop compared to births, equating to approximately 1,000 children. Accordingly, the assumption within the school roll projections is that approximately 1,000 P1 children in Edinburgh do not receive their schooling at a local authority establishment.
- 4.5 The total number of children not attending a City of Edinburgh school increases as stages of education roll forward. As a citywide total, over the past 5 years City of Edinburgh Council's primary schools have averaged a total net loss of 45 pupils per stage, with higher losses being at P5-P6 and P6-P7, averaging 74 and 63 pupils. A full analysis of the cause of these losses has not been undertaken as the data trail is often incomplete or difficult to collate, however, evidence from the sources available does suggest that the principal cause of the losses is transfer to the independent sector.
- 4.6 The loss from P7 to S1 averages 132 pupils. Losses after S1 are negligible while the drop-off from S4-S6 is to be expected in these stages and is unlikely to be attributable in high numbers to secondary schooling outside of those offered by the authority.
- 4.7 These losses between births and P1 and between stages in both the primary and secondary sectors are captured within City of Edinburgh's roll projections for individual schools by applying drop-off rates based on 5 year averages at an individual school and catchment level.

City of Edinburgh Council Special Schools

- 4.8 As a citywide total, over the past 5 years City of Edinburgh Council's Special School sector accounts for an average of 275 primary and 376 secondary pupils. The primary stages average 33 pupils at P1 and 49 at P7 with a steady increase of pupils in the stages in between. There is a drop of an average of 10 pupils from P7 to S1 and then the pupils increase steadily to a peak at S4.
- 4.9 Representing only 1.27% of the total City of Edinburgh Council school roll, the impact of Special Schools on school roll projections is minimal. As attendance at a Special School is based on referral and the needs of the pupil rather on catchment areas it is difficult to forecast the impact Special Schools will have on individual school roll projections.

Early Years

- 4.10 Data for all City of Edinburgh Council Early Years establishments and partner providers in Edinburgh is available but there are limitations to its usefulness. The partner provider data has only recently been integrated into the SEEMiS system so

there is only two full years' worth of data. The stage directly before primary, N5, is not updated on the system in time to be of real use to P1 predictions and although the N5 data paints a near full picture of children in Edinburgh (only 2% drop off from birth figures four years earlier) it is not comprehensive as nursery attendance is not compulsory and some parents choose not to send their children to a nursery.

Home Schooling

- 4.11 There is only a limited amount of information available on home schooling records. The Council holds records of all 'known' pupils that are being home schooled but due to GDPR rules only a fraction of the information can be gleaned. These pupils are only known because they have already attended one of our establishments and therefore have had to notify us of their change of status. However, there is no legal requirement to register at a local authority school or with any other official body, so there may be more home schooled pupils in Edinburgh of which we have no knowledge.
- 4.12 As of January 2019 there were 78 known school aged children being home-schooled in the city, 41 at primary and 37 at secondary, equating to around 6 pupils per stage for both sectors. In 2017 the Scottish Government estimated that 0.1% of Scottish children (969) were home-educated, based on Edinburgh's population that would increase the city's overall number to 89, which would raise the stage total to 7. Even if Edinburgh had twice the national average of home-schooled pupils the total figure would remain negligible compared to the citywide cohort of same aged pupils. Accordingly, the impact of home schooling on school roll projections is extremely small and is not something that directly feeds into the Council's School Roll projection methodology.

Independent Sector

- 4.13 There are 20 Independent schools within Edinburgh with another 2 in Musselburgh serving the city's population. The schools range in size from less than 20 pupils to more than 2,000.
- 4.14 Information available to the Council on all independent schools is currently limited. Independent schools provide the Independent Schools Council (ISC) which represents all but one of Edinburgh's independent schools with roll figures and boarder figures however there is no information provided as to where the pupils live. This means that we cannot be sure how many of these pupils live in Edinburgh and, if they do, what catchment area they live in.
- 4.15 We estimate that there are around 10,570 pupils aged between 3 and 18 living in Edinburgh attending independent schools. This represents around 17.5% of the school age population of the city. However, the information available to the Council provides no details on the stage breakdown for any of the independent schools and age ranges vary from school to school.
- 4.16 The drop of 1,000 pupils between birth records and City of Edinburgh Council's own registered P1 cohort would account for around 9% of the independent sectors total roll which would be approximately in line with a split across all stages.

- 4.17 Concerns have been raised about the potential impact a downturn in the financial climate could have on attendance at independent schools and the impact this could have on City of Edinburgh Council's school roll projections.
- 4.18 After the 2008 financial crisis data suggests that there was a slow decrease from 17.5% to 14.5% of Edinburgh's School age population attending the independent sector. It is estimated that this was the equivalent of 158 additional pupils at P1 across the Council's primary school estate (an increase of approximately 3.48% on the average City of Edinburgh Council P1 cohort over the past 5 years). The impact of this on individual schools is hard to assess as the data available does not allow the Council to pinpoint the schools directly affected. However, the increase at that time was absorbed into existing capacity or the Council's Rising Rolls programme which has been principally driven by rising birth rates and housing development.
- 4.19 A gradual shift from the independent sector like that experienced in the 2008 financial crisis would now be reflected in annual changes in the birth to P1 drop off rates applied to the projections for individual schools.

Other Local Authorities Schools

- 4.20 Previously, it has been assumed that cross authority schooling has been balanced, with approximately the same number of pupils from outside Edinburgh attending our schools compared to Edinburgh pupils attending schools outside the authority (with the exception of Kirknewton pupils attending Balerno High School, who have been factored out of this report). The Council holds full details of "outwith" pupils attending CEC schools but do not have any detailed information on pupils living in Edinburgh going to schools elsewhere.
- 4.21 A cross-authority information sharing agreement would help all authorities to access these figures and improve planning. This is something that the School Estate Planning Team intends to take forward.

Non-Attendance of Schools

- 4.22 As with home schooled pupils who have not entered the Council's systems there is no way of knowing how many unrecorded children may be missing education entirely. The Scottish Government has guidelines on children missing school but has produced no statistics; there is also no UK database on children missing school. In 2017 there were 49,187 children reported as missing from education in England, according to data obtained by the National Children's Bureau, which equated to around 0.7% of all school aged children. Unfortunately this figure included children who had attended school at some point and without a comprehensive breakdown we would need to speculate as to a figure for pupils who have never attended a local authority school. The research also found that children missing education are more likely to be living in poverty and that there was enormous variation across authorities. The assumption would be that a reasonably affluent authority such as City of Edinburgh would have a lower percentage of children missing education and given that the majority of these children will have been on our systems we could expect the unrecorded total to be negligible.

5. Next Steps

- 5.1 The current methodology used by the Council to form School Roll projections has only been in place for 3 years. However, early analysis shows a good degree of accuracy. There is a need for continual review of the methodology and its underlying data to ensure that it makes use of the best data and processes available whilst maintaining full transparency for those wishing to understand it.
- 5.2 The Council is currently in discussions with the University of Edinburgh's School of Statistics and Mathematics about a joint project which will assess the validity of the current process and its underlying data and make recommendations on how it might be improved.
- 5.3 Furthermore, the School Estate Planning Team are investigating the availability and value of other data sources although the introduction of GDPR has made the sharing and testing of data between the Council and partners such as the NHS more difficult to progress.
- 5.4 The School Estate Planning Team have also approached neighbouring authorities to establish a regular exchange of statistics to capture pupils attending schools outside of their authority boundaries.

6. Financial impact

- 6.1 There are no financial implications arising directly from this report. However, school roll projections are a significant factor in directing investment in the Council's school estate and in directing the Council's school estate strategy. Any costs arising as a result of recommendations for change in the methodology or underlying data required to improve the existing process will be reported to future committees.

7. Stakeholder/Community Impact

- 7.1 Direct community engagement is not required for this report as it is primarily a fact finding exercise.
- 7.2 There are no health and safety or governance issues for elected members to consider in this report.
- 7.3 There are no sustainability issues to consider in this report.

