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County Council

Neuadd Cyngor Ceredigion, Penmorfa,
Aberaeron, Ceredigion SA46 0PA
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Date Not Specified

Lisa Evans

01545 570881

Dear Sir / Madam

I write to inform you that a Meeting of the Learning Communities Overview and Scrutiny Committee will be held remotely by video-conferencing on Monday, 20 September 2021 at 10.00 am for the transaction of the following business:

1. **Apologies**
2. **Disclosures of personal interest (including whipping declarations)**
Members are reminded of their personal responsibility to declare any personal and prejudicial interest in respect of matters contained in this agenda in accordance with the provisions of the Local Government Act 2000, the Council's Constitution and the Members Code of Conduct. In addition, Members must declare any prohibited party whip which the Member has been given in relation to the meeting as per the Local Government (Wales) Measure 2011
3. **A verbal update in relation to support for the Schools Service during the COVID 19 period**
4. **Update on three Services within Porth Cymorth Cynnar (PRU, Support and Prevention and Lifelong Learning and Skills Services) (Pages 3 - 22)**
5. **Additional Learning Needs strategy (Pages 23 - 28)**
6. **GCSE and A Level results award process 2021 (Pages 29 - 32)**
7. **Estyn Letter - Summer Term 2021 (Pages 33 - 40)**
8. **An update on the Authority's support for Schools as they prepare to implement Curriculum for Wales (Pages 41 - 46)**
9. **To confirm the Minutes of the previous Meeting and to consider any matters arising from those Minutes (Pages 47 - 52)**
10. **To consider the Overview and Scrutiny Forward Work Programme (Pages 53 - 56)**

Members are reminded to sign the Attendance Register

A Translation Services will be provided at this meeting and those present are welcome to speak in Welsh or English at the meeting.

Yours faithfully

A handwritten signature in black ink, appearing to read 'L Edwards', written in a cursive style.

Miss Lowri Edwards
Corporate Lead Officer: Democratic Services

To: Chairman and Members of Learning Communities Overview and Scrutiny Committee

The remaining Members of the Council for information only.

Cyngor Sir CEREDIGION County Council

REPORT TO:	Learning Communities Overview and Scrutiny Committee
DATE:	20 September 2021
LOCATION:	Video conferencing
TITLE:	Update on three Services within Porth Cymorth Cynnar (PRU, Support and Prevention and Lifelong Learning and Skills Services)
PURPOSE OF REPORT:	Provide an update on the <ul style="list-style-type: none">• Pupil Referral Unit in Ceredigion• Support and Prevention Service• Lifelong Learning and Skills
REASON SCRUTINY HAVE REQUESTED THE INFORMATION:	Provide information on the development of the above Services within Porth Cymorth Cynnar and as part of the Through-Age and Wellbeing Programme

BACKGROUND:

Ceredigion Pupil Referral Unit (PRU) has progressively transferred from Education to Porth Cymorth Cynnar (PCC) over the academic year 2020-21. Following 2 periods of consultation (one for Teachers and one for Mentors), from September 2021, the PRU will manage 6 Teachers and 6 Mentors to support Ceredigion's most vulnerable young people in education.

The proposal for the PRU to be transferred into PCC stated the following:

Relocating the Pupil Referral Units into Porth Cymorth Cynnar will ensure better partnership working between the Pupil Referral Units and the Support Services in Porth Cymorth Cynnar, along with greater cohesion with other services within the Through-Age and Wellbeing programme. These proposed changes should provide improved outcomes for children, young people and their families by facilitating early intervention and prevention services.

The Pupil Referral Unit will remain as a school, and therefore all school improvement functions will be undertaken by the Schools Service. This will include Performance Management of the Headteacher, all Headteacher fora and meetings and full access to Challenge Advisor support, policies and strategies. Leadership and curriculum professional learning will continue to be delivered by the School Service. The Pupil Referral Units staff will continue to have a close working relationship with all aspects of the School Service, in particular the Inclusion team.

PRU Staffing Structure:

Gareth Lewis - Headteacher				
Charlie Day (0.8)	Ricky Jordan (1.0)	Alex Meredith (1.0)	Rob Evans (1.0)	Mike Vobe (0.6)
Teacher in Charge Eos	Teacher in Charge Aeron	ALNCo	Health and Wellbeing - Physical Education Lead	Maths and Numeracy Lead
Pastoral, Health and Wellbeing Lead	Humanities Lead	Expressive Arts Lead		
Literacy, Language and Communication AOLE Lead				
Mentors Line Management:				
Sioned Jones	John Lynch	Sam Cooper	Angharad Jones	
Louisa Scannell	Gethin Roberts			

CURRENT SITUATION:

Ceredigion Pupil Referral Unit is for pupils with social, emotional and behavioural needs. Most pupils have special educational needs. All pupils either have a statement of special educational needs or a 'school action plus agreement' in a specialist resource provision.

Ceredigion Pupil Referral Unit is registered with the Welsh Government as a 'portfolio' pupil referral unit. The unit is located across 2 sites, namely Canolfan yr Eos in Aberystwyth, and Canolfan Aeron in Aberaeron. Canolfan Bro Steffan.

One management board oversees the pupil referral unit (PRU), and it has an integrated line management structure. Approximately twenty pupils receive full-time or part-time education at the PRU. The PRU also provides support for mentors providing outreach service for mainstream pupils in Ceredigion. The PRU provides a support and advice service on specific aspects of positive behaviour support for schools within the authority.

The aim of the PRU is to enable all pupils to return to mainstream education and/or further education, training or employment. All pupils receive full-time education, either at the PRU or through a shared arrangement with a mainstream school, college, training provider or employment.

Ceredigion PRU was recently inspected by ESTYN. It was judged to be the following in each inspection area:

Inspection Area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experience	Good
Care, support and guidance	Good
Leadership and management	Good

ESTYN made some of the following statements in relation to good practice:

“During their time at the pupil referral unit (PRU), many pupils make strong progress in their social, emotional and behavioural skills, and their ability to work with adults and their peers”

“Most pupils show pride and report eloquently on the learning experiences that they receive and how the learning environment has a positive effect on them and their self-confidence.”

“Most develop resilience and valuable social skills. As a result, a minority of pupils return to the mainstream successfully. The remainder succeed in keeping their place in the PRU, gain suitable qualifications and move on to further education, training or employment. This is a strong feature.”

The link to the full report can be found in [Appendix A](#)

ESTYN recommended the PRU improve on the following:

- R1 - Improve pupils’ standards, particularly in their extended writing skills, higher order reading skills, and information and communication technology (ICT) skills
- R2 - Improve the quality of teaching by ensuring that best practice is shared across the three sites
- R3 - Strengthen planning to develop skills and ensure increasing opportunities for pupils to develop their literacy, numeracy and ICT skills, and give more attention to developing the most able pupils
- R4 - Improve the rigour and effectiveness of quality improvement processes in order to strengthen provision and raise standards

Given the above recommendations, the PRU have identified ways to make progressive improvements over the coming years. During 2020-21, the PRU prioritized quality assurance process (including tracking), engagement with ICT, and given the situation with Covid-19, learner wellbeing. From September 2021-22, the school will continue to work through the recommendations and focus on sharing effective practice across units and engaging learners with literature and writing. Moreover, the school will work towards effectively implementing the new Curriculum for Wales and the new Additional Learning Needs Transformation Programme.

BACKGROUND:

The **Support and Prevention Service** is made up of multi-disciplined teams. The overall aim of the service is to provide child and youth-led approaches to enable children and young people to be empowered, to achieve, to develop personally, emotionally, socially and be the best that they can be. The United Nations Convention on the Rights of the Child (UNCRC) underpins the work of the service. Our teams provide universal and focussed support for children and young people and include:

- **Youth Work and Engagement;**
school-based youth work, education progression, accredited learning and participation
- **Support and Attainment;**
pre / post 16 transition, nurturing support, emotional wellbeing, mentoring and outreach
- **Community Youth Work and Prevention;**
16-24 support, youth centres/ clubs, community outreach and targeted preventions

Support and Prevention Youth Work and Engagement



The aim of youth work is to enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential (*National Occupational Standards*).

The National Youth Strategy for Wales outlines the following five aims to meet its vision:

- Young people are thriving
- Youth work is accessible and inclusive
- Voluntary and paid professional youth work staff are supported throughout their careers to improve their practice
- Youth work is valued and understood
- A sustainable model for youth work delivery

Link to the Strategy - [The Youth Work Strategy for Wales](#)

As a Local Authority Youth Service, we are the smallest in Wales, but we have Youth Workers based in each Secondary School, whom also have direct links with feeder primary schools.

We also have Youth Workers based in the community, providing support for those young people over the age of 18, along with youth centres and a holiday activity programme. In 2019/20, the service had contact with over 4,500 young people in Ceredigion.

Support and Attainment



The Children and Young People's Skills (CYP) Mentors are new positions within Support and Prevention which have been developed from the previous SEBSA (Social, Emotional, Behavioural Support Assistants) roles. Mentors are allocated to support children and young people who exhibit challenging behaviour as a result of their social and emotional experiences in line with the ACE's (Adverse Childhood Experiences) agenda ([Supporting pupils-ACE's-government-response](#)).

The mentors provide support to children and young people who attend Primary Schools, Secondary Schools and other education settings across Ceredigion i.e. Alternative Curriculum and PRU. They engage with children and young people who may have social, emotional and behavioural difficulties in both focussed one-to-one and small group based settings. The aim is to support children and young people to manage their emotions, channelling their energy positively by focussing on attainment, both educationally and personally, providing restorative approaches to deescalate behaviours that are not conducive to education settings.

The team provides social, emotional and engagement support to approximately 80 pupils countywide. The Behaviour Support Team were also recently part of an Estyn Inspection of the Ceredigion PRU which scored an overall GOOD rating, along with positive feedback from Estyn's review of Local Authorities work during Covid.

