

# Public Document Pack



Cyngor Sir  
**CEREDIGION**  
County Council

Neuadd Cyngor Ceredigion, Penmorfa,  
Aberaeron, Ceredigion SA46 0PA  
[ceredigion.gov.uk](http://ceredigion.gov.uk)

3/5/2024

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 HYBRID - NEUADD CYNGOR CEREDIGION, PENMORFA, ABERAERON / REMOTELY VIA VIDEO CONFERENCE on Thursday, 9 May 2024 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. **Update on the work of the Mid Wales Education Partners (MWEP)**  
**(Pages 3 - 12)**
4. **Partnership Agreement between LA and Schools 2024-27 (Pages 13 - 58)**
5. **Update - Sgiliau Bywyd Sgiliau Gwaith & Multiply (Pages 59 - 64)**
6. **Ceredigion Youth Council Meeting Minutes (02.02.24 and 20.03.24)**  
**(Pages 65 - 160)**
7. **Update from the Learning Communities Overview and Scrutiny Workstream (Pages 161 - 168)**
8. **To elect a Vice-Chairman for the Committee for the 2024/25 municipal year, with effect from 17 May 2024.**
9. **To confirm minutes of the previous meeting and to consider any matters arising from those Minutes (Pages 169 - 174)**
10. **To consider the draft Forward Work Programme (Pages 175 - 178)**

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 of meeting:** 9<sup>th</sup> May 2024

**Title:** Update on the work of the Mid Wales Education Partners (MWEP)

**Purpose of the report:** For information

**Reason Scrutiny have requested the information:**

As part of the Memorandum of Understanding between Ceredigion and Powys, it is agreed that the Strategic Lead will annually report on the work and impact of the partnership.

**Cabinet Portfolio and Cabinet Member:**

Councillor Wyn Thomas

### **Background**

- Since September 2021 Ceredigion and Powys County Council have worked in a collaborative partnership on elements of the education service, as set out within the Memorandum of Understanding (2023 – 2026) for the Mid Wales Education Partners (MWEP). The areas of collaboration include:
  - Support for curriculum reform / development of the Curriculum for Wales
  - Leadership Pathways
  - Support for Newly Qualified and early career teachers
  - Professional development of Learning Assistants
  - Reduce the impact of rural deprivation, ensure equity for all learners and improve well-being
- The two Local Authorities are separately funded by the Welsh Government for the work carried out by MWEP, with the Strategic Leader being the only member of staff jointly funded by the two Councils. The role of the Strategic Lead is to provide strategic leadership of the partnership and oversight to the impact of the grant expenditure in conjunction with Ceredigion and Powys officers.
- Annually (June) a Business Plan is presented to the Welsh Government and every six months face-to-face meetings are held with Welsh Government officials to

report on the progress and impact of the partnership's work and grant funding received on MWEP schools and practitioners.

- Estyn regularly monitors the progress of the business plan and the work of the partnership, with the Strategic Lead contributing during Local Authority inspections, monitoring and thematic visits for both Counties.
- Internally to ensure strong governance, regular meetings are held with the Chief Executives and portfolio holders of both Counties. In addition, a headteacher reference group meet termly with representatives from primary, all age and secondary schools of both Counties. Working with the Strategic Lead, their role is to provide ongoing feedback on the impact of MWEP support and work.
- The collaboration across Ceredigion and Powys, for the benefit of our schools, practitioners and learners, continues to go from strength to strength, with progress evident in the areas of learner progress, officer collaboration and headteacher and practitioner awareness of the collaborative offer.

### **Current Situation**

#### **Review of financial year 2023 – 2024:**

- Following a review of the work and impact of MWEP in 2022 – 2023, the following priorities were set for the financial year 2023 – 2024:
  - i. Support all MWEP schools to develop effective approaches to learning and teaching to ensure learners make progress in line with expectations.
  - ii. Support all MWEP schools in ensuring high quality curriculum design and implementation, building effective practices in pedagogy, progression and assessment with a particular focus on literacy, numeracy and digital competence skills.
  - iii. Develop further support for schools to establish a whole school approach that supports the well-being of learners and practitioners and ensures equity of experiences to alleviate the impact of poverty and deprivation on learner progress.
  - iv. Support MWEP practitioners to follow national and local leadership and development pathways so that the practices of all MWEP practitioners are strong and effective with a positive influence on learners' well-being and progress.
  - v. Further develop strong communications, stakeholder engagement and governance arrangements of the MWEP.
- As a result of the scheduling of business meetings for Ceredigion and Powys MWEP officers to share and discuss priorities, collaboration has further

strengthened. One of the main features of 23/24 was the agreement of questions to ask during each schools' autumn term 2023 support workshop to set a baseline for MWEP's work. From the October workshops, the following were identified as key headlines:

- Where leadership is strong, leaders have a strong understanding of school strengths and areas for development, leading to clear and precise school priorities. However, in a minority of schools (especially secondary and all age) on occasions, priorities are too broad.
  - Many secondary and all age schools note the need to strengthen middle leadership.
  - Many schools respond well to the feedback of key stakeholders such as parents with positive effect. This leads to strong progress in leadership and provision.
  - All schools across MWEP have adopted the CfW and mandatory elements such as publishing the summary of the curriculum for stakeholders. As part of the responsibility of schools to develop and maintain a shared understanding of progression, most schools are working well with schools across the cluster / region to strengthen their provision and understanding of progression. This is a strength.
  - Many schools are starting on the journey in ensuring they respond fully to the challenges of poverty and deprivation on learners and the community within all aspects of school life. This contributes to the work of MWEP and the two Local Authorities to ensure that all learners make the expected levels of progress.
  - A significant challenge, especially for small schools, is the capacity and funding of staff to attend courses / professional learning opportunities. This is further compounded by the availability of quality and Welsh medium supply staff.
- Reflecting Ceredigion and Powys school support officers' positive evaluations of the work of MWEP schools, recent Estyn inspection reports also identify strong practice. For example, Ysgol Cenarth's October 2023 report reported *"The school has a clear vision for learning that reflects the principles and culture of the Curriculum for Wales. Across the school, learning experiences promote this vision successfully and teachers provide a curriculum that develops pupils' skills effectively. An inclusive curriculum promotes a fair opportunity for all pupils to benefit from experiences, particularly pupils with ALN, vulnerable pupils and those who are eligible for free school meals."* Similarly, Ysgol Felinfach's December 2023 report stated *" Teachers work well with schools in the area to plan an inclusive and appropriate curriculum. They adapt it appropriately to ensure that it is up-to-date and responds to pupils' interests. On the whole, the school provides a suitable range of activities that develop pupils' numeracy and digital skills beneficially. As a result, most pupils develop their early skills soundly."*

- During the Autumn term, six face-to-face professional learning sessions were organised for each of the Areas of Learning and Experience for MWEP schools. A majority (66%) of MWEP schools attended at least one session. This was a significant increase from previous virtual networks where only around 10% of MWEP schools attended. Feedback from the sessions from the practitioners was positive, with 98% stating that it will have a very positive / positive impact on their personal practice and 95% indicating a very positive / positive impact on school practice. Practitioners noted their appreciation for the valuable resources and ideas shared, and the opportunity to collaborate with schools across both Counties. The next step for the practitioners and schools is to ensure that learning is delivered within the school to strengthen learning and provision.
- In October 2023, the first MWEP conference was held on reducing the impact of deprivation and poverty on learner progress. As part of the positive impact of the conference the need for a gold thread was emphasised throughout all school activities to support vulnerable learners and their families. The Autumn term support visit reports noted that across MWEP schools that this work is beginning to be implemented within many schools. In addition, a child poverty taskforce has been set up with representatives from Ceredigion and Powys, to work on robust strategies to ensure the best opportunities for all pupils.
- Termly, a meeting is held with the headteachers' reference group, with representation from both Counties. During the meetings open and honest feedback is received about the work of MWEP. Feedback from the headteacher representatives note that the MWEP termly newsletters are a useful source of information and that staff have benefited greatly from working together during the professional learning opportunities, particularly to share good practice and collaborate on a shared understanding of progress. However, there is a demand for further school-to-school collaboration across MWEP and an opportunity to share good practice.

### **Planning and priorities 2024 – 2025:**

- Following an evaluation of the work and impact of MWEP by officers and the headteachers' reference group, and in line with Welsh Government expectations within our "Our nation's mission: high standards and aspirations for all"<sup>1</sup>, the following priorities have been set for the financial year 2024 – 2025:

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<sup>1</sup> [Our nation's mission: High standards and aspirations for all \(gov.wales\)](https://gov.wales/our-nations-mission)



Effective and reflective learning and teaching:

- i. Pedagogy: Through local, cluster and partnership collaboration, support practitioners and leaders at all levels to be reflective and innovative to embed effective teaching practices so that all learners achieve their full potential.

Up to the 10th of April 2024, 38% of Estyn recommendations for Ceredigion and Powys schools (2023/24 school year) refer to elements of teaching. As a result, the intention of this priority is to focus on learning and teaching standards across MWEP to support all schools to embed reflective, innovative and effective pedagogical practices so that all pupils make strong progress. Professional learning for MWEP school practitioners will be offered on the theme of "Learning at its best" and "Innovative Learning", in conjunction with a continuation of the work of encouraging practitioners to undertake enquiries to improve specific pedagogical practices. As part of headteachers' feedback, all schools will be placed into triads, based on their priorities for 24/25, so that school-to-school support is strengthened across MWEP.