8. Background reading/external references

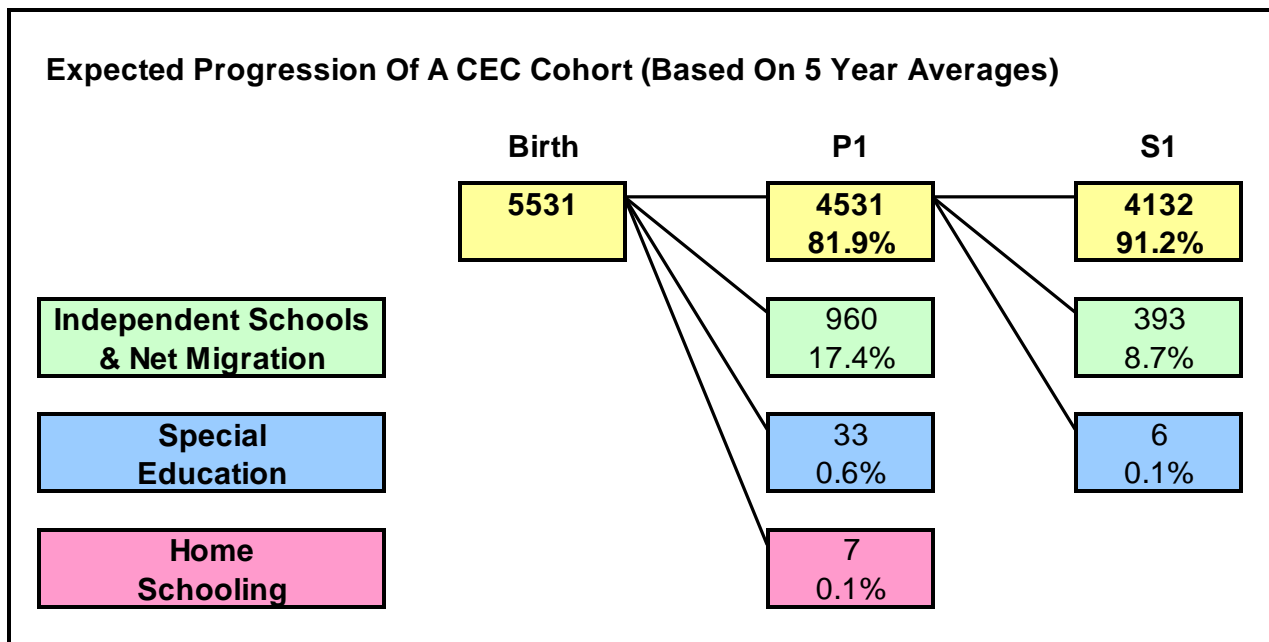
- 8.1 No background reading is required for this report.

9. Appendices

9.1 Appendix 1: Schooling Options for Edinburgh Children at P1 and S1

APPENDIX 1: Schooling Options for Edinburgh Children at P1 and S1

Using a base birth figure of 5531 (5 year average of 2013-2018) data has been progressed forward to P1 & S1 stages to show the average drop-off figures and percentages for each schooling option.



Education, Children and Families Committee

10.00am, Tuesday, 5 March 2019

Early Years Expansion, Workforce Update

Item number	7.5
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note to progress towards recruiting the workforce required to deliver the early years expansion.

Alistair Gaw

Executive Director for Communities and Families

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Early Years Expansion, Workforce Update

2. Executive Summary

- 2.1 This report is in response to the addendum by the Conservative group following the December 2019 Education, Children and Families Committee which notes that *from 500 applicants to the Early Learning and Childcare Academy Modern Apprenticeship only 90 places could be filled and asks officers to report within 1 cycle on how the scheme can be expanded to allow for a greater number of applicants to enter training to meet the requirement of 650 additional staff by 2020.*

3. Background

- 3.1 'A Blueprint for 2020: The Expansion of Early Learning and Childcare (ELC) in Scotland - ELC Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free ELC in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability. The City of Edinburgh Council's Commitments 32 and 33 for this administration reflect the vision in the Blueprint:
32. *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.*
33. *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.*
- 3.2 The Early Years Expansion – Progress and Risk update presented at the Education, Children and Families Committee on 11 December 2018, outlined the progress towards recruiting the staff required to allow delivery of 1,140 hours of funded early learning and childcare by August 2020. This report noted over 500 applications were received for 90 available posts advertised for Modern Apprentice and Trainee Early Years Practitioners.

4. Main report

- 4.1 Approximately 650 additional staff were estimated to be required to deliver 1,140 hours by session 2020 - 2021. Edinburgh started phasing in the expansion from August 2017 and during the academic session 2017-2018, 53 staff were recruited. This increased to a total of 240 staff across a variety of posts by the start of session 2018-19. Positions included, Head of Centre, Senior Early Years Officer, Early Years Officer, Senior Early Years Intervention Officer, Early Years Practitioner, Early Years Assistant, Domestic Support Assistant and Modern Apprentice and Trainee Early Years Practitioners recruited to Edinburgh's Early Learning and Childcare Academy.
- 4.2 The expansion plan for Edinburgh estimated that approximately 270 staff would be recruited by the end of the academic session 2018-2019. Revised plans for recruitment now project approximately 300 staff will be recruited by the end of session 2018-2019.

5. Next Steps

- 5.1 We estimate approximately 175 staff will be recruited to meet the expansion requirements for academic session 2019-2020. This recruitment will be supported by the next phase of national activity which will include a focus on over 25 year olds, career changers/returners to work and those from under-represented groups.
- 5.2 We have secured £248,000 funding from Skills Development Scotland to create Foundation Apprenticeships in early years and from June 2019, 80 places will be available.
- 5.3 The final phase of the expansion for academic session 2020-21 will see an estimated further 175 staff recruited across a variety of posts.

6. Financial impact

- 6.1 Edinburgh currently has a baseline revenue budget of £30,000,000 to deliver 600 hours of Early Learning and Childcare. The Scottish Government has allocated £5,420,242 revenue funding to Edinburgh for 2018/19 to meet the cost of delivering the next phase of the expansion.
- 6.2 Following the agreement of the multi-year funding package, Edinburgh has been allocated a total revenue of £48,025,000 by 2021-22. This will be issued as a specific grant annually as follows:

Table 1: Edinburgh's revenue funding package

Financial Year	Revenue Funding
2019-20	£26,019,000

2020-21	£17,035,000
2021-22	£4,971,000.

- 6.3 The revenue funding for the increase in funded early learning and childcare hours is based on the estimated cost of delivery submitted to the Scottish Government in March 2018. Key information gathered to derive the estimated revenue cost included workforce requirements, population projections, the uptake of places for eligible 2 year olds and the rate paid to providers in partnership with the local authority to deliver early learning and childcare. The additional costs associated with the physical running and maintenance of settings and other expected central costs were also included.

7. Stakeholder/Community Impact

- 7.1 This report sets out the risks associated with the delivery of Edinburgh's Early Years 1140 expansion plan. Principally these risks relate to the commitments made by the Council and the Scottish Government to deliver 1140 hours of free Early Learning and Childcare and to ensure that the new provision made is accessible and flexible to meet the needs of Edinburgh's families.
- 7.2 The Council's Early Years 1140 expansion plan is designed to provide all families in Edinburgh with choice and flexibility in the ELC they can access. The degree to which this can be offered will depend upon the availability of the staff and the infrastructure to support it.

8. Background reading/external references

- 8.1 [Expansion of Early Learning and Childcare from 600-1140 hours by 2020](#)
Education, Children and Families Committee, 14 August 2018
- 8.2 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland](#)
Scottish Government publication
- 8.3 [Early Years 1140 Expansion: Progress and Risk Update](#), Education, Children and Families Committee, 11 December 2018

9. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 5 March 2019

Staff and Resources Required to Deliver Future School Accommodation

Item number 7.6
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the contents of this report.
 - 1.1.2 note that the Executive Director for Communities and Families will look at how the work required to deliver future school accommodation is resourced from 2019/20 onwards.

Alistair Gaw

Executive Director of Communities and Families

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Staff and Resources Required to Deliver Future School Accommodation

2. Executive Summary

- 2.1 In December 2018 the Education, Children and Families approved “The Growing City, School Roll Projections and Future Accommodation Requirements” report and requested that a report be returned to Committee in March 2019 setting out the staff and resource capacity required in the School Estate Planning Team to deliver the future accommodation requirements set out in the paper. This report provides an overview of future staffing and resource requirements.