Rather than focus on the child or young person being the issue, mentors promote a holistic and strengths-based approach to better understand the deeper reasons as to why they may be finding their current environment challenging and / or are displaying negative behaviours. The mentoring and support team offer targeted interventions for children and young people with an onus on social and emotional support.

Community Youth Work and Prevention



Youth work is a distinct profession with its own qualifications framework and National Occupational Standards (NOS). Youth Support Services is a suite of services given its statutory basis in the 'The Learning & Skills Act (2000)' Section 123, which states: services which in the opinion of the National Assembly will encourage, enable or assist young persons (directly or indirectly): (a) to participate effectively in education or training, (b) to take advantage of opportunities for employment, or (c) to participate effectively and responsibly in the life of their communities.

Our Community Youth Work and Prevention team consists of youth workers, prevention and diversionary officers and support staff, all of whom provide targeted and universal interventions in line with the National Occupational Standards, 'Youth Work in Wales: Principles and Purposes' and the introduction of the [Youth Justice Blueprint](#) such as:

- Structured activity programmes
- Post-16 support i.e. engaging with those that are/ at risk of becoming Not in Education, Employment or Training (NEET)
- Centre-based support i.e. Youth Club / Youth Centre and drop in provisions.
- Detached / mobile, outreach and pop up youth work
- Supporting youth justice preventions delivery, including Out-Of-Court Disposals / Diversion
- Promoting voluntary youth sector partnerships including managing Service Level Agreements

CURRENT SITUATION:

Support and Prevention Service Staffing Structure:

Support Pathways Lorraine Davies	Youth work and Engagement Lowri Evans	Support and Attainment Dai Jones	Community Youth Work and Prevention Gwen Evans
	<ol style="list-style-type: none"> 1 Team Manager (GR12) 1 30hrs CYP Participation Officer (GR9) 7 Full Time Youth Workers (GR9) 1 30hrs Training and Accreditation Officer (GR8) 1 Full Time Apprentice Youth Worker 2 3.5hrs Youth Support Workers (GR7) 	<ol style="list-style-type: none"> 1 Team Manager (GR12) 10 Full Time Children and young people skills mentors (GR8) 2 Full Time (term time) Children and young people skills mentors (GR8) 1 30hrs (term time) Children and young people skills mentors (GR8) 1 22hrs (term time) Children and young people skills mentors (GR8) 1 14hrs (term time) Children and young 	<ol style="list-style-type: none"> 1 Team Manager (GR12) 2 Full Time PADOs (GR8) 1 30hrs PADOs (GR8) 1 14hrs PADO (GR8) (long term sickness) 2 Full Time Youth Workers (GR8) 1 Full Time Resource Officer (GR6) 2 16hrs 'Activity Project Workers (GR7) 1 7.5hrs Youth Support Worker (GR6) 9 Casual Project Support Workers (GR6)

		people skills mentors (GR8)	
	Vacancies: 1. 1 Full Time Youth Worker (recent notice given – being advertised)	Vacancies: 1. 1 Support and Attainment Coordinator (GR10) 2. 1 full time Mentor (maternity cover)	Vacancies: 1. 1 Full Time (GR9) Preventions Coordinator 2. 1 16hrs Structured Activity Worker (GR7) 3. 1 Casual Project Support Worker (GR6)
Changes: Honorary for Data and Information Coordinator has commenced	Changes: New Post to go through Job Evaluation (Youth Work and Engagement Coordinator). Training and Accreditation Officer recently redeployed to Lifelong Learning and Skills temporarily.	Changes: Support and Attainment Coordinator post recently gone through Job Evaluation and LG successfully. Currently being advertised. Maternity Cover has been advertised for the third time.	Changes: New Post to go through Job Evaluation (Community Youth Work and Prevention Coordinator). Honorary position (GR10 – 6month period) has been circulated to support Mobile and Rural Youth Work opportunities

Support and Prevention – The Journey so far

- 600 children, young people and their families have been supported through 3,000 welfare calls
- 800 Wellbeing packs have been delivered to 16-24 year olds
- Over 50,000 people have engaged with our Social Media pages.
- Since September 2021, we have supported 301 individuals in secondary school settings – an average of 43 pupils in each secondary school and with an average 3 designated staff located at each site.
- 63 children have been supported in primary school settings.
- 64 young people aged 16-24 are receiving support via outreach provision and organised visits.
- A high proportion of referrals have been related to mental and emotional wellbeing concerns (around 70%), behaviour issues with underlying additional learning needs and / or anxiety due to school / family life (around 70%).
- The support in primary schools have all been directly aimed at nurture and supporting emotional wellbeing, particularly with transition groups.

- We have also been supporting more young people with substance misuse and potential offending behaviour i.e. behaviour online, assault / violence.
- Just over 50% of cases are known / open to specialist / statutory services.
- Out of the 63 pupils in Primary school settings receiving support, 19 are known to have emotional wellbeing concerns and a further 14 children and have been referred to CFAST due to mental health concerns.
- 67 young people engaged in the three week summer targeted programme in 2020. This year we are expecting over 100 young people to access structured activities and support
- 60 people attended the official launch of the Arad Goch / Youth Service collaborative project highlighting the theme Youth homelessness
- 27 staff redeployed to support critical services and many staff in addition to their day-to-day job, supported with the food parcels and welfare calls to vulnerable and shielding residents.
- In our first whole service meeting, 47 staff responded to a question via a Menti poll, “What 3 words best describe the work that you do” and ‘Challenging, Rewarding and Supportive’ came out as the top 3 responses.
- One of Ceredigion’s Youth Workers was awarded the Youth Work in Schools category at this year’s Professional Teaching Awards.
- Ceredigion YOT was awarded funding as part of a Pathfinder project, which is led by the YJB and jointly collaborated with Aberystwyth University.
- We have had 10 new staff starting with the service including a Youth Work Apprentice.
- 10 members of staff have had support via the Corporate Qualifications panel to access further / higher learning opportunities i.e. ‘Youth Work Level 6’ and ‘Effective Practice Certificate in Youth Offending’.
- We have only recently started using the new Childview system which we’re aiming will increase the way we utilise data, monitor and measure performance and impact in relation to the key themes for prevention.
- At the moment, our reporting mechanism has been via MS Teams with individual service areas, tracking forms etc. with the new teams formed we will be in a better position moving forward in September.

Case Studies are provided in **Appendix B**

BACKGROUND:

The **Lifelong Learning and Skills Service** ensures that the residents of Ceredigion have access to a rich and broad, vocational, lifelong learning curriculum, and to employability support. We ensure that we are meeting resident’s needs, enabling them to achieve their full potential in order to achieve a sustainable and more resilient economic growth for Ceredigion.

Lifelong Learning and Skills sits within Porth Cymorth Cynnar and consists of the following services, Hyfforddiant Ceredigion Training (HCT), Alternative Curriculum, Vocational Provision for Schools, Dysgu Bro and the Employment Support Team.



Hyfforddiant Ceredigion Training (HCT) offers a wide range of training programmes and courses to the people of Ceredigion, seeking to both improve the employability of individual learners and the skills provision for employers in the County. In addition to working closely with schools in the delivery of both vocational and alternative curriculum courses, HCT delivers Traineeship and Apprenticeship Work Based Learning programmes on behalf of the Welsh Government, currently via sub-contracting agreements with ACT Ltd. HCT also delivers training on a commercial basis to the wider community across various occupational areas. HCT has been actively involved in the delivery of work-based learning in Ceredigion for over 30 years. HCT offers a range of vocational courses that prepare people for the workplace by providing skills training in the following subjects:



Welding & Engineering



Vehicle Maintenance



Childcare



Hairdressing



Business Administration



Electrical Systems



Plumbing



Wood Occupations

Engagement programme: a programme for 16-18-year-olds who don't yet know what career they want to pursue. HCT offer a varied programme to prepare the young person for employment via CV writing, job searching and undertaking essential and employability skills.

Traineeships (Level 1): once the young person has chosen a 'route' they wish to follow, HCT will work with the young person to find a suitable work placement to enable them to complete a Level 1 qualification and provide support with securing a full-time job.

Apprenticeships (Levels 2 and 3): HCT are able to offer a wide range of vocational apprenticeship courses to those in employment who are looking to gain a vocational skills qualification.

The aim of the **Alternative Curriculum** is to ensure that vulnerable learners (Years 9-11), have access to a tailored curriculum to meet their needs with a range of different courses currently being offered, giving them the best opportunity to achieve and reach their full potential. The aims is to develop their social, emotional and behavioural skills and improve their attainment and attendance.

We currently have a range of internal and external providers delivering a range of accredited level 1 and level 2 qualifications. During the academic year of 2019/2020 we had 83 learners, from across all of the seven Secondary Schools in Ceredigion and the PRU, attending the Alternative Curriculum.

Examples of courses delivered below:

- Level 1 Introductory in Transport and Vehicles
- Level 1 Introductory in Land-Based Studies
- Level 1 Introductory in Construction
- Level 1 Introductory in Hospitality and Tourism
- Level 1 Introductory in Sport
- Level 1 Introductory in Digital Media
- Level 1 Introductory in Engineering
- Level 1 Introductory in Art and Design

HCT also offer a wide range of Level 2 (for 14-16 year old) and Level 3 qualifications(for Post 16 learners) in Secondary Schools across Ceredigion which include:

- BTEC Level 2 Extended Certificate in Blacksmithing and Metalworking
- BTEC Level 3 Subsidiary Diploma in Blacksmithing and Metalworking
- BTEC Level 2 Extended Certificate in Vehicle Technology
- City and Guilds Level 2 Certificate in Hair Services



Dysgu Bro provide learning opportunities for the people of Ceredigion in their local community to encourage them to develop new interests, work towards gaining a qualification or improve their skills for the workplace. We have online, face-to-face and e-learning courses available.