Through "Expanding Horizons" there will be an opportunity to celebrate and share identified effective practice with schools, leaders, teachers, support assistants and governors to innovate, inspire and improve. The effective practice will be identified through Estyn reports and recommendations from MWEP officers.

To support school leaders and governors in meeting the mandatory requirements for schools to address Black, Asian and Minority Ethnic experiences in the new curriculum and positively contributing to the Welsh Government's Anti-Racist Wales Action Plan professional learning for MWEP practitioners, leaders and governors was held in early April. The professional learning successfully highlighted the need for schools to carefully consider the

content of their curriculum with regard to the breadth of text and histories used, the breadth of cultural experiences and the importance of ensuring a proactive response to and reporting of racist incidents. For many, the use of the term “global majority” as opposed to “ethnic minority” was impactful along with the importance of the work of DARPL in all elements of society and our schools, especially where the percentage of global majority is low, due to the potential lack of knowledge and experiences of the learners.

- ii. Secondary Support: Support subject disciplines, timetabling and WJEC Inset to assist in the introduction of new GCSE qualifications from September 2025.

The intention of this priority is to support secondary and all age schools to prepare for the “Made for Wales: Ready for the world” GCSE qualifications that will be implemented by WJEC. The new suite of GCSEs from September 2025 and the additional related qualifications from September 2027 such as the Vocational Certificate of Secondary Education (VCSEs) have been aligned to support the principles of the Curriculum for Wales. With this comes significant change and demands on school practitioners and leaders across MWEP in areas such as the timetabling of Non Examined Assessments and curriculum delivery, especially within a small rural school context. MWEP will support schools with this.

In addition, at a National level (from PISA, GCSE and Personalised Assessment results) and on a local level (from autumn term support visit reports, Estyn reports (up to the 10th of April, 2024, a fifth of Estyn recommendations for Ceredigion and Powys schools refer to elements of learner skills development) and school feedback) schools are concerned about learner standards in their basic skills, in particular in terms of maths, numeracy and literacy skills. MWEP will support schools with this.

A minority of teachers / middle managers seem unsure of the power and potential of the quantitative data available to them to effectively inform their planning so that all learners make the expected progress from their starting points. MWEP will support schools and practitioners with this.

#### A safe and inclusive learning environment:

- iii. Equity: Support schools in effective implementation and embedding of a community focused whole school approach that ensures equity of provision and experiences to alleviate the impact of poverty and deprivation on learners and their families and ensure high aspirations and expectations for all learners.

The intention of this priority is to continue to support all schools across MWEP to ensure that all learners have equitable access to school-based and extra-curricular education and opportunities to reduce the effect of poverty.



- iv. Wellbeing and the learning environment: Support schools in effective implementation and embedding of a whole school approach that supports the well-being and progress of all learners.

This priority is intended to support schools and MWEP practitioners to establish and embed a positive whole school approach to emotional and mental well-being and promote positive behaviour practices in their schools. This will support all leaders and practitioners to embody a whole school ethos to ensure a supportive learning environment where all learners are ready to learn and engage positively with their learning.

Strong leadership and a culture of continuous self-improvement:

- v. Leadership: Support leaders at all levels to develop a culture of continuous self-improvement so that all learners, practitioners and schools reach their full potential.

Up to the 10th of April 2024, 26% of Estyn recommendations for Ceredigion and Powys schools refer to elements of leadership and the Autumn term support workshop reports identify the need to specifically support the work of middle leaders in their work of carrying out effective self-improvement processes. Therefore, this priority is intended to support middle leaders in their work, to ensure that they adequately reflect on the impact of provision on learning and teaching within their areas of responsibility.

Further work will also be undertaken to try and recruit practitioners (particularly Welsh medium and Secondary practitioners) into the profession.

- vi. MWEP Governance: Ensure that the MWEP collaboration continues to support all Ceredigion and Powys schools and practitioners to achieve effective standards of innovation, inspiration and improvement.

- The intention of this priority is to respond positively to the January 2024, Welsh Government announcement, under the leadership of Professor Dylan Jones, and the then Education Minister, Jeremy Miles, on the outcome of their review to the future path of education partners. They reported the expectation of *"delivering more effective local collaboration, between schools and between local authorities, with an expectation that all schools and local authorities will work in partnership. It will provide greater consistency of support and empowerment, with school improvement at the heart of realising our education reforms. I want all partners to be clear that in undertaking this work our primary aim will be to improve educational outcomes through stretching our learners and reducing the equity gap."*

Ceredigion and Powys were the first two Local Authorities to confirm their intention to continue their collaboration at a MWEP level, thereby ensuring significant stability and certainty for officials and schools across both Counties.

- With the national expectation reflecting the MWEP model of collaboration, this announcement places MWEP in a very strong position for the future. Indeed, the Strategic Lead stands on the ADEW National Working Group alongside Professor Dylan Jones, Welsh Government Officials and representatives from Wales's Local Authority Education Directors. At these meetings, MWEP has shared its model of collaboration.

**Wellbeing of Future Generations:**

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

No

**Summary of Integrated Impact Assessment:**

**Long term:** INSERT TEXT

**Collaboration:** INSERT TEXT

**Involvement:** INSERT TEXT

**Prevention:** INSERT TEXT

**Integration:** INSERT TEXT

**Recommendation(s):**

Note the work and impact of the Mid Wales Education Partners.

**Reasons for decision:**

Ensure that the work of the Mid Wales Education Partners fulfils the needs of Ceredigion Local Authority and all its schools.

**Contact Name:** Elen James  
Clive Williams  
Anwen Orrells

**Designation:** Corporate Lead Officer (interim): Lifelong learning  
Corporate Lead Officer (interim): Schools  
Mid Wales Education Partners Strategic Lead

**Date of Report:** 16/04/2024

**Acronyms:**

- MWEP: Mid Wales Education Partners
- ADEW: Association of Directors of Education Wales
- DARPL: Diversity and Anti-Racism Professional Learning

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## CYNGOR SIR CEREDIGION COUNTY COUNCIL

**Report to:** Learning Communities Overview and Scrutiny Committee

**Date of meeting:** 9/5/24

**Title:** Partnership Agreement between LA and Schools 2024-27

**Purpose of the report:** For information

**Reason Scrutiny have requested the information:**

To consider the content of the Partnership Agreement between the LA and schools for 2024-27, for further consideration by Cabinet.

**Background**

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.

**Current Situation**

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 2024 until August 2027. The Partnership Agreement is included in Appendix A.

The main changes in the document can be summarised as follows:

- Change in terminology e.g. Foundation Learning/ Additional Learning Needs
- Changes to analysis of pupil progress in light of the Curriculum for Wales
- Transition plan adapted in light of the 3-16 focus of the Curriculum for Wales
- Additional information regarding Health and Safety and insurance matters
- Governing bodies duties have been updated to reflect WG guide to the law
- Data protection regulations have been updated to refer to UK regulation rather than previous European regulations.

**Wellbeing of Future Generations:**

**Has an Integrated Impact Assessment been completed? If, not, please state why.**  
N/A

**Summary of Integrated Impact Assessment:**

**Long term:** N/A  
**Collaboration:** N/A  
**Involvement:** N/A  
**Prevention:** N/A  
**Integration:** N/A

**Recommendation(s):**

To recommend the Partnership between the LA and Schools 2024-27 for Cabinet approval

**Reasons for decision:**

In order to gain the approval of the Governing Body for each school from 1 September 2024 onwards.

**Contact Name:** Elen James & Clive Williams

**Designation:** Corporate Lead Officer - Lifelong Learning & Corporate Lead Officer - Schools

**Date of Report:** 29/3/24

**Acronyms:**

N/A



Cyngor Sir  
**CEREDIGION**  
County Council

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**CEREDIGION COUNTY COUNCIL**

And

**THE GOVERNING BODY OF \_\_\_\_\_ SCHOOL**

**SCHOOL PARTNERSHIP AGREEMENT 2024-2027**

Under

The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007

Elen James - Corporate Lead Officer – Lifelong Learning  
& Clive Williams - Corporate Lead Officer – Schools  
Ceredigion County Council  
Canolfan Rheidol  
Rhodfa Padarn  
Llanbadarn Fawr  
Aberystwyth  
SY23 3UE

**A PARTNERSHIP AGREEMENT (2024-27) dated the \_\_\_\_\_ 2024**

**BETWEEN:**

**(1) CYNGOR SIR CEREDIGION COUNTY COUNCIL** of Canolfan Rheidol, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, SY23 3UE ('LA') acting by **Ms ELEN JAMES**, Corporate Lead Officer – Lifelong Learning and Mr **CLIVE WILLIAMS**, **Corporate Lead Officer - Schools**

and

**(2) THE GOVERNING BODY** ('the Governing Body') of \_\_\_\_\_ **SCHOOL**  
('the School') acting by its chair \_\_\_\_\_ [Insert name]

**SIGNED** for and on behalf of **CEREDIGION COUNTY COUNCIL** by Ms ELEN JAMES and Mr CLIVE WILLIAMS

**SIGNED** for and on behalf of the **BOARD OF GOVERNORS** of \_\_\_\_\_  
SCHOOL

\_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Head of School



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# SECTION 1

## I. LEGAL BACKGROUND

1.1 Section 197 of the Education Act 2002 the Welsh Government ('WG') is empowered to require each Welsh local authority ('LA') to enter into a Partnership Agreement with the governing body of each school maintained by that LA. The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007 regulates the content of each Partnership Agreement.