3. Background

- 3.1 At its meeting on 11 December 2018 the Education, Children and Families Committee considered a report called “The Growing City, School Roll Projections and Future Accommodation Requirements”. This report provided the Committee with the annual roll projections for schools across Edinburgh, highlighted where accommodation pressures were projected to be experienced and set out the approach to be taken to address these pressures.
- 3.2 The Committee requested that a report be returned to the next Education, Children and Families Committee meeting that outlined “the staff and resource capacity needed to deliver on the options appraisal, engagement, and consultation required to deliver the future accommodation requirements”.
- 3.3 Options appraisal, engagement and consultation are all functions undertaken by the Communities and Families Service’s School Estate Planning Team. This paper sets out the staff and resource commitments necessary within the School Estate Planning Team to perform these functions and other aspects of the team’s work required to deliver future accommodation requirements.

4. Main report

The School Estate Planning Team

Function and Responsibilities

- 4.1 The Council's School Estate Planning Team is part of the Estates and Operational Support Service within the Communities and Families Directorate. The service also includes Passenger Transport Operations and oversees the delivery of the new Meadowbank Sports Centre and Children's Services infrastructure. The principal purpose of the School Estate Planning Team is to ensure that the capacity of the school and Early Years estate is appropriate to meet demand for places. Accordingly, the team's core responsibilities are:
- 4.4.1 Analysis of school and Early Years rolls, P1 and S1 intakes, catchment populations, Housing developments, births and other relevant data;
 - 4.4.2 Projecting demand for school and Early Years places
 - 4.4.3 Assessing and advising on the capacity of existing provision;
 - 4.4.4 Identifying means of addressing shortfalls and inefficiencies in the capacity of the Council's school and Early Years estate
 - 4.4.5 Undertaking options appraisal and analysis.
 - 4.4.6 Designing, organising, and facilitating pupil, staff, parent, school community and/or open public consultations to determine the most appropriate course(s) of action to address shortfalls or inefficiencies
 - 4.4.7 Undertaking statutory public consultations (where required) to change catchment boundaries, relocate or close existing establishments or establish new provision
 - 4.4.8 Scoping and commissioning new accommodation and refurbishment projects
 - 4.4.9 Designing, organising, and facilitating pupil, staff, parent, school community and/or open public design consultations with end users and other stakeholders where new accommodation or refurbishment is required;
 - 4.4.10 Preparing briefing information for new accommodation and refurbishment projects
 - 4.4.11 Establishing project structures to deliver new accommodation and refurbishment projects
 - 4.4.12 Overseeing delivery of new accommodation and refurbishment projects from a client and senior user perspective including Charing project Investment Steering Groups and involvement in project team meetings
 - 4.4.13 Evaluating the success of projects in consultation with end users.
- 4.2 In their role as senior user on new accommodation and refurbishment projects members of the School Estate Planning Team work with school leadership teams, pupils, parents and other community users to ensure that the end product not only meets criteria set out in legislation and guidance but also reflects the needs and priorities of the end users.

- 4.3 In order to maximise the value of investment in the School Estate and produce learning and teaching environments that are sector leading in promoting inclusivity, wellbeing, achievement and attainment, the School Estate Planning Team has established the Future Schools project. This project draws together colleagues from the Schools and Lifelong Learning Team the Council's Interior Design Teams and other areas of the Council to explore, develop and promote new learning and teaching environments. Further information about the Future Schools project and examples of the projects delivered through the School Estate Planning Team can be found at: www.futureschoolsedinburgh.com
- 4.4 In addition to the above, the School Estate Planning team also has responsibility for coordinating, documenting and advising on school playground developments and playground inspections. This ensures that playground developments adhere to the relevant legislation and guidance and that investment in school grounds benefits as broad a range of users as possible. Further information about this function can be found in the Schools and Early Years Playgrounds Development report to Education, Children and Families Committee in October 2018.

Staffing

- 4.5 The School Estate Planning Team currently has 8.4 FTE. This includes the School Estate Planning Manager, an Estates Advisor, five School Estate Planning Officers and two school staff seconded to major secondary school projects on a part-time basis.
- 4.6 Two of the School Estate Planning Officers are with the team from redeployment and have contracts that will lapse in July 2019 while a third is seconded from Strategy and Insight until September 2019. These temporary arrangements create uncertainty for staff and for the projects they are working on which it is hoped will be resolved through a recruitment process that is currently under way to create 3 additional permanent posts within the team. The financial implications of this situation are included in section 6.

Workload

- 4.7 The report to the Education, Children and Families Committee on "The Growing City, School Roll Projections and Future Accommodation Requirements" to listed 20 future projects that the School Estate Planning Team will be required to progress. However, including secondary replacements in the WAVE4 project and expansion of Early Years the School Estate Planning team will direct approximately 57 capital projects with an estimated total value of nearly £300m over the next 5 years.
- 4.8 It is estimated that 7 of these projects will require a statutory consultation although this may increase subject to the conclusion of the Council's Service Design process. All projects will require an informal consultation process the extent of which will vary according to the size and type of project.
- 4.9 Generally, the higher value the project the greater the staffing requirements. However, where it is possible to group some of the projects – for example the delivery of 3 new primary schools for the same date or with the same design team –

this creates efficiencies in the time required to be allocated. The first phase of new nurseries being delivered as part of the Early Years Capital Programme is also a good example of how projects can be “packaged” to achieve efficiencies.

- 4.10 Smaller projects (with a value of less than £1m) may require a disproportionate amount of time from a School Estate Planning Officer. This is because supporting project management and other professional functions associated with the delivery of the project may not be available due to its value.
- 4.11 An analysis has been carried out on the School Estate Planning Team’s current works programme for the 2019 and 2020 calendar and including core functions such as roll projections, statistics analysis, strategic planning (inc. LDP), research, management and reporting time. This analysis suggests a total requirement for 9.4 and 9.6 FTE respectively. Accordingly, with a current staff profile of 8.4 FTE (which would remain the same even if the current recruitment proposals for permanent staff outlined in paragraph 4.6 above are implemented) the team is currently operating under its ideal capacity and will continue to do so through 2019 and 2020 unless at least one further School Estate Planning Officer is employed. The financial implications of this requirement is included in section 6.
- 4.12 Over the next 5-10 years the work programme will increasingly move toward supporting growth in the secondary sector which involves higher value projects. It is also anticipated that projects involving Special Schools will increase in number and further changes will be brought about through the development of CityPlan 2030. It is expected that some of this increase will be balanced by a reduction in work on the primary and Early Years sectors. However, overall it is projected that demand for the services provided by the School Estate Planning Team will continue to grow and this will be monitored to assess future staffing and resource requirements.

5. Next Steps

- 5.1 In order to ensure continuity in the service provided by the School Estate Planning Team, the next step must be to make permanent the staffing arrangements in place by concluding the current recruitment process.

6. Financial impact

- 6.1 It is estimated that the School Estate Planning Team will oversee the delivery of nearly £300m of capital projects over the next 5 years. The School Estate Planning Team ensures that this investment is focused in the right place, at the right time and meets the needs of its users.
- 6.2 The School Estate Planning Team has a staff budget of just over £300k per annum. Increasingly staffing costs for the team are being set against the capital projects on which they work. However, even when funding for posts from capital is considered

there is a £50,000 gap in the funding required to create the permanent posts outlined in paragraph 4.6.

- 6.3 If another post was to be created as outlined as being required in paragraph 4.11 then a further £55,000 would be required. Therefore, in total an estimated £105,000 of additional revenue budget for staff posts is required from 2019-2020 onwards if the School Estate Planning Team is going to be able to effectively manage its workload going forward.
- 6.4 If this funding is not available the team will not be able to continue covering all its responsibilities. The main non-statutory activity being carried out by the team is the work of playgrounds and this would be the first activity to be stopped if staffing resources are not sufficient in the future. This has the possibility of creating significant risks for the Council as when this activity was not being undertaken by the School Estate Planning Team the Council had to deal with reputational and legal issues in relation to playground development and maintenance.

7. Stakeholder/Community Impact

- 7.1 The School Estate Planning Team is the public face of the Council's Education Infrastructure projects. The team is experienced in organising and running statutory consultation processes, informal consultations, pre-planning events and design consultations. The team is focused on improving consultation processes – particularly where pupil involvement is concerned – by promoting the projects delivered by the Council that have been driven by pupil and staff consultation. Further details about this work and initiatives to engage all pupils – whether their school is part of a capital project or not – in thinking about the design of their built environment can be found at www.futureschoolsedinburgh.com.