Health & Safety

First Aid in the workplace - Emergency first aid -
Paediatric first aid - Food Safety –CSCS.

Computer courses

Beginners - Microsoft Office - Office 365 - Google Suite – Photoshop – iPad - Social media - BTEC Creative Media.

Essential Skills

Numeracy – Communication - Digital literacy.

Business

Sage One - Report writing - Business literacy - Minute taking - Time management - Coaching & Mentoring - Introduction to Supervisory skills - Presentation skills - Customer Service - Conflict management - Alcohol licensing - Underage Sales Prevention - Working as a Security Officer within the Private Security Industry.



The **Employment Support Team**, comprises of Workways+ (Long-term unemployed and Short term unemployed) and Communities for Work+, and offers support to citizens, throughout the County, to gain skills, qualifications and paid employment, recognising that the best route out of poverty is through employment.

Workways+ - is a project for the Long-Term Unemployed (LTU), Short-Term Unemployed (STU) and Economically Inactive (EI). It is a WEFO funded project for people aged 25 years or over, who are NEET and have complex barriers such as:

- Being affected by work-limiting health condition or disability
- Having caring responsibilities
- Low or no qualifications
- Having childcare responsibilities
- From a single adult or jobless household
- From a Black Minority Ethnic group etc.

Support provided:

The Workways+ Team offer - 1:1 support for participants with writing CV's, interview skills, job application support applications, job searches, paid work opportunities, training, volunteering opportunities, funding for travel & other expenses, PPE etc.

Communities For Work+ - is a Welsh Government funded project for individuals in or at risk of poverty **aged 16 or over**. Participants may be; experiencing in-work poverty, are unemployed, living on a minimum wage, struggling to pay basic monthly outgoings, on sporadic zero hour contracts etc.

Support provided:

The Communities For Work+ Team offer - 1:1 support for participants with writing CV's and mock interviews, job application support applications, job searches, up-skilling and funding a wide variety of training, help with starting up own businesses, funding for travel & other expenses, PPE etc.

CURRENT SITUATION:**Lifelong Learning and Skills****Lifelong Learning and Skills Service Staffing Structure:**

Employment and Training	Vocational Learning and Skills
<ol style="list-style-type: none"> 1. 1 Team Manager 2. 5 full time Workways+ Mentors 3. 1 full time Workways+ Training & Publicity Co-ordinator 4. 1 full time Workways+ Quality & Performance Officer 5. 1 full time Workways+ Employment Liaison Officer 6. 1 full time Employer Liaison / Work Placement Officer – Communities For Work+ 7. 3 full time Community Employment Mentor - Communities For Work+ 8. 1 full time Participants Support Officer 	<ol style="list-style-type: none"> 1. 1 Team Manager 2. 1 Deputy Manager HCT 3. 6 Full Time Training Advisors 4. 14 Part Time Training Advisors 5. 1 Full Time Support Officer for Vocational Learning 6. 2 Part Time Support Officers for Vocational Learning 7. 1 Community Education Manager – Dysgu Bro 8. 1 Full Time Community Learning Tutor 9. 2 Part Time Community Learning Tutors 10.7 Casual Community Learning Tutors 11.1 Full Time Accreditation Support Officer 12.1 Full Time Alternative Curriculum & Extended Work Experience Support Officer 13. 1 Full Time ESF Quality Co-ordinator

- LLS Digital Learning Strategy developed with support from JISC to meet the WG Digital 2030 Framework.
- Community Benefits – ongoing attendance at South West Wales regional group reviewing inclusion and compliance with community benefits requirements in framework contracts.
- HCT Centre has been open to all learners for face to face teaching since September 2020 and reopened in April 2021 after the second lockdown.

- HCT has completed its Self-Evaluation Report for ACT who we subcontract to for our Traineeships and Apprenticeships programmes. We report against Estyn framework and our judgements are recorded below. These are validated by ACT as part of their ongoing quality cycle.

Inspection Area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experience	Excellent
Care, support and guidance	Good
Leadership and management	Excellent

- Occupancy figures for the last 3 years (Jan – December) are recorded below which shows numbers pre-pandemic and current numbers to date (Alternative Curriculum/ School learners/Traineeship/Apprenticeships due to start September).

2019		2020		2021 (up to 10/08/21)	
Alternative Curriculum/ Schools	190	Alternative Curriculum/ Schools	146	Alternative Curriculum/ Schools	112
Traineeships	92	Traineeships	105	Traineeships	55
Apprenticeships	136	Apprenticeships	114	Apprenticeships	84
Total	418	Total	365	Total	251

- Alternative Curriculum learners who gained a recognised Level 1/ Level 2 qualification

2019	56
2020	50
2021 (up to 10/08/21)	46

- New development of workshops are due to be completed this month with the versatility to deliver vocational training from Cwrtnwydd mainly through the Alternative Curriculum.
- Dysgu Bro have delivered Adult Learning in the Community classes online using Zoom and Teams via eLearning. They have been able to use remote invigilation to ensure learners can achieve their qualifications, eg in British Sign Language, ECDL, Digital Skills and Essential Skills.
- Dysgu Bro continue to deliver courses for the Food Skills Cymru and Farming Connect projects, Paediatric First Aid (71 Childminders) and 61 sessions to 569 attendees for CCC Learning and Development team.
- We have also started delivering Paediatric First Aid to/Emergency First Aid & First Aid at Work to schools and the Youth Service.

- Number of learners accessing Dysgu Bro courses over the last 3 years (Jan – December) (numbers during the pre-pandemic and current numbers to date).

	2019	2020	2021
Number of learners accessing DB courses	609	862	252 (up to 10/08/21)
Number of businesses supported through courses	11	11	10 (up to 10/08/21)
Number of courses run for CCC L&D team	9 courses & 29 sessions	13 courses & 61 sessions	6 courses & 12 sessions (up to 10/08/21)

- The Employment Support Team have resumed face to face appointments with the most vulnerable participants at risk of disengaging to ensure they are fully supported in getting back into work.
- Volunteering/Work placements and paid work opportunities in a variety of jobs have restarted ensuring that all Covid and health and safety procedures are followed.
- A number of qualifications have been delivered which include Food Hygiene, Hospitality, HGV, Work Skills, Health and Safety in Construction (CSCS), Security Guard and Chainsaw courses.
- Advertising about the projects continue in the press and radio. There have been a number of case studies in Cambrian News recently. The team is currently carrying out mailshot to all residential addresses in Ceredigion promoting all employability projects and support they can offer.
- Number of Participants accessing Employment Support over the last 3 years (April – March). Numbers during the pre-pandemic and current numbers to date.

	April 19 – March 20	April 20 – March 21	April 21 – 10/08/21
Number of participants gaining employment	56	51	61
Number of Citizens engaged in projects	188	172	98
Number of participants gaining qualifications	94	56	31

Has an Integrated Impact Assessment been completed? If, not, please state why – Information only

Summary:

Long term:
Balancing short term need with long term planning for the future

Integration:

Positively impacting on people, economy, environment and culture and trying to benefit all three

Collaboration:

Working together with other partners to deliver services

Involvement:

Involving those with an interest and seeking their views

Prevention:

Putting resources into preventing problems occurring or getting worse

WELLBEING OF FUTURE GENERATIONS:

RECOMMENDATION (S): Information only

REASON FOR RECOMMENDATION (S): Information only

**Contact Name: Elen
James**

**Designation: CLO Porth
Cymorth Cynnar**

Date of Report: 01 / 08 / 2021

Acronyms: Porth Cymorth Cynnar (PCC)
Pupil Referral Unit (PRU)
Recommendations (R1, R2 etc.)
HCT – Hyfforddiant Ceredigion Training
LLS – Lifelong Learning and Skills

APPENDIX

APPENDIX A

The link to the ESTYN report - <https://www.estyn.gov.wales/system/files/2020-08/Ceredigion%2520Pupil%2520Referral%2520Unit%2520en.pdf>

APPENDIX B

Support and Prevention Service

Case Study 1 – Early Intervention and Prevention of Mental Wellbeing in Schools

We teamed up with a local counselling voluntary organisation and the Schools service to propose a comprehensive 6 week psycho-educational programme for young people focussing on early intervention and strategically applied theoretical and evidence-based approaches that are proven to promote wellbeing and prevent mental health problems.

Programme Aims:

- To develop a culture of positive mental health and wellbeing across the whole school
- To increase awareness and reduce stigma of mental health and wellbeing
- To up-skill and empower young people to manage their own mental health and wellbeing
- To prevent mental health and wellbeing issues through early psycho-educational intervention

Young people were able to:

- Gain invaluable life-long skills in managing their mental health and wellbeing
- Manage challenging life events more effectively limiting disruption to education, attendance and behaviour.
- Gain skills to help develop a more positive mind-set.
- Feel more confident in themselves, their abilities and have improved self esteem and self worth.

Outcomes:

17 pupils from two secondary schools started the course on week 1 and completed pre-programme

75% of pupils said that after attending our programme they now have “lots of” or “some” skills to manage their mental health and wellbeing.

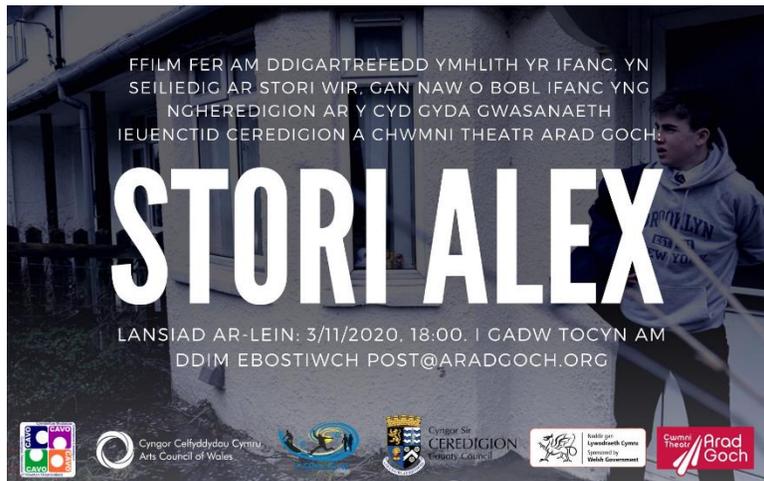
‘I believe that it has given me access to more techniques which I can use in order to improve my mental health.’ (young person)

We are now looking to continue the pilot within a Work Based Learning Environment.