1.2 A Partnership Agreement sets out how a LA and each governing body are to discharge their respective responsibilities towards a school, whether as prescribed by legislation or as otherwise agreed between the LA and the governing body under a Partnership Agreement.

1.3 If a LA and its governing body fail to reach agreement, the LA may, under s.197(3) of the 2002 Act, draw up a Statement setting out how the LA and the governing body will discharge their respective responsibilities towards a school. The content of a Statement will be the same as a Partnership Agreement.

[School improvement guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](https://gov.wales/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability-hwb)

## II. PURPOSE OF THIS DOCUMENT

2.1 This document constitutes a Partnership Agreement under the above legislation between the LA and the Governing Body, for the benefit of the School.

## III. TERM

3.1 The term of this Agreement is 3 years from 1 September 2024.

## IV. LA'S RESPONSIBILITIES

- 4.1 Ensure and promote effective governance, leadership and management within schools
- 4.2 Intervene in schools where improvements are needed
- 4.3 Agree challenging targets with schools regarding pupil attainment, attendance and behaviour
- 4.4 Challenge every school to improve, and provide graduated and bespoke support as necessary
- 4.5 Support improvements in teaching and learning through local, partnership and national initiatives
- 4.6 Assist and promote the dissemination of good practice between all schools, and provide opportunities for professional development
- 4.7 Offer training, advice and guidance to the School's Headteacher and the Governing Body's designated Governor for Safeguarding Children.
- 4.8 Support core training for school staff in order to better meet the needs of pupils
- 4.9 Provide pupil progress data and high quality analyses of schools' performance
- 4.10 Validate the school's priority areas and processes and report accordingly to schools, governing bodies, senior LA officers and elected members

- 4.11 Ensure that there are arrangements in place for identifying and providing for pupils with Additional Learning Needs
- 4.12 Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium, in line with the Welsh Language Strategy.
- 4.13 Support schools in maintaining high attendance levels
- 4.14 Offer support and advice to headteachers to help them meet WG recommendations regarding exclusion and provide education for pupils that have been permanently excluded from school.
- 4.15 Provide an appropriate number of learning places and ensure an appropriate learning environment for all pupils
- 4.16 Fund schools with a transparent formula
- 4.17 Provide school transport in compliance with the LA's transport policy
- 4.18 Ensure schools are aware of their health and safety responsibilities
- 4.19 Offer training, advice and guidance to schools and governing bodies

## V. GOVERNING BODY'S RESPONSIBILITIES

### Conduct and duties:

- 5.1 Governing Bodies and individuals should always abide by the Code and Principles of Conduct.
- 5.2 Establish the strategic framework by setting aims and objectives, adopting policies and setting targets to achieve those aims and objectives
- 5.3 Monitor progress and regularly review the framework for the school
- 5.4 Ensure the curriculum is balanced and broadly based, and that the Curriculum for Wales is taught in accordance with the Curriculum and Assessment (Wales) Act 2021
- 5.5 Conducting the school to promote high standards of educational achievement and behaviour across the 6 Areas of Learning of the Curriculum for Wales
- 5.6 Promote the wellbeing and safeguarding of pupils and staff, including the promotion of healthy eating and nourishment requirements.
- 5.7 Act as a key partner in the school's development, to support and challenge the head teacher and senior leaders in continuous

### Information and input from:

- ← ● Analysis of pupil progress.
  - Analysis of information from all stakeholders including pupils, parents, community, LA, partner and cluster schools etc
  - Termly Headteacher reports on school developments, including pupil behaviour and attendance, staffing matters and attendance.
  - Review of policies (statutory policies annual review, other policies by agreement).
  - After discussion with headteacher and involvement/consultation with staff, pupils, parents and governors, agree and sign off the School Development Plan (SDP). Monitor and review progress regularly via committees and full governing body meetings.
  - Regularly review the development against the school's priorities
  - Link Governor meetings with school staff
- 
- ← ● Review the school development plan which details the schools's improvement priorities and activities. Review of the headteacher's performance in the autumn term each year at

- improvement and statutory functions.
- 5.8 Be accountable for any decisions and actions taken and be prepared to explain its decisions and actions to interested persons.
- 5.9 Eliminate discrimination in school and promote equal opportunities and good relations between all persons regardless of their differences.
- 5.10 Elect chair, vice-chair and Governor with responsibility for Health and Safety annually.
- 5.11 Review annually committee structure, membership and terms of reference.
- 5.12 Provide parents with a yearly report
- 5.13 Agree the staffing structure for the school aligned with the school's budget and priority areas.
- 5.14 Appoint staff at the school.
- 5.15 Play a leading role in staff recruitment and performance management within the principles of safe recruitment and employment law and regulation, including pay, disciplinary and dismissal issues, grievance, and performance management
- which their objectives and targets will be reviewed and set.
- ← • Minutes of meetings, including related documents discussed, will be made available to the public on request.
  - All personal information kept by the school is secure and protected from unauthorised access.
  - Annual report to parents/carers adhered to statutory guidance.
  - Equality Policy – The Equality Act 2010
  - ← • <http://www.legislation.gov.uk/wsi/2005/2914/contents/made>
  - Annual report to parents/carers adhered to statutory guidance
  - ← • Advice from the headteacher.
  - The Staffing of Maintained Schools (Wales) Regulations 2006 (as amended). Appoint a panel of governors to deal with headteacher and deputy headteacher appointment. Agree delegated power to headteacher (if appropriate) for certain appointments.
  - Ensure that all staff have access to professional and valuable learning experiences.

## VI. REVIEW

- 6.1 A review of this Agreement will be undertaken by the LA and the Governing Body not less than 6 months before the expiry date of the term, or immediately should any of the following events occur:
- serious concern over the performance of the School justifying the service of a warning notice under clause 7 below
  - the School goes into special measures, or a requirement for significant improvement is identified by inspection
  - the Welsh Ministers direct closure of the School
  - statutory proposals are made and come into effect leading to:
    - amalgamations of schools
    - changes to ALN provision
    - introduction of permitted pupil selection arrangements (pupil banding)
    - change of language medium of the School

- where the LA makes, or the Minister approves, school re-organisation proposals which may lead to the establishment, alteration or discontinuance of the School
- the LA uses its power to suspend the Governing Body's right to a delegated budget
- the LA uses its power to appoint additional governors
- consistent and upheld complaints by stakeholders against the School

Once a circumstance triggering a review occurs, the LA and the Governing Body will, within 6 months, implement the review and, if necessary, revise this Agreement or (if applicable) the Statement accordingly

## VII. WARNING NOTICES

7.1 Under s.3 of the School Standards and Organisation (Wales) Act 2013, a warning notice may be given by a local authority to the governing body of a school in any one of the following circumstances.

- **Ground 1:** The standards of performance of pupils at the school are unacceptably low.
- **Ground 2:** There has been a breakdown in the way the school is managed or governed.
- **Ground 3:** The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
- **Ground 4:** The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- **Ground 5:** The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- **Ground 6:** The governing body or head teacher has acted, or is proposing to act unreasonably, in the exercise of any of its or his or her functions under the Education Acts.

## VIII. COLLABORATION

8.1 The LA and the Governing Body agree that they will work together in good faith and in an open, collaborative and constructive manner under this Partnership Agreement and in a spirit of mutual trust, and will each respond in a timely manner to all reasonable requests from the other.

## IX. FUNCTIONS AND PROTOCOLS

9.1 Details of the LA's current statutory and non-statutory functions, and the protocols and procedures concerning its relationship with and responsibilities to the Governing Body and the School (and vice versa), are set out in the Section 2 of this Agreement, and shall be deemed to be part of this Agreement.

## X. CONTACT

10.1 The Ceredigion contact for each section has been included in Appendix 1.

# SECTION 2

## 1. PUPIL PROGRESS, ATTENDANCE AND EXCLUSION TARGETS

### 1.1 PUPIL PROGRESS

Ensuring and reporting on pupil progress is an integral part of every school and LA improvement strategy. This enables professional learning and resources to be targeted to the appropriate priority areas.