8. Background reading/external references

- 8.1 [Education, Children and Families Committee, 18 December 2018: "The Growing City, School Roll Projections and Future Accommodation Requirements"](#)

9. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday 5 March 2019

Communities and Families Small Grants to Third Parties 2019/20 – Proposals for Expenditure

Item number	7.7
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 Approve the awards to organisations outlined in Appendix 1.

Alistair Gaw

Executive Director of Communities and Families

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2020/23 Communities and Families Grants to Third Parties Programme

2. Executive Summary

- 2.1 This report details the recommended awards to organisations submitting small grant applications to Communities and Families for 2019/20. The awards are made for one year and are for a minimum of £1,000 and a maximum of £10,000

3. Background

- 3.1 This is the fourth round of the Communities and Families Small Grants Programme, following the first programme in 2016-17. The recommendation to have a Small Grants Programme was made by the Member Officer Working Group set up to review the Main Revenue Grants Programme and reported to Committee on 19 May 2015, 6 October 2015 and 11 February 2016.
- 3.2 At its meeting on 11 February 2016, the Education, Children and Families Committee agreed to reconvene the Third Party Payments Short Life Working Group to discuss lessons learned. EVOC was also co-opted onto the group. This group also considered the Small Grants Programme and reported to Committee on 11 October 2016.
- 3.3 Since the first programme was run in 2016-17, a few changes have been introduced;
- two new questions were added, asking about track record and seeking alternative funding
 - a restriction on the amount that could be awarded to large organisations was brought in
 - changing the scoring scale used from 0 - 3 to 0 – 4, falling in line with other grant programmes

4. Main report

- 4.1 A closing date of 14 December 2018 was set for applications to the Small Grants Programme. A total of 59 applications were received with a total value of £501,886. For the 2018-19 programme, 44 applications were submitted requesting a total of £380,931. Two further applications were deemed not valid as the applicant had not provided all the information required or had supplied all the required information after the closing date.
- 4.2 The Small Grants Programme will make awards of between £1,000 and £10,000. These awards are made for one year. The total budget available is £108,000.
- 4.3 As with previous programmes, the Small Grants Programme can be used for revenue funding, project funding, testing new approaches, and capacity building for organisations.
- 4.4 Applications were assessed against agreed criteria and according to an approved assessment process. The guidance for applicants is less prescriptive than the Main Grants Programme but still retains a focus on outcomes. Each application was assessed by three officers and moderation if required was undertaken by a fourth officer. The bulk of the staff involved are from Communities and Families and attended a training session in December 2018.
- 4.5 The organisations recommended to receive awards, and the corresponding amounts, are listed in Appendix 1.

5. Next Steps

- 5.1 Awards are made to the organisations listed in Appendix 1 in a timely manner.
- 5.2 The targets included in the funding agreement are achieved by each award holder in 2019-20 and reported to Communities and Families.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 The grant process has been run in line with the previous Main Grants programme (2016-19) and changes as recommended in the [Lessons Learned report](#) approved by Committee in October 2016.
- 7.2 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

- 7.3 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
- 7.4 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 Learned report](#) approved by Committee in October 2016

8. Background reading/external references

- 8.1 Lessons Learned Report from Review of Revenue Grants Programme, Education, Children and Families Committee 11 October 2016 (Appendix 2).

9. Appendices

- 9.1 Appendix 1 Small Grants to Third Parties 2019/20
- 9.2 Appendix 2 Member Officers' Working Group – Lessons Learned from Review of Revenue Grants Programme Education, Children and Families Committee 11 October 2016

Appendix 1

Small Grants to Third Parties 2019/20

Organisation	Area Partnership	Project Description	Recommended Award
RUTS	Citywide	Through delivery of Motorbike, Bicycle and Boxing themed programmes, RUTS equip young people with the confidence and skills required to achieve their highest potential and sustain a positive destination. RUTS programmes - tailored to the needs of each individual/group - have diverse benefits, resulting in positive differences for young people.	10,000
First Hand	Citywide	Support for families with child/ren with disability delivered in the family home and local community giving parents regular time away from their caring responsibility whilst their child is supported and encouraged to access/participate in activities in their local community. Sessions of 3-4 hours for a maximum of 70hrs per family.	9,774
Jack Kane Community Centre	Portobello/Craigmillar	Disability in Action – is a community led disability service which inspires and motivates children, young people and their families to learn through positive social interactions and play.	8,649
People Know How	Portobello/Craigmillar, Craigmillar/Duddingston, Leith	We support children, young people and families to feel understood and valued so they may realise their potential and move towards a positive destination. We focus on increasing confidence and improving engagement with education and developing stronger relationships. This is achieved through 5 interventions combining one-to-one, group and family support.	5,000
Broomhouse Centre	South West	We are seeking funding to continue to develop and deliver support to young adult carers aged 16 – 25 years in South West Edinburgh which aims to support their transition to adulthood and improve their quality of life and aspirations.	9,515
Canongate Youth	Citywide	CY leaders is a leadership programme for children and young people experiencing multiple challenges. After completing this project, children and young people's skills, knowledge and confidence around change-making and having their voices heard will be improved, whereby they will take on specific leadership roles within CY, their community and beyond.	9,295
BIG Project	South West	Investing in the young people of The Broomhouse Area; keeping them safe and building their future. The BIG Project supports them to learn, achieve, have fun and feel good about themselves through	9,987

		the provision of attractive/exciting educational opportunities. This proposed 'Senior Youth' group will augment this programme.	
Wester Hailes Youth Agency	South West, Western Edinburgh, Pentlands	Mentors in Violence Prevention (MVP) is a peer mentoring programme that gives young people the opportunity to explore and challenge the attitudes that underpin gender-based violence, bullying, and other violence. We will support S6 pupils at a secondary school in Wester Hailes to develop and deliver workshops to S1 pupils.	9,217
Crew2000	City Centre, South Central	Young people aged 12-18 will be empowered to develop and share knowledge and resilience to make positive choices reducing health harms from drugs and alcohol and influence the development of Crew's strategy, harm reduction resources and services as Youth Advisors.	8,084
Edinburgh City Youth Café	Citywide	Youth workers will be in the Hospital Emergency Department on Friday & Saturday evenings; 7pm to 1am to support 13-17yr olds with self-injuries, over consumption of substances, those harmed by others. Community based follow up support will be offered to young persons, guardians and managed by 6VT	9,830
Dr Bells Family Centre	Leith	Healthier Futures project will offer a programme of activities which aims to increase families' knowledge and understanding of the link between food, health and wellbeing and equip the whole family with the skills to shop on a budget and cook healthier meals and snacks.	9,953
U-evolve	Citywide	U-Evolve exists to provide direct support to young people aged 11 to 18 living in North Edinburgh who are facing mental health challenges and are disengaged from education. We provide a unique long-term approach combining therapy, youthwork and coaching.	8,696*
Total Budget			108,000

* Partial award recommended to enable full balance of budget to be awarded (Request was for £10,000)

Education, Children and Families Committee

10:00, Tuesday, 11 October 2016

Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme

Item number 7.3

Report number

Executive/routine

Wards

Executive Summary

The Third Party Payments Working Group, comprising elected members and officers, met during 2015 to design and set the criteria for the Communities and Families Revenue Grants programme. Although implemented in line with these criteria, the subsequent assessment and grant allocation process gave rise to a number of issues. The Education, Children and Families Committee, at its meeting in February 2016, instructed that this group be reconvened and carry out a 'lessons learnt' exercise with a view to making recommendations for future grants programmes. This report lists the recommendations resulting from this exercise.

Links

Coalition Pledges [P6, P12, P36](#)

Council Priorities [CP13](#)

Single Outcome Agreement [SO2, SO3](#)

Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme

1. Recommendations

- 1.1 Committee is asked to approve the recommendations in section 3.