Case Study 2 – Youth Homelessness

To promote World Homeless Day, young people from Penparcau Youth Club, who form the Aberystwyth Community Ambassadors Group, embarked on a new project in partnership with Arad Goch to create a short film in a bid to educate and raise awareness of youth homelessness. The project was funded by Ceredigion Association of Voluntary Organisations' (CAVO) Youth Led Grant Scheme and co-delivered by youth workers and partners.

The group researched the topic, discussed with local organisations, created a script, filmed scenes in and around Aberystwyth and edited and evaluated every stage of the project. The film was produced by young people, for young people under the support and supervision of local Theatre Company, Arad Goch. The project was also supported by drama pupils from Ysgol Gyfun Gymunedol Penweddig who participated and supported the production. The short film follows the poignant journey of a young person who faces family breakdown and subsequently homelessness, before finding support with a local organisation. <https://aradgoch.cymru/stori-alex/?lang=en>



Case Study 3 – Digital Youth Work (during lockdown)

- The youth service virtual activity programme engaged with a total of 74 young people in weekly sessions which include thematic areas such as healthy lifestyles, PE and wellbeing. Activities included cooking, yoga, quizzes and games, etc.
- Daily themes were shared on our social media pages for promoting healthy lifestyles, Physical Activity and wellbeing. The theme headings were cooking, mindfulness, brain teasers, exercise and arts and crafts. In total the daily themes averaged around 1,000 views per post on our social media platforms.
- We worked closely with Ceredigion Actif and Active Young People (Inspport/ Disability Sport Wales) to promote inclusive activity initiatives to target children and young people throughout lockdown.
- 66 young people in total registered for our virtual activities with parental consent in place. Covid-19 restrictions has had an impact on the reach and contacts of the

service, but the digital element has enabled us to maintain and grow our engagement with children and young people.

- Youth Council and our Young People's Forum 'Dewis' continued to meet throughout lockdown via Teams and Zoom. The Dewis group also worked in partnership with CAVO and a local business to distribute both the youth-led grant and the young people's bursary to children and young people that applied.
- Each of our practitioners in Support and Prevention have access to their own laptop and smartphone – which has enhanced and strengthened our virtual interventions and support for young people.

Case Study 4 – Post 16 Outreach and Transition Support

From April – September, we received a total 43 referrals for young people aged 16-24 who were NEET and screened 'Not ready for EET via our community employment team.

Since October, we have received a further 71 referrals for those in need of support. Our provision continues to be regular weekly contact via phone calls/ support via Teams ensuring that the most vulnerable young people are provided support with their emotional and mental health and wellbeing.

Essential wellbeing / doorstep visits have been undertaken whilst undertaking appropriate risk assessment to support young people who are at high risk and needing further support.

It has been incredibly challenging to maintain positive relationships with this cohort without the face to face element. However, many have been engaging well in virtual groups – and there is a clear need for us to provide a robust blended support as we develop through our adjustment phase processes.

Case Study 5 – Participation

The young person 'DEWIS' panel have recently re-established as a virtual panel and they have been successful in supporting the local voluntary association organisation (CAVO) with distributing the youth-led grant – which is a young-person led project that awards local businesses, organisations and charities to promote children and young people projects. 6 applications were awarded with grants to support projects around promoting mental health activities, wellbeing projects and training courses.

Case Study 6 – Mobile Youth Work

In July, 2020 Ceredigion Youth Service were awarded £99,000 by the National Lottery Community Fund to develop a mobile provision for children and young people.

“the aim of this project is to establish a mobile youth centre, extending our youth provision to rurally isolated areas in Ceredigion, providing bespoke programmes and flexible provision to engage with young people, particularly those who are disadvantaged, vulnerable and require support.

The project will provide a wide range of activities and opportunities for residents to access advice and support via workshops, taster sessions, information drop-ins and various clubs that will aim to promote education, health and wellbeing.

Children and young people have taken the lead in developing this project, with over 500 young people engaging in consultation over a three year period. They will continue to drive the project forward when we hope to officially open the service in September / October 2021.



Case Study 7 – A young person’s experience of support during Covid-19

“Going into the first lockdown I had no support and struggled massively. By the firebreak in October I was surrounded by support, including a youth worker. This has made a massive difference to my experience in lockdown. In the first lockdown I found it very easy to spiral and become unmotivated very quickly. Now that I have the support of a youth worker, my lockdown has been very different.

Through having a youth worker it has meant I have had opportunities to have a phone call or text whenever I want or need, I have been offered to go for a walk if needed and I was offered the opportunity to go into school several days a week during this lockdown. Being able to have these resources at my hands has meant that I have been able to cope emotionally during this lockdown, but also being able to stay on top of school work which also contributes to coping better emotionally.

Although these opportunities have had a significant impact on me as an individual during lockdown, it has also had a noticeable affect of the rest of my family who I live with. Through being able to access support for my mental wellbeing, the detriment to my family has been far less and areas in which they need support during lockdown have been identified and resolved.

Now that I have consistent support during lockdown, I am able to stay emotionally well allowing me to look after myself more effectively. Through enforcing meditative techniques during the week with a support worker, and having a check in several times a week with a youth worker I am now able to better manage myself and cope in a far healthier way. This allows me to then take my wellbeing into my own hands slowly with support and be able to still feel good in lockdown.

Another advantage to having a youth worker during lockdown, is being able to discuss the government announcements with someone when they sometimes come as a surprise and make me unsettled. The most beneficial part of having a youth worker in lockdown is having someone to text or call whenever, about anything but to also have someone checking in on me as sometimes picking up the phone is easier than it sounds. This then gives me the opportunity to raise any concerns or anxieties without having to specifically reach out, which isn't always easy for me.

Overall, I feel as though the support I have now been offered during this lockdown has had such a significant impact on me that I am able to continue to work hard towards what I want without significantly spiraling”.

APPENDIX C

Lifelong Learning and Skills have developed new brochure highlighting courses for learners and up skilling opportunities for business. This gives financial information to both learners and employers regarding any grants that are available to them at this current time. Please see link below.



LLS Booklet
July21.pdf

Employment Support Team have recently released a number of press releases and links are listed below. They have also carried out a number of TV and radio interviews highlighting the good work they are doing for the citizens of Ceredigion through various employment projects we deliver.

<http://www.ceredigion.gov.uk/resident/news/communities-for-workplus-participant-secures-job-as-a-hgv-driver/>

<http://www.ceredigion.gov.uk/resident/news/resident-supported-through-uncertain-times-to-secure-new-job/>

<http://www.ceredigion.gov.uk/resident/news/communities-for-work-plus-helped-resident-to-get-back-into-work/>

<http://www.ceredigion.gov.uk/resident/news/ceredigion-residents-supported-back-to-work/>

<http://www.ceredigion.gov.uk/resident/news/communities-for-workplus-support-ceredigion-resident-to-develop-professionally/>

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Cyngor Sir CEREDIGION County Council	
REPORT TO:	Cabinet
DATE:	September 2021
LOCATION:	Virtual
TITLE:	Additional Learning Needs strategy
PURPOSE OF REPORT:	To update cabinet on Ceredigion’s Additional Learning Needs strategy
REASON SCRUTINY HAVE REQUESTED THE INFORMATION:	Update on Additional Learning Needs
BACKGROUND:	
<p>The New Additional Learning Needs Code for Wales was issued in March 2021 with the intention to implement the new system from September 2021. However, the implementation programme has been revised due to the impact of the pandemic.</p> <p>The Additional Learning Needs and Education Tribunal (2018) Act Wales is a part of the wider education reform programme in Wales. This provides a new statutory framework for supporting children with additional learning needs (ALN), and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which schools, local authorities and other partners responsible for the delivery of services to children and young people with ALN must act. The Additional Learning Needs Code https://gov.wales/additional-learning-needs-code</p> <p>The aim of the new approach, as stated in the Code is as follows: <i>‘To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.’</i></p> <p>The new statutory framework is underpinned by the following 5 principles:</p> <ul style="list-style-type: none"> a) A rights-based approach where the views, wishes and feelings of the child, child’s parents/carers or young person are central to planning and provision of support. b) Early identification, intervention and effective transition planning. c) Collaboration where all involved work together in the best interests of the child or young person d) Inclusive education supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN. e) A bilingual system where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh. 	

CURRENT SITUATION:

Due to the significant impact of the pandemic the ALN implementation plan was further reviewed by the Minister in July 2021 to be as follows:

From 1 September 2021, the ALN system will commence exclusively for children of compulsory school age and below who:

- are newly identified as having an additional learning needs (ALN) following ALN Code processes, regardless of their setting - including those that may attend an EOTAS setting, an independent school or who are electively home educated;
- are detained;

From 1st January 2022, the ALN system will commence for children of compulsory school age and below who:

- attend maintained schools (including PRUs) in Nursery Years 1 and 2 and Year 1, Year 3, Year 5, Year 7 and Year 10) who have special educational provision via early years action / early years action plus or school action SA /school action plus SAP;
- Children who currently have special educational provision via a statement; are awaiting or are in the process of an SEN assessment; and those who are over compulsory school age, will not be included in the first year of implementation.
- The movement of children to the new system is spread throughout the year.
- Parents will not be able to request a move to the new system until 1st January 2022.