Qualification and summative assessment or attainment data will not be sufficient on their own for schools, or others, to make a judgement on learner progress. For example, well-being is critical as a platform for high quality learning. Schools will therefore need to draw also on wider sources of information and evidence. These are likely to include: information from teachers who will be assessing learner progress; information relating to learner progress in respect of the principles of progression; data on attendance, behaviour and welfare; observations of learning and teaching; discussions with learners and teachers.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Professional discussion regarding information based on pupil progress</li><li>• Provide professional development and guidance on analysing pupil progress.</li><li>• Collect and collate individual pupil attendance targets annually for statutory school years.</li><li>• Must not create specific local arrangements to gather individual pupil level information; and, where they collect school level data it should not be aggregated. We will not use assessment information as a proxy for standards in school, or to rank and compare schools</li><li>• We will promote the culture of open and honest reflection and evaluation for improvement</li><li>• We will share relevant information and intelligence about schools between each other, in line with GDPR legislation, reinforcing their professional partnership</li></ul>	<ul style="list-style-type: none"><li>• Analyse pupil progress and adapt planning accordingly.</li><li>• Arrange for school representatives to attend professional development sessions delivered by the LA on pupil progress.</li><li>• Consider of assessment information gathered to help understand group progression is an important part of a school's self-evaluation and continuous improvement processes</li><li>• Use assessment information to support learner progression and to help improve teaching practice which is also a core professional responsibility of a school's teaching staff. Headteachers should, therefore, use 'Supporting learner progression: assessment guidance' as a basis for professional discussions and learning within their schools.</li><li>• Qualification and summative assessment data should not be used for accountability purposes in isolation</li></ul>

- We recognise that the analysis of data and information is important, but should not be valued more highly than other sources of evidence for self-evaluation (for example listening to learners; observing teaching). Where it is used, it is most effective for self-evaluation and improvement

- The outcomes of independent external qualifications, both academic and vocational, are also of legitimate and valid public interest. They have, therefore, routinely featured in the range of information made publicly available about schools, and will continue to be so. This practice of publishing external qualification attainment data is for transparency, not for accountability.



## 2. SCHOOLS' ENTITLEMENT TO LA SUPPORT

### 2.1 ACTION TAKEN BY THE LA TO MONITOR SCHOOLS

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The LA has a key role in monitoring schools.

The monitoring will be undertaken through regular visits and visit report will be shared with the school and governing bodies. The reports will include detail of any follow up support by the LA.

Visits will include focus on the following elements:

- pupil progress,
- quality of impact of teaching
- quality and impact of leadership
- quality of Curriculum offer
- quality and impact of provision of inclusion and wellbeing

LA	SCHOOL/GOVERNING BODY
<p><b>Comply with requirements as noted in the WG Circular No.: 28/03, Schools Requiring Special Measures or Significant Improvement following an Inspection under Section 28 of the Education Act 2005.</b></p>	
<p><b>As a matter of urgency the LA will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school has an appropriate and detailed Post Inspection Action Plan to address identified shortfalls.</li> <li>• Agree on a level of support for the school through initial and regular meetings including the Headteacher and Chair of Governors (and Diocese in the case of church schools).</li> <li>• Offer, where appropriate, school to school support.</li> <li>• Establish a progress board in line with an agreed remit in order to cooperate to meet recommendations.</li> <li>• Provide significant additional support from the Learning Services as a whole to address specific shortfalls.</li> <li>• Undertake a firmer role in monitoring the school Post Inspection Action Plan and extra visits to assess progress on a regular basis.</li> <li>• The LA will produce an Action Plan to support, challenge and monitor the school's progress in moving away from statutory categorisation.</li> <li>• The School Support Adviser will provide regular progress reports for the Corporate Lead Officer for Schools Service, as well as the Chair of Governors, until the school is deemed ready to be taken out of special measures.</li> <li>• Where a school does not improve, the LA will use its statutory intervention powers.</li> </ul>	<p><b>As a matter of urgency the school must:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the identified shortfalls and draw up a detailed Post Inspection Action Plan in consultation with the Governors, to address these shortfalls.</li> <li>• Provide a copy of the Action Plan for the School Support Adviser and Estyn.</li> <li>• Set up a monitoring system to ensure that the Action Plan is implemented within the agreed timetable.</li> <li>• Attend and contribute to any progress boards established.</li> <li>• Provide progress reports for the Learning Communities Overview and Scrutiny Committee as required.</li> </ul>

**Note that the LA has intervention powers that become operational when Estyn has named a school as one that requires special measures or one that needs significant improvement, or when the LA has serious concerns regarding probable outcomes for the school without intervention. These intervention powers are in accordance with the Education and Inspections Act 2006 (Appendix 7) and are implemented by the LA according to the specific matters of concern identified at the school.**

**The LA will use its intervention powers as quickly as possible, starting with formal warnings to improve, to ensure the necessary improvements take place as soon as possible. This should avoid the need for Estyn to place the school in any statutory category.**

### **Supporting Documentation**

[Welsh Government Guidance for Schools Causing Concern](#)

### 3. THE ROLE OF SCHOOLS AND THE LA IN DEVELOPING EFFECTIVE TRANSITION

#### 3.1 PRIMARY, THROUGH-AGE AND SECONDARY AGED LEARNERS – TRANSITION TO ALL KEY STAGES

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Secondary Schools are aware of the importance of effective transition arrangements between key stages 2 and 3, KS3 and 4 and KS4 and 5. This also involves supporting young people and their parents to choose appropriate courses at Key Stage 4 and 5.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Provide bespoke cluster support, advice and professional learning such as facilitating section 57 of the assessment act in the pursuit for developing and maintaining a shared understanding of progression.</li><li>• Work collaboratively to construct, evaluate and implement the transition plan effectively.</li></ul>	<ul style="list-style-type: none"><li>• Work collaboratively to construct and implement the agreed transition plan effectively. (See your cluster transition plan for further details)</li><li>• Continually review and improve the transition plan. This must be done on an annual basis as a minimum in line with Welsh Government mandatory guidelines.</li></ul>

#### 3.2 TRANSITION ACROSS THE 3-16 CONTINUUM

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Every school must be aware of the importance of effective transition arrangements across the 3-16 continuum. This also involves supporting learners and their parents/guardians to choose appropriate pathways 14-16 and post 16.

##### **Supporting Documentation**

- Transition from primary to secondary school guidance - Hwb (gov.wales)
- Each cluster has an individual transition plan which is reviewed annually in line with Education (Transition from Primary to Secondary School) (Wales) Regulations 2022 (the 2022 Transition Regulations) and the Requirement for the production of transition plans and guidance 2022.

## 4. SUPPORTING SPECIFIC LEARNING IN SCHOOLS

### 4.1 FOUNDATION LEARNING

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Support schools with the implementation of good practise in the Foundation Learning and broker school to school support as required.</li> <li>• Monitor the impact of professional development and appraise the quality of classroom provision.</li> <li>• Provide advisory support following an analysis of needs.</li> <li>• Offer professional development and advice on best practise in assessment to support every learner to make progress</li> <li>• Inform and lead schools on national and local priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all members of staff are able to implement good practice within the Foundation Learning.</li> <li>• Monitor the impact of professional development in the classroom and ensure follow-up actions.</li> <li>• Support, ensure implementation of, and monitor Advisory Team recommendations.</li> <li>• Develop assessment procedures that are intrinsic to curriculum design in which the overarching purpose within the curriculum is to support every learner to make progress</li> <li>• Identify school priorities through the self-evaluation process and target national and local initiatives to raise standards and quality.</li> </ul>

### 4.2 3-16 CONTINUUM

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Ensure schools identify and have access to high-quality and timely support from both local authorities and the wider support, as well as from other schools. This is enhanced by increased collaboration and communication between schools, local authorities and outside agencies.</li> <li>• Provide support, feedback and guidance to schools on the content, quality and impact of their teaching and learning arrangements</li> <li>• Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.</li> <li>• Evaluate the impact of its own arrangements to best support teaching and learning in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Enable all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.</li> <li>• Co-construct a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.</li> <li>• Ensure the school environment supports learners' and practitioners' well-being.</li> <li>• Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.</li> <li>• Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Embed reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.</li> <li>• Beat the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.</li> <li>• Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations</li> </ul>
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### 4.3 14-19 PROVISION

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Ensure that schools adhere to the requirements of the Learning and Skills Measure 2009 and provide a suitable Local Curriculum.</li> <li>• Promote inclusiveness and ensure that all learners in Ceredigion have fair and equal access to learning paths.</li> <li>• Ensure that the courses provided meet requirements and economic development in the County and is linked to the RLSP. (In accordance with LMI research).</li> <li>• Ensure that 14-19 learners have the opportunity to express an opinion through 'Pupils' Voice' questionnaires.</li> <li>• Promote and ensure progress of 14-25 yr olds in education, training or employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that provision for 14-19 yr olds conform to the Learning and Skills Measure 2009.</li> <li>• By cooperating with other establishments, ensure that the 6 elements of the Key 14-19 Learning Paths are accessible and beneficial to all learners.</li> <li>• Promote the school as a learning environment for all. Provide appropriate training skills for learners throughout their school career.</li> <li>• Ensure that all learners are provided with opportunities to leave school with qualifications.</li> <li>• Ensure that a wide range of activities and services of high quality are provided by learners.</li> <li>• Ensure that the 'School Council' is representative and inclusive, and contributes effectively to the running of the school.</li> </ul>