2. Background

- 2.1 Communities and Families' Grant Funding exists to contribute to meeting the needs of the City as defined in the Integrated Plan for Children and Young People 2015-18 and from April 2017 in the Children's Service Plan. The Grants Programme was redesigned throughout 2014/15 and changed to a three-year open grants programme. The process run in 2015 was the first time the new Grants Programme had been open for applications.
- 2.2 Following the assessment of applications to the Main Grants Programme in December 2015, Communities and Families invited Inspiring Scotland to provide an independent and objective analysis and evaluation of the Communities and Families' application and assessment process. Its subsequent report contained a number of valuable recommendations for how the process could be improved in future, and these are included in this paper.
- 2.3 Edinburgh Voluntary Organisation Council (EVOC), as a body representing third sector interests, also carried out its own analysis of the Main Grants Programme. An unintended outcome of the programme was wide variations in grant funding across the four localities and between different sub-categories and Strategic Outcomes. EVOC makes five recommendations, and these are incorporated into the recommendations below.
- 2.4 Additionally, the applicant organisations were asked to feedback their comments via an on-line survey form. Sixteen questions requested comments on their experience of the revenue grants programme and how it could be improved. Forty nine organisations responded, of which twelve were either unsuccessful or received a one-year interim award. The feedback resulted in a number of helpful suggestions and insights, and these also form part of the recommendations below.
- 2.5 In order to further analyse the revenue grants programme, the Education, Children and Families Committee, at its meeting in February 2016, instructed that a Member Officer Short Life Working Group be set up. Chaired by the Vice Convener of Education, Children and Families, the group was made up of: 2 Labour; 2 SNP; 1

Conservative; 1 Liberal Democrat; 1 Green Member; and 1 Religious Representative. Three officers from Communities and Families were also members of the group, and two representatives from EVOC. The group met six times between April and September 2016.

- 2.6 The first meeting (19 April) set out the Terms of Reference for the group, reflected on the first phase of the Working Group and agreed the schedule of meetings and topics for discussion. The second meeting (10 May) considered the mitigating actions and support provided to organisations receiving interim funding. The third meeting (7 June) heard feedback from three other sections of the Council and their revenue grant programmes: Culture Service; Health and Social Care; and City Strategy and Economy. The group noted their recommendations and insights. The fourth meeting (21 June) identified areas for inclusion/improvement and change in future Main Revenue and Small Grants Programmes. It considered the Inspiring Scotland report, EVOC's analysis and the survey findings. Based on all of this input, the fifth meeting (23 August) considered a report with draft recommendations and points for further discussion, and guided the content and structure of the final report for agreement at the last scheduled meeting on 7 September.
- 2.7 The recommendations contained in this report, and listed below, have been jointly agreed by all members of the Working Group.

3. Main report

The following recommendations are made for future revenue grants programmes:

The Application Process

- 3.1 Provide clear guidance and guidance notes for applicants, and set up application process support sessions.
- 3.2 Allocate funding within themes and/or geography which relate to the priorities of the new Edinburgh Children's Services Plan to ensure that provision is not based solely on application score but also reflects the strategic assessment across the city. This would help to regulate spending across all of the priorities identified by the Edinburgh Children's Partnership, help to encourage services in areas where need is greatest, and create a more level playing field for smaller, community-based organisations. Funding should be prioritised for areas of deprivation as based on SIMD data. A matrix model of assessment could be considered.
- 3.3 Apply a maximum word count per question.
- 3.4 Establish a small group of people to read all applications to provide a wider view of what is on offer. This will provide an early indication of which are strong, middling and weak applications.

- 3.5 Include a set of accounts for financial assessment alongside project information. This would be to allow Finance to assess the sustainability of the applicant organisation.
- 3.6 Include a question in the application form about the applicant organisation's previous achievements.
- 3.7 Add a question to the application form that asks applicants to demonstrate their links to the local community.
- 3.8 The Council should direct applicants towards independent support with writing applications.
- 3.9 In order to encourage funding diversity and assist assessment, the application form should include a question asking what steps each applicant organisation is taking to secure funding elsewhere. Further guidance about this will be issued in due course.

Training for Assessors

- 3.10 Provide assessors with mock applications to practise on or have some 'challenge' sessions where scores are challenged between individuals and groups to reinforce scoring consistency.
- 3.11 Use fewer assessors, in line with good practice, and provide them with longer and more in-depth training. This should include training and information on charity finance and governance.
- 3.12 Training for assessors should include providing a good understanding of what constitutes core costs. Further guidance about this will be issued.

The Assessment Process

- 3.13 Set up a senior or peer review group to check a representative sample of applications.

The Grading/Marking Scheme

- 3.14 Document the consensus discussions to provide transparency. This could also improve the quality of feedback to unsuccessful applicants.
- 3.15 Record all scores on a spreadsheet to eliminate any possibility of arithmetical errors.

General

- 3.16 Continue to explore the relationship between third party revenue grants and emerging Locality models for service delivery.
- 3.17 Introduce a cap on the amount organisations can apply for in the Main Grants Programme.
- 3.18 Offer guidance to clarify what is meant by core funding and to set out Communities and Families expectations' regarding diversity of funding.

- 3.19 Provide a brief description (50 words) of each project/award when recommendations are made to Committee. Organisations should be asked to provide this when they apply to the fund.
- 3.20 Lessons from other Council departments should be taken into account when implementing recommendations.
- 3.21 There should be a named lead officer for the grants programme.
- 3.22 Benchmark the Grants Programme against wider best practice for continual improvement.
- 3.23 Offer unsuccessful applicants an information pack detailing other funding sources and advice.
- 3.24 Investigate outsourcing, and/or partnership working, for future revenue grants programmes.
- 3.25 Once agreed, the process, including parameters put to the sector, will be adhered to throughout the entire process.
- 3.26 An Equalities and Rights Impact Assessment should be completed prior to the report going to Committee so that Members are able to make decisions that take account of that information and recommendations for action.
- 3.27 Organisations should not be expected to submit a Business Plan as the application form provides sufficient detail on project planning and sustainability.

Small Grants Fund

- 3.28 Invite applications to the Small Grants Fund from the beginning of November.
- 3.29 Include a question in the application form about the applicant organisation's previous achievements.
- 3.30 Set aside a large majority percentage of the Small Grants Fund for small local organisations, where small is defined based on Charity Finance Regulations. .

Future Governance

- 3.31 The Finance and Resources Committee as at March 2016 agreed the recommendations in the report "Future Governance of Council Payments to Third Parties" in particular that the Transformation Programme Payments to Third Parties Workstream would in due course (i) be incorporated into the Commercial Excellence Programme and (ii) be managed by Commercial and Procurement Services (CPS) as from 2016/17.
- 3.32 As of 1 April 2016, the lead function for overseeing grant management arrangements has transferred from the Strategy and Insight Division to CPS to sit alongside contract procurement. Aligning the procurement of grants and contracts for the provision of community outcomes and related services will allow for enhanced co-ordination of best practice, improved planning and avoiding duplication of effort across directorates. A key aspect of this central function will be to; (i) ensure that anticipated savings are realised and (ii) provide balanced advice to executive committees on the most advantageous investment for service users, (iii) ensure robust performance from those receiving investment and (iv) engage

with service users and directorate commissioning teams to design and deliver community outcomes. The lessons learned identified above will form a central thread of this best practice.

4. Measures of success

- 4.1 Future revenue grants programmes in Communities and Families follow the recommendations set out in this report.

5. Financial impact

- 5.1 Future programmes are planned and delivered to prioritise the Strategic Outcomes in the Children's Services Plan.

6. Risk, policy, compliance and governance impact

- 6.1 This report is compliant with the Capital Coalition motion agreed at Education, Children and Families Committee on 11 February 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 2000 duty to seek to eliminate unlawful discrimination, harassment and victimisation, and advance equality and foster good relations.

8. Sustainability impact

- 8.1 No impact

9. Consultation and engagement

- 9.1 The views of a wide range of organisations contributed to the recommendations contained in this report

10. Background reading/external references

[Children and Families Revenue Grants to Third Parties 2016/19 – Education, Children and Families Committee Report 11 February 2016](#)

Alistair Gaw

Acting Executive Director of Communities and Families

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11. Links

Coalition Pledges	P6 - Establish city-wide co-operatives for affordable childcare for working parents P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model
Council Priorities	CP13 Transformation, workforce, citizen and partner engagement, budget
Single Outcome Agreement	SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	

Education, Children and Families Committee

10.00am, Tuesday 5 March, 2019

Renewal of NHS Service Level Agreements

Item number	7.8
Executive/routine	
Wards	
Council Commitments	34

1. Recommendations

- 1.1 The Education, Children and Communities Committee is asked to:
- 1.1.1 recommend the agreement to the extension of Service Level Agreement contracts for children's services with the NHS, to the value of £1.6m per annum, listed at Appendix 3, from 1 April 2019, for a period of one-year subject to strategic direction and monitoring by the Integrated Children's Services Board.