Local Authorities are still awaiting the final three-year implementation guidance, which is expected to be published early in the Autumn term. This delayed guidance, is impacting the certainty of advice we are able to deliver to schools, as well as the preparation we are able to undertake with our parents and support agencies.

Ceredigion's ALN Vision Statement:

To create a fully inclusive education system in Ceredigion, where Ceredigion learners are given the opportunity to succeed and have access to local education provision that meets their needs and enables them to participate in, benefit from and enjoy learning.

Ceredigion authority, like Welsh Government, believes that improving outcomes for children and young people with additional learning needs is everyone's responsibility. Accordingly, it works in partnership with schools, parents and other agencies to ensure that all children in Ceredigion, whatever their need, are valued, experience success in their learning, achieve their potential and personal goals and maximise their chances of a full and meaningful life.

At all stages Ceredigion will promote the independence and resilience of all pupils, so that they can lead dignified lives in their local community through the provision of sustainable and integrated services that support them. All services will be developed through the person-centred processes of collaboration and co-production, which emphasise facilitated discussion

about needs, outcomes and provision that consider views, wishes and feelings and are designed to avoid or resolve disputes and disagreements at an early stage.

Under the new ALN system local authorities have a duty to review the arrangements made by schools to meet the needs of learners with ALN. This guidance will outline Ceredigion Authority's principles and expectations for educating children and young people with Additional Learning Needs (ALN). It also provides clarity on what is expected of Ceredigion mainstream schools in meeting the needs of learners with ALN and will be reviewed by the authority. This document will form an integral part of the authority's framework for meeting the needs of all children and young people between the ages of 0 and 25.

Ceredigion is already well placed to implement many of the principles of the new ALN reforms:

- favouring mainstream education and inclusive provision;
- the availability of interventions and ALN provision through Welsh;
- person centred practice is already embedded in the majority of Ceredigion schools;
- our Resource Panel system will continue to be effective in considering schools' referrals for LA support and LA maintained IDP;
- an 'ALN Readiness survey' last term demonstrated that many of our larger schools are confident that they will be able to meet the statutory requirements;
- we have introduced a system of ALNCo Champions to further support our ALNCoS in ensuring they will be ready to meet the requirements of the ALN Act and Code;
- we have provided additional funding to schools to provide additional non-contact time for our ALNCoS, so that they have the time to implement the necessary changes during the transition period;
- our central staff team have set aside one day a week for focussed preparation work for the ALN system. This will continue this term;
- we have produced an ALN Toolkit for schools which should be finalised and shared by the 9th of September.
- Ceredigion has a well-established multi-agency forum for discussing and supporting pre-school children in Nursery settings and has sound transition processes from Nursery to school.
- Ceredigion has established closer links with staff from our FEI and share responsibility for specialist provision at post 19 (Camu Mlaen).

There are also some risks involved:

- the fact that we still have no clear guidance from Welsh Government regarding the specifics of the revised Implementation plan at the beginning of September means that we are having to delay our preparation work with school staff, parents and partner agencies;

- there have been many alterations to the implementation plans over the past three years which has led to uncertainty and lack of confidence;
- the increased work load for ALNCoS and school staff generally, from having to operate two different systems side by side, - alongside the many changes caused by COVID restrictions, should not be underestimated and is likely to lead to increased stress;
- the significant delay in Welsh Government’s publication of ALN training for mainstream teachers means that many are still not sufficiently aware of the increased responsibility that the ALN Act and Code places on them. Ceredigion awareness training has promoted that they will have responsibility for identifying the needs of their learners and providing inclusive provision, through differentiated teaching and standard interventions to meet their learning needs within the classroom. Where this is not effective, parents and learners have significantly increased rights to appeal to the Education Tribunal for Wales;
- school staff are also focusing on preparing for the reform of the New Curriculum for Wales. The close links between the curriculum reform and the ALN reform have not been sufficiently highlighted by Welsh Government which means that at times the curriculum reform has taken precedence over the ALN reform, although the ALN system is already statutory;
- the increased workload on the central ALN team, as a result of changes to the ALN system is heavy. We have been unable to recruit an educational psychologist and have had to recruit an educational psychologist in training who will be unable to start in the role until September 2022. We have had to readvertise the new post of IDP coordinator to write the LA maintained IDPs and to coordinate the provision and attend review meetings.

The new ALN system will operate in parallel to the SEN system, during the three-year implementation period. A review of the implementation plan and principles and expectations document will be provided, once the final implementation plan and information has been confirmed by WG.

Ceredigion’s Principles and Expectations document will be presented to cabinet in due course.

WELLBEING OF FUTURE GENERATIONS:	Has an Integrated Impact Assessment been completed? If not, please state why	No An ALN impact assessment will be completed following receipt of the final implementation plan.
	Summary:	
	Long term:	
	Integration:	
	Collaboration:	
	Involvement:	

	Prevention:	
RECOMMENDATION (S):		
For Information		
REASON FOR RECOMMENDATION (S):		
For Information		
Contact Name:	Meinir Ebbsworth Gillian Evans	
Designation:	Corporate Lead Officer School Services Corporate Manager for ALN, Inclusion and Wellbeing	
Date of Report:	September 2021	
Acronyms:	ALN- Additional Learning Needs SEN – Special Educational Needs ALNCO- Additional Learning Needs Coordinator IDP – Individual Development Plan	

Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 20 September 2021

LOCATION: Virtual

TITLE: GCSE and A Level results award process 2021

PURPOSE OF REPORT: For information

REASON SCRUTINY HAVE REQUESTED THE INFORMATION: For information

BACKGROUND:

It was announced in November 2020 that the traditional GCSE and A Level external examinations would not take place in the Summer of 2021. Instead, an independent panel group comprising Secondary Headteachers and other partners was put together to devise a consistent national approach for awarding examination grades for the Summer of 2021.

The system for 2021 has not simulated the system for the Summer of 2020. Instead, pupils were regularly assessed on the content of the examination specifications from March until the end of May. All secondary/all-through schools had to:

- present a detailed assessment programme to the Welsh Joint Education Committee for its approval;
- adapt and create new assessments and appeals policies;
- provide a training programme for staff on themes such as trends and data protection;
- deliver individual subject assessment programmes;
- prepare appropriate timetables, assessments and marking schemes;
- undertake the marking and moderation of all assessments;
- keep a detailed record of evidence of pupils' achievement in all assessments and all subjects
- ensure strong accountability arrangements
- enable and lead on the appeals process
- present an explanatory document to the Welsh Joint Education Committee illustrating the pattern of results compared to patterns in the past

The Welsh Joint Education Committee set thresholds where they would wish to have professional conversations with schools if interim results exceeded those thresholds. There were no professional conversations between the Welsh Joint Education Committee and any of Ceredigion's secondary/all-through schools.

The above work was substantial and intensive in a very short period of time. We are extremely thankful to Headteachers, leadership teams, teachers and school staff for their excellent professional work in supporting our pupils during this time.

Although it is not possible to compare this year with last year, the table below notes both years, for information only.

GCSE Results

Dangosydd ~ Indicator	2020	2021
Capped 9	392	386
5A*-C (Iaith a Mathemateg/Language and Maths)	68.8	67.7
5A*-G	94.8	95.9
5A*-A	29.3	33.8
Maths gorau ~ Best maths	72.9	72.8
Maths	71.4	70.8
Rhifedd ~ Numeracy	68.0	68.0
Cymraeg ~ Welsh	82.1	81.6
Saesneg ~ English	73.8	75.1
Gwydd ~ Science	76.8	74.8

A Level Results

Dangosydd ~ Indicator	2020	2021
3A*-C	75.6	79.1
3A*-A	27.2	35.4

TotPoints	855	~
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WELLBEING OF FUTURE GENERATIONS:

Has an Integrated Impact Assessment been completed? If, No not, please state why
Summary:
Long term:
Integration:
Collaboration:
Involvement:
Prevention:

RECOMMENDATION(S):

For information

REASON FOR RECOMMENDATION (S):

For information:

Contact Name: Meinir Ebbsworth
Designation: Corporate Lead Officer - Schools
Date of Report: 1st September 2021
Acronyms:

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Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 20 September 2021

LOCATION: Via videoconferencing

TITLE: Estyn Letter – Summer Term 2021

PURPOSE OF THE REPORT: For Information

REASON THE COMMITTEE HAS REQUESTED THE INFORMATION:

BACKGROUND:

In November 2020, Estyn held a virtual meeting with the Schools and Culture Department's officers, to evaluate our work in supporting schools during the Covid pandemic. Estyn subsequently outlined its findings in a letter, which was presented to this committee, to Cabinet and to the Audit Committee. Estyn also compiled a composite national report, which contained specific recommendations.

In May 2021, Estyn held a second meeting with every Local Authority and focused on our work in response to the national report's recommendations. Estyn sent a letter to the Chief Executive on 16 July 2021, outlining our work in those areas.

WELL-BEING OF FUTURE GENERATIONS:

Has an Integrated Impact Assessment been completed? If not, please state why

Summary:
Long term:
Collaboration:
Involvement:
Prevention:
Integration:

RECOMMENDATION:

To note the contents of the letter received from Estyn

REASON FOR THE RECOMMENDATION:

Contact Name:

Meinir Ebbsworth

Designation:

Chief Education Officer

Date of Report:

22.7.21

Acronyms:

|

16.07.21

Dear Eifion Evans,

The purpose of this letter is to provide you with an overview of the progress you have made in relation to recommendations from the overarching thematic report we published in January. The narrative reflects the information and views you shared with our link inspectors during their engagements with you throughout the term,

The thematic identified five recommendations for the Welsh Government and recognised that a whole system approach was needed to address these. The first three recommendations were more immediate and urgent in nature, whilst the last two recommendations will take longer to address. From our discussions with you, feedback from learners and our engagement work with schools, it is clear that, through collaboration, progress was made across Wales in equipping schools and learners to provide better remote learning experiences during the second lockdown.