## 5. SUPPORTING VULNERABLE PUPILS

### 5.1 ATTENDANCE

Schools and the LA will agree to set and monitor attendance targets in order to meet national benchmarking targets.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Implement a consistent and common set of attendance procedures .</li> <li>• Monitor and analyse attendance rates relevant data and information shared with schools</li> <li>• Prepare an annual attendance self-evaluation review with each school.</li> <li>• Prepare an action plan for schools with attendance in FSM benchmarking Quartiles 3 and 4 and for those schools who are not implementing consistent attendance procedures.</li> <li>• Prepare half termly attendance reports for Primary Schools highlighting pupils with attendance issues and ongoing cases.</li> <li>• Prepare minutes of weekly attendance meetings with secondary schools highlighting pupils with attendance issues and ongoing cases.</li> <li>• Receive all referrals for investigation in accordance with the LA's Education Inclusion Service's criteria for referral.</li> <li>• Visit schools (Education Inclusion Officers) regularly to provide advice and guidance on improving attendance and related issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a consistent and common set of attendance procedures.</li> <li>• Maintain a complete and accurate register of all enrolled pupils (the school register is a legal document and it is the Headteacher's responsibility to ensure its completion and accuracy.)</li> <li>• Record the attendance of all pupils on the register. Every morning and afternoon session must be recorded during term time using the electronic system.</li> <li>• Headteachers to check the electronic registers at the end of every week to ensure that there are 'no missing marks' or N marks.</li> <li>• Regular monitoring of registers and noting pupils with attendance rates below 95%. Following the appropriate procedures and sharing the information with the Education Inclusion Service.</li> <li>• Respond to half termly attendance reports within 10 working days (primary schools only).</li> <li>• Return attendance rates to the LA electronically in accordance with WG guidelines</li> <li>• Headteachers to agree total absenteeism targets with their school governing body annually.</li> <li>• Headteachers to review and monitor attendance rates every half term and take action when necessary.</li> <li>• Implement the annual attendance self-evaluation review and implement any action plan that might arise from the self-evaluation.</li> </ul>

#### Supporting Documentation

Attendance Strategy and Attendance Policy Template for Schools

### 5.2 BEHAVIOUR

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Work towards improving educational attainment by decreasing the number of days lost through exclusions by working in</li> </ul>	<ul style="list-style-type: none"> <li>• Observe WG recommendations regarding exclusion procedures set out in <a href="#">Exclusion from schools and pupil referral units (gov.wales)</a>; or any other subsequent WG documentation.</li> </ul>

<p>guidance with (Partnerships Agreements Wales Regulations 2007).</p> <ul style="list-style-type: none"> <li>• Offer support and advice to teachers, headteachers and Schools Staff to help them meet WG recommendations regarding exclusion procedures as outlined in <a href="https://www.gov.wales">Exclusion from schools and pupil referral units(gov.wales)</a>;or other relevant WG documentation.</li> <li>• Work in line with the Families First agenda considering the Team Around the Family/WRAP around approach to support families in need.</li> <li>• Offer support and advice to teachers, headteachers and school staff to develop and review suitable risk assessments</li> <li>• To provide training, advice and access to the LA's incident Management System</li> <li>• Analyse and disseminate comparative data on fixed term and permanent Secondary School exclusions.</li> <li>• Attend all Governor meeting's where permanent exclusions are discussed.</li> <li>• Challenge and support schools that do not meet targets and/ or the needs of children and young people.</li> <li>• Provide through-age, integrated delivery of universal and focussed early support, information, advice and interventions. Improve aspects of an individual's personal, social, educational, physical, mental and emotional wellbeing.</li> <li>• Promote the opportunities for engagement, through an inclusive approach to promote expressive, positive educative experiences through alternative curriculum and work/volunteer opportunities.</li> <li>• Ensure the <a href="https://www.unicef.org/uncrc">UN Convention on the Rights of the Child (UNCRC) - Unicef UK</a> are met throughout this process.</li> <li>• Promote and develop individual and family resilience, empowerment and independence to improve educational attainment, engagement and positive educational experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Porth Cymorth Cynnar and Attainment and Engagement Service to allocate and deploy staffing support and resources to improve the quality of provision for children and young people as appropriate.</li> <li>• Adhere to Porth Cymorth Cynnar's Professional Panel as outlined in the Terms of Reference.</li> <li>• Work towards providing opportunities for children and young people as outlined in the <a href="https://gov.wales">Pupil inclusion, well-being, behaviour and attendance   Sub-topic   GOV.WALES</a>.</li> <li>• Ensure the <a href="https://www.unicef.org/uncrc">UN Convention on the Rights of the Child (UNCRC) - Unicef UK</a> are met throughout this process.</li> <li>• Actively support the Team Around the Family agenda to implement the Wrap around approach and communicate with additional services to support where appropriate.</li> <li>• Support Porth Cymorth Cynnar and Attainment and Engagement Service staff's safety and wellbeing through appropriate information sharing, up to date risk assessments and following health and safety guidelines.</li> </ul>
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The Pupil Discipline and Exclusions Committee is required in law to have a clerk. The person clerking may be the same person that is the clerk to the governing body or it may be a different person.

**Supporting Documentation:**

<https://gov.wales/pupil-inclusion-well-being-behaviour-and-attendance>

[Youth and Community Offer - Ceredigion County Council](#)

[UN Convention on the Rights of the Child \(UNCRC\) - Unicef UK](#)

<https://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf>

[https://gov.wales/sites/default/files/publications/2019-07/families-first-performance-management-guidance-for-local-authorities\\_0.pdf](https://gov.wales/sites/default/files/publications/2019-07/families-first-performance-management-guidance-for-local-authorities_0.pdf);

[Incident Management Remote Form \(info-exchange.com\)](#)

**5.3 POLICY ON ADDITIONAL LEARNING NEEDS PROVISION IN EVERY SCHOOL**

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Communicate and provide guidance to early years providers with regard to meeting the needs of pre-school pupils with additional learning needs.</li> <li>• Develop criteria for schools to earmark pupils at every stage of the ALN Register, and to review provision in line with the ALN Code of Practice for Wales 2001 and in accordance with the LA’s ALN Strategy.</li> <li>• Hold ALN planning and evaluation of provision meetings with all schools.</li> <li>• Offer guidance and support to schools on ways of meeting needs, through a graduated response.</li> <li>• Distribute resources to schools to deliver the appropriate level of provision to meet the needs of pupils in accordance with the LA’s ALN Strategy.</li> <li>• Provide a high level of professional learning for schools and staff, to meet the needs of pupils in accordance with Ceredigion’s ALN strategy.</li> <li>• To provide Health and Safety, Fire, and Manual Handling training as necessary</li> <li>• Undertake Statutory ALN Assessments, and monitoring of provision as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Nominate a member of the Governing Body with responsibility for Safeguarding Children and for ALN.</li> <li>• Take inclusive action to meet the additional learning needs of all pupils.</li> <li>• Ensure Personal Emergency Evacuation Plans (PEEP) are in place for individuals who require support to evacuate in an emergency</li> <li>• Earmark pupils whose learning or behaviour is a cause for concern at every stage of the ALN Code of Practice for Wales 2002.</li> <li>• Ensure early intervention for pupils who require additional support, and ensure appropriate differentiation, to meet the pupils’ needs</li> <li>• Provide graduated support for pupils.</li> <li>• Where schools are concerned about individual pupils as a result of monitoring and review following intervention, they should refer to the LA’s Support Panel, using the Application for Inclusion Support form.</li> <li>• Provide educational advice of a high standard as part of the review and assessment of children’s’ needs.</li> <li>• Where the Additional Learning Needs budget is delegated to the school, schools must</li> </ul>

	ensure that they utilise the budget to meet the ALN needs of all pupils at the school.
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**Supporting Documentation:**

The Additional Learning Needs Code for Wales

<https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwihr5euirmCAxX8T0EAHQBhCAQQFnoECA0QAQ&url=https%3A%2F%2Fwww.gov.wales%2Fadditional-learning-needs-code&usg=AOvVaw1AoGRrXA5IZKHObaem77Yj&opi=89978449>

[Ceredigion's ALN Strategy](#)

## 5.4 SUPPORT FOR LOOKED AFTER CHILDREN (LAC)

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Work closely as community planning partners in a shared responsibility for looked after children.</li> <li>• Establish a clear shared vision and priorities to improve outcomes for looked after children.</li> <li>• Ensure a rigorous and systematic approach to monitoring attainment, academic progress and attendance for looked after children</li> <li>• Ensure a rigorous and systematic approach to the evaluation of services for looked after children.</li> <li>• Provide professional learning opportunities to ensure that all relevant staff are aware of their corporate parenting responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a shared responsibility in identifying and meeting the needs of looked after children and young people and removing the barriers to their success in Education.</li> <li>• Ensure that admissions, programmes of learning and support are arranged and agreed with relevant staff promptly.</li> <li>• Set high expectations for looked after children and establish strong partnership working to meet their needs.</li> <li>• Promote positive attitudes and high expectations for looked after children and recognise and celebrate their achievements.</li> <li>• Ensure Personal Education Plans (PEPS) are completed and the multi-agency review meetings can be attended</li> <li>• Application of exclusion as a sanction and the use of alternatives to fixed term exclusions</li> <li>• Include Looked After Children and listen to their voice.</li> <li>• Each school must have a Designated LAC co-ordinator and this person must be known to all staff</li> </ul>