Alistair Gaw

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Renewal of NHS Service Level Agreements

2. Executive Summary

- 2.1 This report is to request approval for the renewal of joint funding arrangements to the value of £1.6m for NHS services supporting enhanced integrated support for children and young people in need.

3. Background

- 3.1 The Council and NHS Lothian are the key statutory agencies responsible for children's wellbeing. To fulfil their respective duties and provide children with effective well integrated support the two agencies are required to work closely together in a variety of ways relating to strategy, shared services effective operations and integrated child protection, care, and support.
- 3.2 A number of joint arrangements are in place to support the delivery of this (Appendix 1). The services range from joint care of children with exceptional needs through to enhanced mental health support for Looked After Children. The largest service area Speech and Language Therapy (£1.13) reflects the outcome of legal rulings and government guidance regarding the status of the service as both a health and education authority responsibility (Appendix 5).
- 3.3 The arrangements for joint commissioning in Edinburgh are in line with the Scottish Government's strategic priorities for Getting it Right for Every Child which encourage the extension of Joint Strategic Commissioning within in every authority area.

4. Main report

- 4.1 Whilst the NHS itself already provides significant support for children's learning the legal duty remains with the education authority. Considering this, the Council commissions additional services to ensure that children have timely access to health services appropriate to their additional support needs at school and early years. This also ensures that children can experience seamless support where they may require a range of health and educational support for complex needs, for

example, consistent approaches to moving and handling for children who require high levels of physical support in everyday living. These services include:

- Allied Health Professional services, principally Speech and Language Therapy
- Specialist assessment, advice and staff training for children who require high levels of physical adult assistance in school
- Specialist assessment, advice, and staff training to support the administration of medication and health care procedures in schools
- Integrated care and support for children with Exceptional Health Care Needs at school
- A contribution towards the PREPARE team costs. PREPARE is a multi-agency team providing social work and medical support to pregnant women with chaotic drug use. The team is highly successful in supporting women to stabilise their drug use leading to better health and long term care outcomes for babies.
- Medical support for young people who are previously looked after by the local authority
- Mental health support for Looked After and Accommodated children and young people.

4.4 Of the above, the most substantial amount is for Speech and Language Therapy. This reflects the importance of language and communication in children's learning and the assessment of benefit and risk considering court rulings and government guidance. Every authority in Scotland has provision for substantial input from Speech and Language Therapy services delivered by the NHS as sole provider.

4.5 The Children and Young People (Scotland) Act 2014 places duties on the Council and the NHS to coordinate the planning, design, and delivery of services for children and young people with a focus on improving wellbeing outcomes, and to report on how they are improving those outcomes.

4.6 The Act requires Councils and the NHS to ensure that children's services are provided in ways which:

- best safeguard, support and promote the wellbeing of children.
- ensure that any action to meet needs is taken at the earliest appropriate time.
- take appropriate action to prevent needs arising.
- are most integrated from the point of view of recipients and constitutes the best use of available resources.

5. Next Steps

- 5.1 The request for one-year renewal is due to a full review of the current SLA that the Local Authority is undertaking with a view to ensure and improve consistency and delivery of the integrated children's services.

6. Financial impact

- 6.1 The total value of a one-year renewal is £1.6m. Details of the financial impact of each service provision are listed in Appendix 3.
- 6.2 In addition, the cost of individual care packages in 2018/19 was £85K. We anticipate, in the light of rising levels of children with complex needs, this will increase. At this stage, we envisage this would be a maximum of £100K.
- 6.3 Budgetary provision exists for these commitments.

7. Stakeholder/Community Impact

- 7.1 The services provided under these Service Level Agreements are responding to the need for effective integrated support and early intervention for children at school and key targeted services. Risks of disruption to the continuity of these provisions are detailed in Appendix 2.
- 7.2 Council Standing Orders normally require competition for these values, however best value in this instance is achieved through maintaining collaborative working with the NHS as sole supplier within the Council's transformation programme for children's services.
- 7.3 NHS colleagues are fully aware of these proposals and consultation and engagement with stakeholders is addressed within arrangements for the review of the Integrated Children's Services Plan.
- 7.4 There are no adverse environmental outcomes arising from this report

8. Background reading/external references

- 8.1 Guidance on partnership working between allied health professions and education
- 8.2 The Education (Additional Support for Learning) (Scotland) Act 2004
- 8.3 The Children and Young People (Scotland) Act 2014
- 8.4 Getting it Right for Looked After Children and Young People Strategy

9. Appendices

- 9.1 Appendix 1 Detailed background to the service requirement and integrated strategy
- 9.2 Appendix 2 Risks of disruption to the continuity of the service provided

- 9.3 Appendix 3 Proposed NHS Budgets
- 9.4 Appendix 4 NHS Lothian Expenditure on Children's Services
- 9.5 Appendix 5 Legal Rulings underpinning Joint Funding Arrangements for Children's Services

Appendix 1 - Detailed background to the service requirement and integrated strategy

- The Integrated Children's Services Board aligns strategic priorities, budgeting and performance management between the Council and NHS. It provides a robust structure for shared governance and accountability and enables effective provision for children with additional support needs in line with statutory requirement, effective operations, and Scottish Government guidance. in the delivery of best value in the provision of integrated services.
- The joint arrangements include an Integrated Children's Services Board, a strategic partnership plan for children's services, hosting of NHS services in Council provision (e.g. in special schools) and vice versa (e.g. the hospital school in the new Royal Sick Children's Hospital), multidisciplinary teams and shared protocols for key services, notably child protection.
- These arrangements have been established within national guidance aimed at optimising 'collaborative advantage' in children's services: "Local service level agreements, where relevant and useful, between education and health need to be set within the children's services planning process and link into higher level strategic priorities such as reducing health inequalities and raising attainment. Genuine collaborative advantage allows good partnership working at operational or practice level to influence joint strategic developments". Guidance on partnership working between allied health professions and education, page 28 The Scottish Government, 2010.
- The expectation of interdependency between health and local authorities is reflected in the planning and performance frameworks for Children's Services including the inspection of Children's Services which takes place on an integrated basis. The inspection of Services for Children and Young People in the City of Edinburgh in April 2013 included services provided by health visitors, school nurses, teachers, doctors, social workers, police officers and the voluntary sector. The inspection commended the visionary leadership and direction of the Edinburgh Children's Partnership and commitment to prevention and early intervention, which are supported via these agreements.
- The overall NHS budgets for services for children in Edinburgh are more than £33m per annum (Appendix 2). In most cases, the integration of services for children is managed through the co-ordination of budgets, alignment of services structures and operational agreements. However, in some specific cases for policy, legal or operational reasons it is necessary and/or desirable to combine resources through the transfer of funds to enable strategic priorities to be met in the most efficient and effective way.
- Services that promote and support children's health, care and learning are often interdependent and sometimes indivisible. This has long been recognised in legal judgements (Appendix 5), specific legislation, for example, the Additional Support for Learning Act and in policy priorities in children's services including Getting it Right for Every Child and Curriculum for Excellence.

- The Education (Additional Support for Learning) (Scotland) Act 2004, as amended in 2009, places duties on education authorities to identify, make provision for the additional support needs of children and young people from its area. The Act places duties on education authorities, health, social work, and Skills Development Scotland to work to plan and make joint provision for children and young people with complex or multiple additional support needs
- The Children and Young People (Scotland) Act 2014 introduced several specific measures to improve outcomes for Looked after Children, which came into effect in April 2015. The new Act puts corporate parenting onto a statutory basis and expands the number of public bodies who are corporate parents. The Act establishes a framework of statutory duties and responsibilities for relevant public bodies, requiring them to be systematic and proactive in their efforts to meet the needs of looked after children and care leavers.
- The Scottish Government expects Councils and the NHS to adopt Joint Strategic Commissioning to ensure the right services are available to meet the needs of children and families in their area: "Joint Strategic Commissioning (JSC) is where these actions are undertaken by two or more agencies working together, typically health and local government, and often from a pooled or aligned budget" Getting it Right for Looked After Children and Young People Strategy, page 12; Scottish Government, November 2015.
- The Government's Strategy for Looked After Children defines the duties around collaboration, which includes co-funding and more effective co-ordination between different corporate parents to maximize opportunities to promote the wellbeing of children and young people. The strategy emphasises the need to identify and prevent ineffective duplication of effort, and encourages joint working, joint funding, and joint reporting. It highlights the mental health and wellbeing of looked after children and young people as a particular concern in the strategy, especially:
 - how looked after children and young people to access Child and Adolescent Mental Health Services (CAMHS)
 - a lack of services for looked after children and young people experiencing social, emotional, and behavioural difficulties, because of adverse childhood events and/or attachment issues, who did not meet the clinical criteria for accessing CAMHS.