In line with our new approach for thematic reports, we will be writing to the Welsh Government in early 2022 to seek feedback on the work they have done to address the recommendations we made to them.

We hope you will find this summary a helpful affirmation of the work that you have done to support your learners and learning communities during the last six months.

R1 Urgently address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity

The authority has continued to provide pupils with technology equipment during the second lockdown. It has refined its provision by adapting the equipment's settings so that it works smoothly away from school sites. This means that the process of releasing equipment from schools to homes is quicker and more expedient than during the first lockdown. The authority used the Ed Tech grant to purchase around 2,800 new devices and 65 Mi-Fi devices, which were distributed to pupils that needed them. A device was provided successfully to all families that requested them through the school. The authority has prepared acceptable use agreements and shared these with schools to be distributed with the equipment. In addition to providing equipment to families that needed devices, the authority provided a comprehensive training programme to raise the skill levels of staff and pupils.

There are a very few areas in Ceredigion where there is no mobile telephone signal, which means that Mi-Fi equipment does not work either. Pupils who live in these areas were offered the opportunity to attend their school to work face-to-face with adults, or to receive paper packs to work on at home.

The authority has recently conducted an audit of what equipment schools would need should there be another lockdown. This audit has identified the need to provide visualisers for teachers to be able to model work when delivering remote teaching. On the basis of the audit, the authority also intends to provide equipment to all pupils, rather than one piece of equipment per home, in addition to headphones to enable them to concentrate on lessons.

Looking to the future, Ceredigion has plans in place to offer devices to families on a three-year repayment agreement.

R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs

The authority has a good overview of the situation in schools, including the nature and success of learning experiences provided by schools and pupil engagement. It has a sound grasp of the training needs of school staff. It conducts engagement calls with headteachers around every three weeks and asks about the nature of the sessions in all classes, the timetables and differentiation.

Engagement calls were conducted with a pastoral ethos as advisers focused on the quality of remote learning experiences and pupil engagement. Schools were signposted to the authority's comprehensive information and communication technology (ICT) programme on its Ceredigion Accelerated Learning Programme website, to promote staff and pupils' skills. For example, there were training packages of a high standard available online for a wide range of suitable software to support remote teaching and learning. The authority noted their questionnaires show that schools appreciate the online training package and useful webinars on how to teach blended lessons and assess pupils.

The authority has a sound awareness of staff training needs through regular engagement. It has offered weekly upskilling sessions to its staff, tailored to their needs, throughout the lockdown period. The authority is aware of who attended each training session, and advisors signposted schools to some specific training sessions, where appropriate. Officers monitored the level of engagement over time at individual school level. Although there is a feeling that some learners had begun to lose interest by the end of the first lockdown, engagement during the second lockdown was significantly better. Several schools are able to demonstrate 100% engagement during the lockdown, and all schools engaged with homes when pupils did not complete work or attend sessions. The additional learning need (ALN) units and the pupil referral unit were open to all pupils throughout the second lockdown, and attendance levels were consistently good.

Education officers add packages of subject and cross-curricular resources to their 'Carlam' website regularly. The packages support schools as they focus on skills, but in interesting and exciting contexts.

Recently, since leaving ERW, the authority has created a Ceredigion resources page online, which acts as a hub for its professional learning offer. It is very aware of staff wellbeing and is careful not to inundate the workforce with too many broad choices in 2021-22. Therefore, the offer is focused on four sections, namely skills, wellbeing, curriculum development and supporting ALN reform. The website includes relevant training resources for the four sections, with a range of resources to support and model. All training videos that have already been used are kept in a repository so that they can be used for new training in the future or as a quick reminder for staff.

R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals

The authority ensures that school support advisers are aware of the funding received by all schools and know how it has been used. They also ask headteachers for an explanation and justification of expenditure as a result of the additional funding.

During school leader forums, headteachers have been given opportunities to share ideas and plan their use of the grants jointly. At the beginning of the second lockdown, secondary schools saw value in employing teachers for specific hours in several areas to tackle the needs within their schools. For example, one secondary school employed three teachers on various part-time contracts to target health and wellbeing through physical education, additional academic support for transitioning pupils and numeracy interventions for pupils in key stages 3 and 4.

School leaders have expressed their appreciation for the authority's arrangements to increase the capacity of schools to support the wellbeing of vulnerable pupils and develop their social skills. Since September, the authority has allocated behaviour assistants, youth workers, youth justice workers and leisure centre staff to work in secondary and all-age schools.

Overall, schools saw the need to strengthen oracy, and Welsh oracy skills in particular. In response to this, education officers prepared resources to support the promotion of Welsh oracy. These include virtual 'Language Class' oracy resources, created and shared to rebuild pupils' oracy skills and increase their confidence in using the language. Resources are varied and useful. Their engagement with schools shows that some qualitative evidence in recent weeks has identified that pupils are beginning to 'regain' their Welsh. There were no instances of pupils changing their medium of education during lockdown.

Schools were encouraged to prioritise the social skills of the youngest pupils. Several schools succeeded in halving their class sizes due to the additional funding that was received through grants. In their smaller groups, their oral skills were targeted, and schools worked closely with the Healthy Schools team to target free play with the youngest pupils. Programmes are in place to develop the effectiveness of the Incredible Years programme, the use of outdoor areas and listening skills further.

Ceredigion had already established the innovative e-sgol provision before the pandemic. This provision offered remote lessons, and one of the original objectives was to broaden the choice for A-Level pupils in Ceredigion. During the pandemic, this resource has been used to enrich the education of pupils in Ceredigion and across Wales. Ceredigion secured tutors for pupils in years 11 to 13 across 10 subjects, which were offered bilingually where possible. As part of the offer, 300 A-Level pupils attended revision sessions across 4 subjects in both languages in Ceredigion, and 3,000 attended nationally. Plans are in progress to organise similar events from January 2022 onwards for a wider range of subjects and at GCSE level.

R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils

Officers have used wellbeing questionnaires and data from the Children's Commissioner's questionnaire to evaluate the physical health and mental health of pupils across the county. They add to this information with information gathered during engagement calls. Officers are able to support schools to escalate to other services where necessary, for example through the Early Support Portal.

Scrutinising child protection referral data allows officers to identify patterns and prepare support resources. Referrals to specialist services have increased since the first lockdown, particularly in mental health and wellbeing, and domestic violence. Although the authority has provided online counselling sessions, it was realised that it was not ideal for pupils to receive their sessions at home. Since face-to-face sessions have resumed, the number that receive counselling has more than doubled, with around a third of this number already on the waiting list. The authority is working proactively to resolve the situation by providing early interventions before counselling is needed, for example, through using schools' 'hafan' (nurture room) provision purposefully to support the wellbeing of identified groups of pupils. The use of ELSAs (Emotional Literacy Support Assistants) is also a successful feature of wellbeing provision. The education psychology service has produced a training programme on supporting wellbeing in the classroom, which is a 6-hour programme based on psychology that is part of the ELSA programme. By the end of the summer term, 88% of schools in Ceredigion will have at least one ELSA in post. In the meantime, they are providing support to schools by sharing good practice through video conferencing. A summary of the 'Coronavirus and me 2¹' questionnaire was produced, which shared the main points with schools. Resources have been produced to respond to the concerns that were identified in the questionnaires and have been shared with all schools.

Officers keep a detailed and up-to-date database of any instances of low attendance. The inclusion team works closely with families to encourage pupils to return to school. It has succeeded in significantly reducing the number of pupils who had not returned to school.

The authority focuses on promoting pupils' physical health in three ways: by training schools in physical literacy, working with partners to prioritise their work on play in primary schools and mental health in secondary schools, and by promoting the use of outdoor areas. It also promotes pupils' physical and mental health by preparing cross-curricular packs for schools. These packs include videos of ideas for physical activities, messages from celebrities to inspire pupils to take part in physical activity, and many ideas for schools to get pupils fit and active. It also focuses on the whole-school framework for Mental Health and Wellbeing. It has provided a summary of the framework on mental and emotional wellbeing and has presented it to internal staff and professional partners that work with schools.

The authority also offers an online wellbeing programme, which provides guidance to all members of staff in all schools on how to take care of their own wellbeing.

¹ Coronavirus and Me: A second nationwide survey of the views and experiences of children and young people in Wales, January 2021. Children's Commissioner for Wales.

A5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

The education service's evaluation and planning procedures are thorough and rigorous. They are structured in three tiers, which each sub-tier completing a self-evaluation process that feeds the next tier. Headteacher questionnaires are an important part of the process, which are given detailed attention as evidence and are a focal point for the planning process. For example, feedback from headteachers shows that some schools need more support with pupils for whom English is an additional language (EAL). By scrutinising information from the self-evaluation, the authority was able to organise an EAL network between these schools.

The service evaluates the effect of policies and practices that were developed recently when monitoring progress each quarter. The service's resources are allocated and provided to support departments' priorities.

As a result of the success of providing online training since the first lockdown, a training programme is provided virtually with a comprehensive menu for staff training days in place for the summer and autumn terms. There is a strong focus on preparing schools for the new curriculum. The secondment of the Curriculum for Wales Co-ordinator has been extended for an additional year to ensure continuity and progression in the work that schools had already begun. The aim is to increase momentum by creating Areas of Learning and Experience (AoLE) networks and fund an 'idea powerhouse' for each AoLE. This is supported further by providing a 'Coaching and Mentoring' learning programme for primary and secondary senior leaders as a model of promoting, encouraging and continuing to develop teaching and learning in all schools.

Thank you for your work and for your ongoing professional dialogue with our inspectors.