## 5.5 SUPPORTING EAL PUPILS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• To continue to manage the Ethnic Minority element of the Education Improvement Grant.</li> <li>• Provide regular support to appropriate schools to monitor the progress of the EAL pupils.</li> <li>• Provide advice, support and training on meeting the needs of EAL pupils to access the Curriculum.</li> <li>• Keep up to date with the latest research and information on EAL and share effective practice.</li> <li>• Allocate funding to the schools with highest numbers of EAL pupils to provide appropriate support. Support with provision of specialist services as required e.g. translation and interpretation services, bilingual resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Notify the EAL Advisory service when new pupils arrive and support services are required.</li> <li>• Keep accurate and up to date records of EAL pupils and their levels and share these with the Advisory Service. Examine relevant data to pinpoint areas of concern and respond appropriately to the challenge of addressing these.</li> <li>• Take advantage of training offered to broaden the knowledge base and provide consistency and continuity of provision across schools.</li> <li>• Head teachers to ensure that teachers with EAL pupils in their classes liaise regularly with support staff to make certain provision aids progress and improves access to the curriculum.</li> </ul>

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• The LA's Named Officer for Safeguarding Children can offer advice and guidance to the School's Safeguarding Children Co-ordinator /Headteacher and the Governing Body's Designated Governor for Safeguarding Children.</li> <li>• The LA will offer level 2 Safeguarding Children training to the Chair of Governing Body and the Designated Governor for Safeguarding, which will include safe recruitment and the procedures to be followed if there are allegations against members of staff.</li> <li>• The LA will arrange specific training to the School's Designated Safeguarding Person on a regular basis.</li> <li>• The LA's Named Officer for Safeguarding Children will audit the Safeguarding policies and practices of each school on a yearly basis.</li> <li>• Offer support and advice to teachers, headteachers and School staff to develop and review suitable risk assessments as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• The Governing Body must nominate a Designated Governor for Safeguarding Children; the School must have a named member of staff with responsibility for Co-ordinating Safeguarding Children within the school. The Named person with responsibility must be known to all staff.</li> <li>• The Headteacher will ensure that the Chair is informed of the allegation and will invite the chair to attend Strategy meetings under Section 5 of the 'Wales Safeguarding Procedures,' where safeguarding allegations/concerns about practitioners and Those in positions of Trust are considered. The Co-ordinator for Safeguarding Children/Headteacher will also be invited to all Strategy meetings.</li> <li>• The Chair and Designated Governor for Safeguarding will be <b>expected to</b> attend level 2 training so that they are conversant with their role and responsibilities.</li> <li>• The School's Designated Safeguarding Person, and their Deputy <b>must</b> attend level 2 training so that they are conversant with their role and responsibilities, which also includes PREVENT Training.</li> <li>• All Governors are encouraged to attend level 1 training.</li> <li>• Ensure suitable and sufficient risk assessment is in place, as necessary</li> </ul>

### Supporting Documentation

<https://gov.wales/sites/default/files/publications/2020-10/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf>

[Keeping Learners Safe \(gov.wales\)](#)

## 6. WELSH IN EDUCATION STRATEGIC PLAN

### 6.1 SUPPORTING AN INCREASE IN THE WELSH MEDIUM PROVISION AND RAISING STANDARDS IN WELSH

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Ensure and monitor that all schools provide accurate information regarding their language definition/designation on PLASC every year; provide information for the public on the school category according to Welsh language provision across the county in accordance with the relevant designation.</li> <li>• Report on relevant progress against the Ceredigion Welsh Language Strategy and the Welsh in Education Strategic Plan.</li> <li>• Ensure the implementation of Ceredigion Council’s School Language Policy in all its schools.</li> <li>• Provide a ‘Welsh Language Support Teachers’ service to monitor and support progress in Welsh within schools based on need.</li> <li>• Provide appropriate opportunities for primary age latecomers to attend ‘canolfannau iaith’ to speed up the process of acquiring the language amongst latecomers.</li> <li>• Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an accurate language definition/designation on PLASC every year, and provide relevant information for parents about the school’s language provision in accordance with the relevant and agreed designation.</li> <li>• Create and monitor a Welsh language action plan with LA officers</li> <li>• Cooperate, co-plan with the LA to act upon the targets set out in the present Welsh Education Strategic Plans (2022-32).</li> <li>• Cooperate with the LA in successful implementation of its School Language Policy in order to support the vision and ambition to see a million people able to enjoy speaking and using Welsh by 2050</li> <li>• Schools receiving the service to cooperate fully and effectively with ‘Athrawon Cefnogi’r Gymraeg’ to raise standards in Welsh.</li> <li>• Schools to discuss and promote the advantages of ‘Canolfannau iaith’ with families and pupils. Schools to monitor the progress of latecomers to the school.</li> <li>• Schools to identify specific development needs and allocate specific budgets to meet training and resource requirements.</li> </ul>

## 7. BUSINESS SUPPORT

### 7.1 DATA / INFORMATION

Including the LA's responsibility to maintain and develop effective information systems with schools, and schools' duty to maintain, update and apply data.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide guidance for schools so that they have a clear understanding of their roles, responsibilities and accountability in relation to collecting and maintaining and providing pupil data (Attendance, Test Results and Annual Census returns).</li> <li>• Maintain a central database of pupil details and manage information on admissions, transfers, Free School Meal eligibility, ALN and LAC Status etc. (Information taken from Parents and Schools).</li> <li>• Provide all middle and secondary schools with performance data of a high standard to complement National data. This includes:               <ul style="list-style-type: none"> <li>○ Detailed reports showing performance at KS4/5;</li> <li>○ Support for pupil tracking systems, e.g. interim KS4/5 measures</li> </ul> </li> <li>• Make available reports and relevant information received from the WG</li> <li>• Register the schools for data protection purposes with the ICO</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake pupil assessment arrangements in accordance with agreed programmes and provide the LA with information on performance to enable analysis.</li> <li>• Undertake effective continuous appraisal and analysis of data to clearly show the school's strengths and areas for development and weaknesses. Address them and include them in the School Development Plan (SDP).</li> <li>• Forward accurate data to the LA within the specified timetable.</li> <li>• Check the provisional information provided by WG (SSSP, and NEWBEs etc.) are accurate so as to correctly feed into Final Reports.</li> <li>• Regularly maintain pupil data to ensure that pupil details are correct.</li> </ul>
<p>The LA also offers full access to pupils' central records via the Teacher Centre (school management information system).</p>	

### 7.2 PREMISES MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide advice and guidance on matters relating to the management of school sites.</li> <li>• Provide funding in school budgets for repairs and maintenance and for capital projects.</li> <li>• Undertake major capital work in relation to school sites.</li> <li>• Provide leadership regarding the landlord's duty and the school's duty as tenant with regard to maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the LA before starting on any maintenance work that involves using power tools.</li> <li>• Ensure that the site is kept in good repair and meets Health and Safety Legislation requirements for sites.</li> <li>• Complete and return Health and Safety Audit annually</li> </ul>

<ul style="list-style-type: none"> <li>• Advise schools on their responsibilities in relation to repairs and maintenance, and grounds maintenance.</li> <li>• Undertake work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document “Responsibility for Repairs and Maintenance in County schools”.</li> <li>• Discuss and advise on minor repairs to school sites.</li> <li>• Arrange regular tests on various appliances.</li> <li>• Arrange various assessments e.g. asbestos, legionella.</li> <li>• Monitor the condition/state of repair of sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the proportion of the working budget to be allocated for repairs and maintenance.</li> <li>• Agree a maintenance programme.</li> <li>• Draw the LA’s attention to matters causing concern in relation to the management of the site and grounds.</li> <li>• Discuss maintenance matters causing concern with relevant Services.</li> <li>• Undertake maintenance work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document “Responsibility for Repairs and Maintenance in County schools”.</li> <li>• Take due regard to any assessments on the building before undertaking maintenance work.</li> </ul>
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The LA also offers assistance, through the SLA, with all aspects of the work involved in managing the school site.

**Owing to legal requirements and possible outcomes in relation to this area of responsibility, schools/governors are required to give serious consideration to signing an SLA provided by the LA; protecting schools/governors if matters arise that are a cause for concern.**

### 7.3 LANDLORD & TENANT MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Advise schools on estate management matters, including queries regarding boundaries, land ownership, rights of way, easements, wayleaves etc.</li> <li>• Discuss terms and sanction leases and agreements with other establishments/partners e.g. Before and After School Clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the LA’s attention to matters causing concern in relation to the management of the site and grounds, and advise in advance of any third party agreements intended to be entered into that may affect the land, buildings or any rights reserved.</li> </ul>

### 7.4 INSURANCE MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Advise on, and organise buildings and contents insurance.</li> <li>• Organise schools off-site activities insurance</li> <li>• Manage insurance claims against school/Governing body</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss insurance needs with the insurance section</li> <li>• Advise of any potential risks/claims</li> <li>• Provide any requested information in a timely manner</li> </ul>

<ul style="list-style-type: none"> <li>• Coordinate any risk improvement and engineering inspections</li> <li>• Provide advice on insurance matters</li> </ul>	<ul style="list-style-type: none"> <li>• Have regard to risk management and mitigation</li> </ul>
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## 7.5 SCHOOL SITE MANAGEMENT