Appendix 2

Risks

- These NHS services are provided as part of an integrated approach working in an integrated way with the Council's services. The loss of these services will impact adversely on a group of vulnerable children and would be expected to lead to further demand on other services. This would be contrary to the duty to act in the best interest of the child and would lead to increased risk of harm.
- If the services were curtailed it would have significant impact on other Council services would be likely to lead to increased cost and would represent a loss in efficiency and effectiveness in the use of public monies contrary to the duty to secure best value.
- Given the progress that has been achieved in early intervention and the presumption of mainstream with close joint working with the NHS there is a risk that the reduction in special school placements would be reversed and this would compromise savings achieved in the 2016/17 budget.
- Disruption to the continuity of provision would be likely to lead to loss of staff with expertise, which would impact on the resilience of Council schools and services for children with additional support needs.
- Failure to deliver services to children with additional support needs and disabilities will lead to referral to tribunal and orders to provide the necessary services.
- There is also a reputational risk given the impact on children and families, the NHS, the achievement of the Council's vision and priorities and government strategy.

Appendix 3

Proposed NHS Budgets 2019/20

- The cost for the Service Level Agreement for Speech and Language Therapy is £1,133,532.
- The cost for the Therapy Inclusion Programme is £47,299.
- The cost for Moving and Handling Service for children requiring physical assistance is £105,100.
- The cost for the Additional Support for Learning Nurse is £21,387
- The cost for the Through Care and After Care Nurse is £46,696
- The cost for the Occupational Therapy post is £44,056
- The cost for the Prepare nurse is £41,490
- The cost for CAMHS services is £160,440.

1. CAMHS

Description	Budget
Edinburgh Connect	£142,642
Young People's Service - nurse	£17,798
CAMHS Total	£160,440

2. Other NHS budgets

Description	Budget
Speech and Language Therapy	£1,133,532
Therapy Inclusion Project (TIP)	£47,299
Moving and Handling	£105,100
ASL Nurse	£21,387
TCAC Nurse	£46,696
Occupational Therapy - Early Years post	£44,056
Prepare nurse	£41,490
Other Total	£1,439,560
TOTAL NHS budgets	£1,600,000

3. Individual care packages

Description	Budget
Individual care packages	£100,000

Appendix 4

NHS Lothian Expenditure on Children's Services

	Edinburgh	East Lothian	Midlothian	West Lothian	Lothian Wide	Non-Lothian and other	Total
Inpatients	£12,564,899	£3,128,096	£2,318,175	£7,009,273	£0	£15,949,753	£40,970,197
Day Cases	£2,680,065	£643,881	£467,809	£1,342,948	£0	£1,892,494	£7,027,197
Outpatients	£8,808,712	£1,997,269	£1,838,613	£3,621,171	£0	£1,235,196	£17,500,961
Community Payments to Voluntary Organisations	£9,571,093	£2,182,610	£1,866,719	£4,002,711	£13,797,364	£203,576	£31,624,074
Totals	£33,624,770	£7,951,857	£6,491,316	£15,976,103	£14,400,364	£19,281,019	£97,725,429

Appendix 5

Legal Rulings underpinning Joint Funding Arrangements for Children's Services

The principle of shared responsibility for Speech and Language Therapy between Education Authorities and the National Health Service has been established in court rulings and recognised in Government Funding and Policy over many years.

The legal precedent was establishing in court rulings:

1. B v Isle of Wight Council [1997]:

“All that anyone can do when judging whether a provision is educational or non-educational, is to recognise that there is an obvious spectrum from the clearly educational (in the ordinary ‘schools’ sense of that word) at one end to the clearly medical at the other, take all the relevant facts into account, apply common sense and do one’s best.”
and

2. R v LANCASHIRE COUNTY COUNCIL EX PARTE M [1989] 2 FLR 279

“To teach an adult who has lost his larynx because of cancer might be considered as treatment rather than education.

But to teach a child who has never been able to communicate by language, whether because of some chromosomal

disorder or because of social cause seems to us just as much educational provision as to teach a child to communicate in writing.”

Education, Children and Families Committee

10.00am, Tuesday 5 March 2019

What kind of Edinburgh?

Item number	7.9
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 invite children, young people and champions from What kind of Edinburgh? to make a presentation on their work and its outcomes to the next meeting in May.
 - 1.1.2 note the progress of What kind of Edinburgh?

Alistair Gaw

Executive Director for Communities and Families

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What kind of Edinburgh?

2. Executive Summary

- 2.1 What kind of Edinburgh? has involved children and young people from across the city working in partnership with senior staff involved with the work of the Children's Partnership over the past eight months. The final session on empowerment and participation will be held on Wednesday 6 March 2019. Participants are keen to share the outcomes of their work with the Committee and discuss how to increase and develop children and young people's participation in decision-making as part of the commitment towards Edinburgh as a children and young people friendly city.

3. Background

- 3.1 In 2017, the Children's Partnership delivered a pilot project on engaging children and young people in decision-making with funding from the Scottish Government. The project consisted of three events and was based on an adaptation of the SNAP (Scottish National Action Plan on Human Rights) model, and was grounded in a children's rights-based approach. Children and young people met first to consider what supports them to be healthy, happy and safe in Edinburgh and what prevents that from happening. Adults – senior staff from across the Children's Partnership – then met to consider the same issues, taking part in the same activities. Finally, both groups met and worked together and the session ended with adults making pledges on what they would do to in response to what they had heard from children and young people. The sessions were facilitated by the Children's Parliament and Young Edinburgh Action.

4. Main report

- 4.1 Following on from the success of the initial three events, the Partnership considered a proposal from the organising group to develop the approach and use a similar methodology to explore children and young people's views and experiences in relation to the Partnership's key strategic outcomes. The programme would again be facilitated by the Children's Parliament and Young Edinburgh Action and would support 40 children and young people to take part throughout the process.

- 4.2 The proposal was agreed with funding secured from Communities and Families and a contribution from NHS Lothian.
- 4.3 Children and young people were recruited from across the city through schools, youth agencies, social media and community groups. The children and young people reflect the diversity of the city and the vast majority had not been involved in children's or youth participation activities before. Staff from the Children's Parliament and Young Edinburgh Action therefore undertook preparatory work so that the children and young people felt more confident and better able to participate in the programme. In order to participate successfully in engagement work of this nature, this preparatory work was essential for the children and young people and consequently, they have participated effectively and on more equal terms. It has also helped them to get the most out of the sessions in terms of their own confidence and skills. This is not to say that children and young people always need to undertake preparatory work before they can participate in engagement activities. However, given the intensive nature of this programme, working directly with senior managers, it was felt to be a necessary part of the process.
- 4.4 The aim of the programme is to develop relationships so that adult decision-makers understand things better from the child/young person's point of view, use this understanding to deliver better services and make sure that children and young people know whether or not they have followed up on the commitments they have made. The key question running throughout the programme is: 'What kind of Edinburgh?'
- 4.5 The initial meeting focussed on participants getting to know each other as well as on sharing hopes and expectations for the project. Subsequent sessions have been based on the Partnership's strategic outcomes, with sessions on 'Equity and fairness', 'Best start in life', 'Health and wellbeing' and 'Attendance and achievement'. The final session will be held on Wednesday 6 March and will focus on 'Empowerment and participation'. It will consist of reflections on the programme, evaluation of its impact, and sharing ideas about how to take forward the outcomes and children and young people's participation in general.
- 4.6 Each session has used a range of creative, children and young people-friendly approaches so that the engagement is based on, and respectful of, the lived experience of those taking part.
- 4.7 Adult participants, known as 'champions', have come from the Partnership Board and Children's Services Management Groups with staff from NHS Lothian, Communities and Families and other parts of City of Edinburgh Council, the voluntary sector and the police. From the outset, the importance of participation throughout the programme was emphasised so that relationships could be developed. Although there have inevitably been some fluctuations in attendance, participation in general has been consistent and feedback has been positive.