Regards,



Jassa Scott
Strategic Director

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Cyngor Sir CEREDIGION County Council	
REPORT TO:	Scrutiny Committee
DATE:	20th of September, 2021
LOCATION:	Virtual Meeting
TITLE:	An update on the Authority's support for Schools as they prepare to implement Curriculum for Wales
PURPOSE OF REPORT:	For your information
REASON SCRUTINY HAVE REQUESTED THE INFORMATION:	
BACKGROUND:	
<p>It has been over six years since the Welsh Government decided to commission Professor Graham Donadson to review the Welsh Curriculum and Assessment Arrangements. That was the start of the journey to produce a new curriculum for schools in Wales.</p> <p>Since the government agreed to adopt the 68 recommendations in Professor Donadson's report, Successful Futures, huge investment has been made to release teachers to create a new curriculum. The final version of the curriculum was published at the end of January last year. The intention was to give schools adequate opportunity to familiarise themselves with the principles and content and to experiment with its delivery, before the curriculum became statutory in September 2022. Unfortunately, however, Covid has partially disrupted that intention.</p> <p>In response, it was announced this summer that the curriculum will continue to become statutory for all primary school years in 2022, but will be phased in secondary in 2023, with years 7 and 8 receiving the new curriculum first and then as they move through the School the new curriculum will travel with them.</p>	
CURRENT SITUATION:	

Due to Covid, a change in the ALN Act and preparation for the adoption of a new curriculum, schools are undoubtedly facing the biggest period of change ever seen in the history of education in Wales.

As a Schools Department we are well aware of the pressures on schools and are doing all we can to support them as they transform their provision to meet the new expectations.

We provide the following support to schools:

1. The secondment of our **Curriculum Co-ordinator for Wales**, Catrin Thomas, Headteacher of Aberaeron Primary School, was extended for an additional year as it had been challenging for her to carry out her work in line with the original plans due to Covid. Her work programme was adapted last year so that it could continue to drive the Curriculum for Wales agenda virtually. She ran regular bite size virtual training which was a very effective way of continuing to focus on the principles and elements of the new curriculum, namely the four purposes, the six areas of learning and experience, the cross-curricular skills and mainly the twelve pedagogy principles. On a weekly basis schools received a menu of the training available, see example below.



Cwricwlwm i Gymru
Curriculum for Wales



Wythnos - Week 22-26.2.21		
Dyddiad Date	Cynulleidfa/ Audience	Hyfforddiant/ Training: Ymuno/ Join Sianel CiG Tim Athrawon Ceredigion TEAMS CFW Channel
22.2.21 4-4.30pm	Athrawon a chynorthwyr	All-gydio yn CiG: Prif Egwyddorion ac athroniaeth CiG: Pam? Sut? Beth? Pryd? Cofrestru yma
22.2.21 2-2.30pm		
24.2.21 2-2.30pm	Teachers and Support staff	CfW Refresher: Core principles and philosophy of CfW. Why? How? What? When? Cofrestru yma/ Register here
24.2.21 4-4.30pm		
24.2.21 10-11am	Athrawon (Cymraeg)	Cyd-gerdded drwy Addysgeg: Rhaglen 12 sesiwn pythefnosol yn ymgysgu ymgyddo â'r 12 egwyddor addysgeg yn defnyddio adnodd 'Egwyddorion Rhagoriaeth' ERW. Cofrestru yma
25.2.21 4-5pm	English next week.	

Am wybodaeth pellach cysylltwch â/ For further information contact: Catrin.thomas@ceredigion.gov.uk

The delivery method has been extremely effective as school staff were able to access the training despite the pandemic and as the sessions were not lengthy, staff were able to join with little impact to their normal working days. The sessions were available in both languages and were repeated to provide more engagement opportunities.

In addition, Catrin provides one-to-one support to school leaders in relation to curriculum development within their settings. She also keeps her finger on national developments and cascades relevant information with the department and schools.

The **Curriculum Co-ordinator for Wales** also leads the **Areas of Learning and Experience networks**. The main purpose of the Areas of Learning and Experience networks is to develop models of planning approaches that will be introduced as learning 'chapters' for Ceredigion schools. The learning 'chapters' will be broadly based on the concept of 'Cynefin' and the development of a local curriculum, a 'taste of our locality'. We trust that the learning chapters will exemplify how to deliver the new curriculum in a cross-disciplinarily manner and this will give schools confidence in designing their own curriculum, which is one of the main expectations of the new curriculum.

2. The **Ceredigion Advisory Teacher Team** has designed and started to provide **training on the Areas of Learning and Experience** at two levels. Last summer tier one training was delivered, namely training focusing on familiarising with the structure of the Areas of Learning and Experience, and then this term the tier two training will focus on looking in more detail at specific aspects of the Areas of Learning and Experience.

All of the tier one training sessions have been recorded in both languages so that schools have continued access to them. Tier 2 training will be introduced as videos so that schools can access them on training closure days in line with their local arrangements.

The Covid cloud has ensured significant advances in skills and use of a wide range of ICT resources for teaching and for promoting the continuous Professional Development of our workforce. One resource that has been developed by the Ceredigion Advisory Teachers Team led by Kay Morris, our Senior Information Technology Advisory Teacher, is the Ceredigion Resource Website which sits on the Hwb platform.

The website has three parts;

1. **The Professional Learning Offer**, where the training and continuing professional development opportunities the department offers to our schools for the current year are listed.
2. **Resource Treasures**, a library of websites, ready-made teaching resources and videos of training that have already taken place.
3. **Sharing Practice**, a collection of case studies that demonstrate and share good practice.

3. **Secondary Secondment.** The Authority has seconded Gareth Evans, Bro Teifi's Deputy to a part-time role, as Enquiry and Research Co-ordinator. The aim of this role is to lead on a range of professional research and enquiry opportunities for Ceredigion school staff. It supports schools to further develop as 'Schools as Learning Organisations' by embedding the principles of organisational research, enquiry and collaboration as a basis for promoting improvement. As a means for carrying out the work, the Cadwyni Initiative has been established. Cadwyni is a vehicle for ensuring effective and meaningful collaboration and networking between practitioners and between schools to develop provision and standards. It draws together schools with similar priorities and interests to overcome challenges. It deepens partnerships at a time of great change and ensures valuable links between schools of all backgrounds and sizes. The use of research is central to Cadwyn's work but also, the forum provides a platform for sharing the output of the work across schools.

We provide regular opportunities for our schools to voice their needs and to express their opinions regarding the quality and nature of the support we provide. This is done in a variety of ways, e.g. questionnaires, one-to-one sessions with head teachers etc, and due to their feedback we are confident that we are meeting the requirements of our schools.

The Welsh Government's strategic document 'The Journey towards 2022,' which sets out the common expectations of what the delivery of the curriculum means for practitioners, schools and settings from 2022, is being revised by the end of September in terms of requirements and milestones. Ceredigion's plans will be adapted in accordance with the requirements of that document.

Despite the scale of the challenges they currently face, we are confident that we are offering support that will ensure that all schools successfully incorporate the changes underway.

WELLBEING OF FUTURE GENERATIONS:	Has an Integrated Impact Assessment been completed? If, not, please state why		No - for information only.
	Summary:		
	Long term:		
	Integration:		
	Collaboration:		
	Involvement:		
Prevention:			
RECOMMENDATION (S):			

For information

REASON FOR RECOMMENDATION (S):

Contact Name:	Mary Davies
Designation:	Corporate Manager for School Improvement
Date of Report:	September, 2021
Acronyms:	

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**Minutes of a Meeting of the
LEARNING COMMUNITIES OVERVIEW & SCRUTINY** held remotely by video-
conference on Thursday, 27 May 2021

PRESENT: Councillor Wyn Thomas (Chairman), Councillors Bryan Davies, Euros Davies, Marc Davies, Odwyn Davies, Rhodri Davies, Endaf Edwards, Keith Evans, Paul Hinge, Hag Harris, Gwyn James, Alun Lloyd Jones, Mark Strong, Lynford Thomas and Ivor Williams

Also in attendance: Councillor Rhodri Evans, Gareth Lloyd, Catrin Miles, Catherine Hughes and Ray Quant (Cabinet Members)

Officers in attendance:- Mrs Meinir Ebbsworth, Corporate Lead Officer – Schools, Mrs Non Davies – Corporate Manager – Culture Services, , Mr Silyn Roberts – Challenge Advisor, Mrs Menna Jones – Senior Athro Bro ,Mrs Lisa Evans, Scrutiny and Standards Officer and Mrs Dana Jones, Democratic Services and Standards Officer

(10:00am – 12:10pm)

1 **Apologies**

Councillor John Adams- Lewis and Meirion Davies apologised for their inability to attend the meeting

Councillor Alun Lloyd Jones and Ivor Williams would be leaving the meeting early due to prior commitments.

2 **Personal**

The new chair, Councillor Wyn Thomas thanked the previous chair, Councillor Endaf Edwards on his work during his term and to Mrs Lisa Evans, Democratic and Standards Officer for her support, especially in attending ERW meetings. The new chair also thanked both and wished Councillor Thomas well in the forthcoming year.

The Chair also wished Councillor Paul Hinge well as Chairman of the Council.

Mr Mike Hayes and Mr Gari Jones from ESTYN were welcomed to the meeting as observers.

2 **Disclosures of Personal/Prejudicial Interests**

None.

3 **A verbal update in relation to support for the Schools Service during the COVID 19 period**

The Corporate Lead Officer- Schools updated Members with the position of the school service during the Covid19 period and in particular the wellbeing and mental health of pupils. The following information was provided in a presentation :-

- Update
- Centre Determined Grades
- Supporting Pupils
- A taste of the work targeting specific skills
- Physical Health

Thanks were expressed to all staff in the schools during this challenging time and the provision provided online to teach pupils.

4 **Music Service: Using Virtual Provision in Future**

It was reported that since the first lockdown in March 2020 Ceredigion Music Service had continued to deliver instrumental/vocal lessons on the Microsoft Teams platform with the aim of ensuring that pupils continued to engage with tutors and demonstrated progression on their musical learning journey.