In all community schools and voluntary controlled schools, the LA owns the property and has landlord status; the school occupies and uses the site as a tenant. The LA does NOT own the property of voluntary aided schools.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide written consent, as appropriate, for the Governing Body to occupy and use the site.</li> <li>• Provide specific guidance under relevant legislation on the use of sites it owns or maintains.</li> <li>• In exceptional circumstances, use the powers at its disposal to provide specific guidance on the use of maintained schools.</li> <li>• Provide advice and guidance on matters pertaining to hiring school sites – School Lettings Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Bear in mind the benefit of making the site available for community use. However, the Governing Body cannot change the use of, or dispose of any aspect of sites the Authority retains ownership of e.g. playing fields etc., without the written consent of the Authority.</li> <li>• Consider a transfer of control agreement if its purpose is to promote community use of the school site – subject to regulations set out in The Control of School Premises (Wales) Regulations 2008.</li> <li>• Comply with the LA ‘School Lettings’ policy for arrangements for all short-term, sessional use of maintained school sites (including use associated with the purposes of the school, e.g. parent teacher association fundraising events etc., or events that benefit the community e.g. holiday play scheme activities etc.). The Governing Body should consider the guidelines for setting Rates for this type of use and set them, as well as any conditions of use.</li> </ul>

### Supporting Documentation

[The Control of School Premises \(Wales\) Regulations 2008](#)



## 7.6 HEALTH AND SAFETY MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide advice and guidance on health and safety policies and procedures.</li> <li>• Support the schools to meet their legal duties in respect of health and safety and fire safety</li> <li>• Monitor the situation to ensure compliance with health and safety legislation.</li> <li>• Undertake health and safety inspections.</li> <li>• Provide advice and guidance on health and safety matters.</li> <li>• Provide advice and support on health and safety training requirements.</li> <li>• Assist with carrying out complex risk assessments.</li> <li>• Provide advice on safe working environments for workers, pupils, visitors and others on school premises.</li> <li>• Exercise employer's responsibility for workers' health and safety on site.</li> <li>• Provide access to and training for the LA's Incident Management System.</li> <li>• Assist with carrying out complex incident investigations</li> <li>• Report any Injuries, Diseases and Dangerous Occurrences to the HSE (RIDDOR) as required</li> <li>• Liaise with enforcement agencies on behalf of the school e.g. Health and Safety Executive, Dyfed Powys Police, Mid and West Wales Fire and Rescue Service etc.</li> <li>• Complete and review Fire Risk Assessment with the school representative</li> <li>• Provide advice on fire safety remedial measures including fire action plans and PEEPs</li> <li>• Provide Radiation Safety Officers for advice and guidance</li> <li>• Ensure CLEAPSS membership is renewed annually</li> </ul>	<ul style="list-style-type: none"> <li>• Develop local management arrangements to implement LA health and safety policies and requirements.</li> <li>• Nominate a Governor with responsibility for the school's Health and Safety matters.</li> <li>• Undertake an annual Health and Safety Audit during the Autumn term and ensure this is returned to the LA before the Christmas holidays.</li> <li>• Manage the school site and/or school activities from day to day, adopting safe practices in accordance with risk assessments and/or guidance provided by the LA.</li> <li>• Work in partnership with the LA, including its monitoring arrangements, and notify the Authority of any matters that could jeopardize its ability, as an employer, to comply with its health and safety responsibilities.</li> <li>• Ensure that all accidents, incidents or dangerous conditions are notified and investigated in accordance with relevant procedures.</li> <li>• Ensure all fire related documentation and checks are completed and documented, including termly evacuation drills and stored in an accessible location.</li> <li>• Encourage workers to take part in health, safety and risk control at the school, and that an effective health and safety committee meet regularly and support managers' efforts to develop a positive health and safety culture.</li> <li>• Ensure a provision for upgrading, repairs and maintenance of the school site and keeping the school safe by:-             <ul style="list-style-type: none"> <li>○ Ensuring that any defects and/or dangerous conditions identified within the workplace(s) are notified and dealt with promptly.</li> <li>○ Undertake inspections and/or walk around the site from time to time to ensure that risk control measures continue to be effective, and that safe</li> </ul> </li> </ul>

	<p>exits are provided and maintained (e.g. fire escape routes are clear and fire alarm systems are working).</p> <ul style="list-style-type: none"> <li>• Ensure that health and safety regulations are adhered to when undertaking the following: <ul style="list-style-type: none"> <li>○ Appointing and/or supervising contract workers, and ensuring that only qualified contractors are employed, in accordance with health &amp; safety regulations and/or relevant access;</li> <li>○ Selecting, choosing, accessing and/or introducing tools and/or substances to the workplace.</li> </ul> </li> <li>• Ensure that workers or pupils use any tools, machinery, or dangerous substances in accordance with guidance and/or training provided.</li> <li>• Provide appropriate personal protective equipment for workers and pupils, and ensure their use.</li> <li>• Ensure that staff and governors attend health and safety training courses.</li> <li>• Work in partnership with the LA on health and safety inspections and return responses within deadlines.</li> <li>• Safeguarding and Site Control.</li> <li>• Provide an up to date list of trained personnel.</li> <li>• Carry out suitable and sufficient risk assessments with support from the health and safety team</li> <li>• Discuss health and safety issues that are causing concern with the authority.</li> <li>• Secondary Schools to appoint Radiation Protection Adviser as a point of contact</li> </ul>
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## 7.7 EDUCATIONAL VISITS

<b>LA</b>	<b>SCHOOL/GOVERNING BODY</b>
<ul style="list-style-type: none"> <li>• Provide advice and guidance for all adventurous and overseas educational visits.</li> <li>• Maintain accurate records of all adventurous and overseas educational visits.</li> <li>• Provide approval for educational excursions involving adventurous and overseas educational visits</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all educational visits comply with the Ceredigion County Council Educational Visits Policy.</li> <li>• Gain outline approval of overseas visit from the LA before entering agreement (at least 28 days before visit)</li> </ul>

<ul style="list-style-type: none"> <li>• Undertake sample monitoring of excursions and trips</li> <li>• Assist with risk assessments where required</li> <li>• Assist with incident reporting and investigation where required</li> <li>• Assist with monitoring and assisting staff with the EVOLVE system</li> <li>• Provide training and support on use of the EVOLVE system to staff and Educational Visits Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Obtaining LA approval for any visits involving adventurous and overseas educational visits (at least 28 days before visit).</li> <li>• Appoint Educational Visit Coordinator (EVC)</li> <li>• Educational Visit Coordinator and Head to attend Educational Visit Coordinator Training</li> </ul>
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LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Advise school staff on providing a healthy menu that conforms with the requirements of Healthy Eating in Schools (Wales) Measure 2009.</li> <li>• Assess the provision of food standards across the whole school day.</li> <li>• Prepare a menu for pupils who have special dietary needs.</li> <li>• Investigate any complaints about the standard of school meals.</li> <li>• Provide special sessions, for example cooking with the pupils, taster sessions or arrange a special menu to support the curriculum.</li> <li>• Attend parent meetings and school council meetings if required.</li> <li>• Provide advice on healthy packed lunches.</li> <li>• Encourage the take up of school meals.</li> <li>• Monitor the Primary Schools Breakfast Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Send out letters of notification to parents who are in arrears of school meals payments (if applicable).</li> <li>• Communicate any concerns regarding the menu or the quality of meals.</li> <li>• Immediate notification if it is not possible to provide hot school meals.</li> <li>• Ensure that the Medically Prescribed Diet Form is completed with doctor's verification for children with special dietary needs and that a copy is sent to the LA immediately <a href="http://www.ceredigion.gov.uk">Provision of Special Diets (ceredigion.gov.uk)</a></li> <li>• To include in the governors' report information on the action taken to promote healthy eating and drinking by pupils of the school.</li> <li>• Encourage the take up of school meals and milk and take reasonable steps to ensure that every pupil who is entitled to receive free school lunches and free school milk does receive them.</li> <li>• Ensure that kitchens meet food hygiene standards for schools that have opted out of the catering service.</li> <li>• Take steps to ensure that pupils who bring packed lunches from home are in line with the Healthy Eating in Schools (Wales) measure 2009 for school lunches and the Healthy Schools Scheme.</li> <li>• Ensure that pupils have easy access at all times to free, fresh drinking water.</li> </ul> <p>Ensure that the LA Catering Service is notified if a request for the hire of the kitchen is received, except in voluntary aided schools</p> <p>The following matters will be addressed by the LA for schools which take the LA's Catering SLA:</p> <ul style="list-style-type: none"> <li>• Ensure that kitchens meet food hygiene standards and work with schools in any discussions with Environmental Health.</li> <li>• Provide menus and information sheets for parents on healthy eating through the Council/School website.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure the use of LA approved suppliers that have been inspected by third party audit.</li> <li>• Provide alternative arrangements to ensure that pupils are provided with cold meals in the event of an electricity cut or equipment failure.</li> <li>• Provide training for staff on Health and Safety</li> </ul>
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***For Schools entered into the SLA:***

The statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the LA.

***For Schools not entered into the SLA:***

The Statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the Governing Body and headteacher.