- 4.8 As part of each session, champions make pledges in relation to what they have heard in the session and what they will do about it. At the start of the following session, some of these pledges are revisited and progress is shared.
- 4.9 Children and young people's rights have been at the heart of the programme and the methodologies that have been employed throughout, with activities that have used the United Nations Convention on the Rights of the Child as a key reference point. The Children's Parliament and Young Edinburgh Action are widely recognised for their work in this field.

5. Next Steps

- 5.1 The final session will enable participants to reflect on the programme and the key messages that have come out from it. It will also consider how these should be shared and with whom. Plans to share findings with the Children's Partnership and with its strategic outcome groups have already been suggested and tentative discussions have already taken place about links with YouthTalk which is currently underway in localities. Work is also underway to identify and agree how best to articulate What kind of Edinburgh? with the wider remit of the Youth Participation Team (Young Edinburgh Action and Scottish Youth Parliament). The children will also be making presentations in their respective schools.
- 5.2 Another suggestion is that some of the children, young people and champions should prepare a report for E,C & F Committee in order to share the work that they have been involved in and discuss its implications for future children and young people's participation across the city. This should be linked in with the theme of Edinburgh as a children and young people friendly city.
- 5.3 The recommendations emerging from What kind of Edinburgh? should also be channelled via, for example #MakeADifference to better connect and communicate with existing children and young people's networks and to open up channels for conversations on current and new issues to better influence policy.

6. Financial impact

- 6.1 The total cost of the programme was £60,000. Communities and Families contributed £50,000 and NHS Lothian contributed £10,000.

7. Stakeholder/Community Impact

- 7.1 The programme is specifically about developing a way to engage strategically with stakeholders which will have a range of positive impacts on communities and across the city.

8. Background reading/external references

- 8.1 The report on the Scottish Government funded pilot (see 3.1) is available at:
<https://www.gov.scot/publications/model-engagement-children-young-people-planners-development-childrens-services-plans/>

9. Appendices

None

Education, Children and Families Committee

10.00am, Tuesday 5 March 2019

Revenue Monitoring 2018/19- Month nine position

Item number	7.10
Executive/routine	
Wards	
Council Commitments	

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the net residual budget pressure of £4.0m which remains at month nine;
 - 1.1.2 note that approved savings in 2018-19 total £2.84m, with £2.115m on track to be delivered in full and £0.725m assessed as red and non-deliverable;
 - 1.1.3 note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on 7 March 2019.

Alistair Gaw

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Revenue Monitoring 2018/19- Month nine position

2. Executive Summary

- 2.1 The report sets out the projected month nine revenue monitoring position for the Communities and Families Directorate, based on analysis of actual expenditure and income, and projections for the remainder of the financial year.

The total projected (full year) unfunded budget pressure is currently £12.7m, partially offset by mitigations identified to date totalling £8.7m, resulting in a net residual unfunded budget pressure of £4.0m.

This represents a favourable movement of £2.1m on the £6.1m projected overspend reported at month five, and the Executive Director of Communities and Families is fully committed to making all efforts to identify management action to further reduce the budget pressures. Progress will be reported to the Finance and Resources Committee on 7 March 2019.

3. Background

- 3.1 The total 2018-19 revised net budget for Communities and Families is £383.5m.
- 3.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2018/19, based on analysis of month nine data.
- 3.3 With effect from 2018/19, the Communities and Families Directorate now includes the Safer and Stronger Communities area of service.

4. Main report

Overall Position

- 4.1 As at month nine, the Communities and Families Directorate is projecting net budget pressures of £4.0m for 2018/19 as a result of increasing costs in several demand-led areas of service. This represents a favourable movement of £2.1m on the £6.1m projected overspend reported at month five.

Unfunded Budget Pressures - £12.7m

- 4.2 To date, projected unfunded budget pressures of £12.7m have been assessed. The main service areas affected include temporary accommodation, home-to-school transport, rising school rolls, community access to schools and the increased use of out-of-Council area placements linked to accommodating a number of Unaccompanied Asylum-Seeking Children (UASC) within the city. Management action of £8.5m has been identified, which leaves a net residual budget pressure of £4.0m. Appendix 1 provides further details on these areas of pressure and mitigating action.
- 4.3 Communities and Families is fully committed to making all efforts to identify mitigations to further reduce the emerging pressures. A strategy developed to identify and implement required management actions includes vacancy control measures, a review of reserves, identification of income generation opportunities, an examination of the scope to stop or reduce planned levels of expenditure, and the identification of any spend-to-save opportunities.

Savings Delivery – Approved Savings 2018/19 Budget

- 4.4 The approved budget savings for Communities and Families for 2018/19 total £2.840m. Progress in the delivery of the savings programme is reviewed regularly.
- 4.5 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. This indicates that, on the basis of actions planned or already undertaken, £2.115m of savings are on track to be delivered in full (green). Savings relating to Home to School Transport (£0.400m), Advice Service (£0.175m) and senior management efficiencies (£0.150m) have been assessed as non-deliverable (red) and form part of the overall budget pressures total. Further details are included in Appendix 2.

5. Next Steps

- 5.1 The next steps and the measure of success will be the achievement of a balanced revenue budget position for Communities and Families for 2018/19 and successful delivery of approved savings.

6. Financial impact

- 6.1 The report highlights projected net budget pressures of £4.0m for 2018/19. This position is subject to active monitoring, management of risks and identification of further mitigation.

7. Stakeholder/Community Impact

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

- 7.2 There are no negative equality or human rights impacts arising from this report.
- 7.3 There are no negative sustainability impacts on carbon, adaptation to climate change or sustainable development arising from this report.

8. Background reading/external references

None

9. Appendices

- 9.1 Appendix 1 Summary of forecast net revenue budget pressures;
- 9.2 Appendix 2 Summary of approved budget savings 2018-19

Appendix 1

Forecast Areas of Budget Pressure and Management Action

	Pressure	Mitigation	Net residual pressure	Description
Service area	£m	£m	£m	
Safer & Stronger Communities - Temporary Accommodation	4.3	2.9	1.4	Pressures in B&B, Short Term Lets and Managed Units with increasing average length of stay due to lack of 'move-on' accommodation, offset by underspends in Private Sector Leasing scheme and commissioned services
Home to School Transport	2.8		2.8	Full year effect of 2017/18 pressure plus increase in demand. The pressure includes £0.4m of unachieved approved 2018/19 savings
Out of Council Residential	1.7		1.7	Influx of Unaccompanied Asylum-Seeking Children (net of funding)
Schools	1.5		1.5	Demographic pressures in DSM staff budgets due to rising school rolls
Edinburgh Leisure - Community Access to Secondary Schools	0.6		0.6	Out-of-hours management of sports lets transferred to Edinburgh Leisure with approved savings attached
Disability - Transitions	0.4	0.7	-0.3	Cost of supporting three cases prior to transfer to H&SC at age 19, offset by staff vacancies and savings on SDS packages
Other projected variances of £0.3m or less	1.3	1.6	-0.3	Various
Fostering, kinship, adoptions and daycare		1.4	-1.4	Lower than budgeted use of foster care, partially offset by increase in kinship
Early Years		1.5	-1.5	Staff vacancies and additional graduate funding
SSC - Family & Household Support	0.1	0.6	-0.5	Staff vacancies following review, partially offset by income pressure
TOTAL	12.7	8.7	4.0	

Appendix 2

Summary of approved budget savings 2018-19 with RAG assessment

	Approved 2018-19 saving	Saving RAG assessment		
Proposal description/ area	£m	Red	Amber	Green
SCHOOLS & LIFELONG LEARNING				
Reviewing Early Years services to deliver efficiencies	0.885			0.885
Edinburgh Leisure	0.270			0.270
	1.155	0.000	0.000	1.155
CHILDREN'S SERVICES				
Home to School Transport	0.400	0.400		
Review of Support Staff in Special Schools	0.148			0.148
Reduce residential provision by four beds	0.267			0.267
	0.815	0.400	0.000	0.415
DEPARTMENT-WIDE SAVINGS				
Transformational efficiencies	0.200			0.200
Budget realignment	0.245			0.245
Senior Management efficiencies	0.150	0.150		
Inflationary efficiencies in contracts	0.100			0.100
	0.695	0.150	0.000	0.545
SAFER & STRONGER COMMUNITIES				
Advice Services review	0.175	0.175		
TOTAL	2.840	0.725	0.000	2.115