The service was the first in Wales to deliver virtual lessons and as such demonstrated sector leading practice which resulted in the Service, guided by Gareth Lanagan from the e-sgol project, providing training and assistance to other music services across Wales. The Music Service staff worked tirelessly to adapt to new ways of working, learning to use the different platforms needed to deliver online lessons – eg Flip Grid and Teams. The virtual provision ensured that pupils were able to continue to engage - with approximately 55% of pupils continuing with their studies.

Members were informed that Securing a virtual provision throughout the period March 2020 to March 2021 had been a major accomplishment for the Service. Other Local Authorities in comparison drastically reduced their provision with some discontinuing all Music Service provision during periods of lockdown.

Numbers:

665 pupils were able to access tuition during the year

Strings	91
Woodwind	144
Brass	139
Piano	135
Percussion	53
Vocal	64
Harp	14

In comparison numbers for the previous year were as follows:

Strings	356
Woodwind	196

Brass	315
Piano	57
Percussion	104
Vocal	98
Harp	55

In reviewing the past year and planning for the future the Service acknowledged the following merits and challenges of a virtual provision:

Merits

- The Music Service was able to continue to engage with pupils
- Continuity and progression for pupils
- Experimenting with innovative ideas such as the Virtual Peri Tour – an introduction to instrumental/vocal lessons with large numbers of pupils able to be reached in one session
- Savings in terms of budget and time spent travelling from one location to another
- The West End of Wales project has demonstrated how online performances could serve to promote the Music Service and reach new audiences

Challenges

- Internet connection including poor sound quality can cause issues for pupils and tutors
- Difficulties in tuning instruments – stringed instruments in particular
- Difficulties in providing accompaniment as a result of online delay
- Difficulties in repairing instruments
- Absence of group/ensemble/concert work and the associated social interaction which encourages progression
- Difficulties for beginners without the necessary initial practical tuition and demonstration
- Creating online performances such as the West End of Wales project performances requires a high degree of technological input and external expertise

Factors being considered in moving forward

It was reported that acknowledging that the Service has adapted well and had explored new and innovative ways of delivering its provision the Music Service and the Corporate Manager for Culture would consider the following in moving forward:

- When safe and purposeful to do so recommencing face to face provision in schools would enable the Service to rebuild numbers to pre-pandemic levels and re-establish school ensembles

- Virtual provision could be offered to schools at certain times as a trial in in the first instance. This would help with timetabling issues which result from other school activities such as school trips, GCSE and A Level examinations etc.
- Virtual provision could enable the Music Service to reach the wider community e.g. Care Homes, Rural Community Groups, Hospital Wards. Pre-recorded performances or live streamed performances by individuals or ensembles could be made available as lunchtime or evening concerts
- A series of pre-recorded demonstrations similar to the Virtual Peri Tour could be created and made available to schools or parents enabling the Music Service to reach out to a greater number of potential pupils
- To enable the service to deliver a high quality virtual provision it would need to overcome some of the connectivity issues and invest in key equipment.

In conclusion it was reported that virtual provision in terms of one to one tuition and performances could and would continue to be used in the future – particularly as the threat from further Coronavirus-19 outbreaks continues. Whilst virtual provision had been successful, it cannot however replace the impact and importance of face-to-face tuition. The Music Service would therefore look to develop a blended model for the future, combining virtual and face-to-face provision to ensure the best possible learning experience for its pupils.

Following questions from the floor, it was AGREED to note the report presented and to congratulate the service on their achievement and enthusiasm during this difficult time.

5 Partnership Agreement between LA and Schools 2021-24

It was reported that Section 197 of the Education Act 2002 is a Wales only provision that empowers the Welsh Government (“WG”) to require that local authorities form a partnership agreement with the governing body of all schools that are maintained by the authority. The purpose of a Partnership Agreement is to enhance and sustain partnership working between the LA and schools.

The Partnership Agreement specifies the arrangements for the review of the agreement and must be reviewed every 3 years.

The proposed Partnership Agreement between the LA and schools is for September 2021 until August 2024.

The main changes in the document were summarised as follows:

- Changes in Ceredigion contacts/ contact details
- Changes due to change in legislation e.g. ALN Transformation/ GDPR etc
- Changes in School Improvement arrangements due to Ceredigion withdrawing from the ERW consortium

Section 2 of the Partnership Agreement may be further adapted during the period of the Agreement in accordance with the Welsh Government's 'School Improvement Guidance: Framework for Evaluation, improvement and Accountability.'

Following questions from the floor, it was AGREED to recommend that the Partnership between the LA and Schools 2021-24 be for Cabinet approval.

6 Welsh in Education Strategic Plan 2022-32

The CLO Schools provided Members with a breakdown of the process of Implementing the WESP, to include the democratic and consultation process. It was reported that the Welsh in Education Strategic Plan was a 10 year plan for 2022-2032 and would be submitted to the Welsh Government by 31 January 2022. It was required to plan according to 7 statutory outcomes to develop and strengthen the position of the Welsh language within education.

Outcome 1: More nursery children/ three year olds receive their education through the medium of Welsh

Outcome 2: More reception class children/ five year olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

The CLO-Schools provided Members with an update on the position of Ceredigion Schools on each of the above outcomes and the data to support the current and future positions.

Following a detailed presentation and questions from the floor, it was AGREED to recommend to Cabinet that the plan be sent out to public consultation.

7 To confirm the Minutes of the meeting held on 11 March 2021 and to consider any matters arising from those Minutes

It was AGREED to confirm as a true record the Minutes of the Meeting of the Committee held on 11 March 2021

8 To consider the Overview and Scrutiny Forward Work Programme

It was AGREED to note the Forward Work Programme presented subject to the following:-

A report on the feedback of the consultation on the Welsh in Education Strategic Plan 2022-32 in the November meeting.

Confirmed at the Meeting of the Learning Communities Overview and Scrutiny Committee held on 1 September 2021

Chairman: _____

Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 20 September 2021

LOCATION: Virtual Meeting

TITLE: Draft Forward Work Programme 2021/22

PURPOSE OF REPORT: Review the current work programme of the Committee

REASON SCRUTINY HAVE REQUESTED THE INFORMATION: The forward work programme of the Committee is reviewed and updated at each meeting

BACKGROUND:

Overview and Scrutiny Committees oversee the work of the Council to make sure that it delivers services in the best way and for the benefit of the local community.

The role of Overview and Scrutiny is to look at the services and issues that affect people in Ceredigion. The process provides the opportunity for Councillors to examine the various functions of the council, to ask questions on how decisions have been made, to consider whether service improvements can be put in place and to make recommendations to this effect.

Scrutiny plays an essential role in promoting accountability, efficiency and effectiveness in the Council's decision making process and the way in which it delivers services.

The main roles of the Overview and Scrutiny Committees:

- Holding the cabinet and officers as decision-makers to account
- Being a 'critical friend', through questioning how decisions have been made to provide a 'check and balance' to decision makers, adding legitimacy to the decision making process
- Undertaking reviews of council services and policy
- Undertaking reviews to develop council services and policies
- Considering any other matter that affects the county
- Ensuring that Ceredigion is performing to the best of its ability and delivering high quality services to its citizens
- Assessing the impact of the Council's policies on local communities and recommending improvement
- Engaging with the public to develop citizen centred policies and services

Effective Overview and Scrutiny can lead to:

- Better decision making
- Improved Service Delivery and Performance
- Robust Policy Development arising from public consultation and input of independent expertise
- Enhanced Democracy, Inclusiveness, Community Leadership and Engagement
- Adds a clear dimension of transparency and accountability to the political workings of the Council
- Provides an opportunity for all Members to develop specialist skills and knowledge that can benefit future policy making and performance monitoring processes
- Creates a culture of evidence based self-challenge

CURRENT SITUATION:

Questions to consider when choosing topics

- Is there a clear objective for examining this topic?
- Are you likely to achieve a desired outcome?
- What are the likely benefits to the Council and the citizens of Ceredigion?
- Is the issue significant?
- Are there links to the Corporate Strategy
- Is it a key issue to the public?
- Have the issues been raised by external audit?
- Is it a poor performing service?

Choosing topics

Overview and Scrutiny Committees should consider information from the Corporate Strategy, Improvement Plan, Strategic Plan, Service Plans, the Corporate Risk Register, budget savings – proposals and impact, Quarterly Corporate Performance Management panel meetings and departmental input in choosing topics and designing their Forward Work Programmes, as well as any continuing work.

RECOMMENDATION (S):

To review and update the current Forward Work Programme.

Contact Name:	Lisa Evans
Designation:	Scrutiny and Standards Officer
Date of Report:	13/9/2021
Acronyms:	FWP – Forward Work Programme

Overview and Scrutiny Draft Forward Work Programme 2021/22

Committee	Item (description/title)	Invited Speakers	Purpose i.e. monitoring, policy, recommendation
Learning Communities			
27 May	Welsh in Education Strategic Plan Use of virtual provision in the future Partnership Agreement between LA and Schools 2021-24	Silyn Roberts Meinir Ebbsworth/Non Davies	
20 September	Curriculum for Wales Additional Learning Needs Strategy Update on the Lifelong Learning and Skills Service and the Prevention Support Service Estyn Progress Report GCSE and A Level results award process 2021	Gillian Evans Elen James Meinir Ebbsworth Meinir Ebbsworth	
25 November	Report on the GCSE and Higher Level examination results feedback of the consultation on the Welsh in Education Strategic Plan 2022-32	Meinir Ebbsworth Silyn Roberts	

<u>2022</u>			
24 February Budget Preparation 1:30pm	Budget		
2 March	Child Sufficiency Assessment	Carys Davies	
Future meetings	Play Sufficiency Assessment	Cathryn Morgan	
Workstreams	Standards and Schools ALN, Inclusion & Wellbeing Porth Cymorth Cynnar, Community Wellbeing & Learning	Meinir Ebbsworth Gillian Evans Elen James	