**Supporting documentation**

Appetite for Life Action Plan

**7.9 ACCESS TO EDUCATION: ADMISSIONS POLICY**

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LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide an appropriate range and number of school places.</li> <li>• Coordinate effective arrangements for admitting children to schools.</li> <li>• Calculate the schools' capacities and admission numbers.</li> <li>• Prepare and present LA cases to the School Admissions Appeals panel.</li> <li>• Represent the LA at the School Admissions Forum.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the LA Admission policy. Only admit pupils that have been accepted by the LA Admission Authority.</li> <li>• Agree annual admission numbers with the Authority.</li> <li>• Manage class sizes appropriately.</li> </ul>

**Supporting Documentation**

[Pupil Admission Policy inc. School Capacity and Numbers](#)

## 8. GOVERNORS SUPPORT SERVICE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide a service to set up Governing Bodies/Shadow Governing Bodies that involves preparing and updating Instruments of Government.</li> <li>• Provide help and advice for Governors and Headteachers on managing regulatory and procedural matters to help them fulfil their roles.</li> <li>• Facilitate Forums to brief governors on new local and national initiatives and to share best practices.</li> <li>• Provide a coordinated Governor training programme to meet LA/WG legislative guidelines.</li> <li>• Offer advice, support and training to Governing Bodies or/and their clerks.</li> <li>• Provide policies, guidance material and resources including the termly Agenda.</li> <li>• Offer guidance, advice and support on the process of holding governor elections.</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with the <a href="#">WG School Governors Guide to the Law</a></li> <li>• Facilitate good partnership arrangements with other schools, Governing Bodies and the LA.</li> <li>• Work with the LA to improve recruitment and selection procedures and ensure that vacancies are filled at the earliest opportunity with suitably qualified personnel.</li> <li>• Administer the Disclosure Barring Scheme (DBS) checks for necessary governors.</li> <li>• Administer the process of appointing authority governors, and school governors from amongst teachers, staff, parents and co-opted individuals.</li> <li>• Update the LA of Governing Body membership details during the Autumn term and as changes occur.</li> <li>• Implement any new legislative requirements introduced by WG/LA within given timeframes.</li> <li>• Establish compulsory Sub-committees and Governor responsibilities and ensure they undertake their delegated duties.</li> <li>• Ensure all meetings are minuted and these uploaded to Teams</li> <li>• Complete the Annual Report to Parents, make available on school website and present to the LA.</li> <li>• Provide and approve school budgets.</li> <li>• Produce a termly report using the appropriate LA template and upload to Teams 5 days prior to a meeting.</li> <li>• Ensure that all Governor's attend mandatory training as deemed statutory by WG or the LA or specialist training as required.</li> <li>• Keep governor records: membership, terms of service and minutes of meetings, and send these to the LA termly</li> <li>• Obtain declarations of interest forms from the Governors each autumn term and keep these at school.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Collect information during termly governor meetings regarding the number of cases of bullying at the school, and report these to the Local Children’s Safeguarding Board.</li><li>• Allow LA Officers to attend GB meetings to provide advice and guidance where relevant and required.</li><li>• Conduct meetings in hybrid mode to maximise attendance and accessibility.</li></ul> |
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**SLA**

Where schools have signed up to the SLA a full clerking service will be provided, otherwise the Governing Body Clerk will be responsible for all Governor Clerking Services.

**Supporting Documentation**

[School Governors' guide to the law | GOV.WALES](#)

## 9. COMMUNICATION AND ENGAGEMENT STRATEGY

### 9.1 COMMUNICATION ARRANGEMENTS

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School improvement support is managed in true partnership between schools, the authority and the wider community so that the service's operations reflect co-understanding and co-commitment. Consultation and steering groups, including Authority officers and school representatives meet regularly to identify needs, determine provision of services and monitor the standard of delivery.

The LA's communication with schools include:

- Access to Teacher Centre and SIMS (which holds individual pupils and school data)
- Regular business meetings and conferences with Headteachers
- Forums e.g. Governors, Finance and Admissions
- Termly support and meetings with schools and School Support Adviser
- Head teacher focus group
- Email/newsletter and Teams sites communication with schools – Secondary, Primary and Middle
- Quarterly Governor newsletter
- Regular updates via the Ceredigion Press Office

In cooperation with all these groups, strategic and operational plans are produced that show priorities, targets and performance on a yearly basis. Extensive use is made of Governing Body meetings also to improve schools by placing regular items on agendas.

This service provision consultation framework is used to influence future planning with regards to setting priorities, implementing achievement strategies and establishing related achievement targets and criteria. Information is channelled and discussed through regular meetings for staff ensuring maximum participation by colleagues. Officers within Lifelong Learning and Schools Services play a lead role in this framework of consultation and service provision.

The LA will identify relevant stakeholders and decide on the most appropriate method of communicating with these stakeholders.

#### **Supporting Documentation**

[Ceredigion Language Strategy](#)

[Welsh Government School Organisation Code](#)



## 9.2 COMPLAINTS AND COMPLIMENTS

The statutory responsibility for resolving complaints about schools lies with the Governing Body. However the LA's Complaints and Freedom of Information (FOI) Team is able to provide advice and assistance to the Governing Body if required to ensure that complaints are managed effectively and in accordance with the school's own complaints policy. All schools must have an up-to-date complaints policy which is compliant with Welsh Government's '[Complaints procedures for school governing bodies in Wales](#)' (circular no: 011/2012) and is publicly available.

Advice and support can be offered at any stage of the complaints procedure with regards to the investigation process, how complaints are managed and/or escalated, how to remain resolution-focused, learning lessons from complaints and also to provide guidance on how to write a clear and robust complaints report or response. The Complaints and FOI Team in the LA is also available to provide general guidance on the principles and practice of good complaints handling. The LA will provide complaints handling training to the Governing Body on an annual basis or upon request if required.

The final decision regarding a complaint will rest with the Governing Body (in according with WG guidance) and there will be no appeal mechanism available to complainants via the LA. However, if training needs are identified at any time with regard to complaints handling provision this will be arranged upon request from the Governing Body. If the LA comes to the conclusion that the process followed in a specific case was lacking, it may ask the Governing Body to reconsider the matter.

The LA must be informed about any complaints about the Governing Body as a whole or in relation to an alleged criminal offence (as in sections 4.11 and 4.12 of WG guidance).

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Provide assistance, guidance and training to schools and Governing Bodies so they are suitably equipped for dealing with complaints activity.</li><li>• Provide guidance and examples of complaint responses to assist in delivering a high standard of complaints handling.</li><li>• Advise in cases where an independent investigation may be warranted (particularly if the complaint relates to the Governing Body as a whole).</li></ul>	<ul style="list-style-type: none"><li>• Adopt a complaints policy which is compliant with WG guidance and ensure full accessibility to all stakeholders.</li><li>• Follow adopted policies, procedures and practices when dealing with complaints.</li><li>• Request assistance in the event of complex complaints and/or if it is deemed that additional support is required from the LA.</li></ul> <p>Ensure appropriate escalation of complaint to LA in the event of a complaint made against the Governing Body as a whole.</p>

### Supporting Documentation:

[WG School Governing Body Complaints Procedures](#)

## 9.3 FREEDOM OF INFORMATION

Each school has a statutory responsibility to deal with requests for information received by members of the public under the Freedom of Information (FOI) Act 2000. The management of FOI activity is regulated by the Information Commissioner's Office (ICO) who also oversees information requests concerning the General Data Protection Regulation – see separate guidance in 9.4 below.

The objective of FOI legislation is to promote openness and transparency and requires public authorities (such as maintained schools) to develop and abide by an ICO approved publication scheme, and give the general public the right to access information held by public authorities.

The FOI covers all recorded information held by the school, and sets out how you should respond to requests for access to that information. Remember that any request for the release of information under FOI is essentially asking the school to release the information to the public, in general, not just to the requester. FOI legislation states that information can only be withheld from disclosure providing an appropriate exemption can be applied, which deems it unlawful or prejudicial to release that information into the public domain. There are different exemptions that can be relied upon depending on the reasons cited for non-disclosure, some of which may require a Public Interest Test.

The LA's Complaints and FOI Team is able to provide advice to the Governing Body regarding the management of requests under the FOI Act, particularly in instances where an exemption may apply preventing the disclosure of the information sought. The LA can also provide training in respect of FOI to the Governing Body as and when required. However, the school Governing Body has statutory responsibility for the final decision surrounding disclosure of information under FOI and the school's compliance with the legislation.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Provide advice or guidance to schools and Governing Bodies regarding FOI exemptions.</li><li>• Provide training on FOI if required.</li><li>• Provide assistance with the acknowledgement, processing and responding to FOI requests</li></ul>	<ul style="list-style-type: none"><li>• Deal with requests for information in an open and transparent manner.</li><li>• Ensure the school is compliant with FOI legislation/requirements and can distinguish between what is required under FOI and what may be required under GDPR (which is very different).</li><li>• Request advice / assistance from the LA regarding the management of information requests under FOI.</li></ul>

### **Additional Guidance:**

[ICO Guidance re FOI for Schools](#)

## 9.4 DATA PROTECTION

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The General Data Protection Regulation (UKGDPR) is a UK regulation which governs the use and processing of personal data both across the UK and which largely mirrors the EU's GDPR.

The Data Protection Act 2018 is the UK Act of Parliament which enables the provisions of the UK GDPR into UK law. The Information Commissioner's Office (ICO) is the supervisory authority which monitors compliance and to whom significant data breaches must be reported.

Schools are public authorities and are legally required to appoint a DPO (Data Protection Officer) to ensure the organisation meets the requirements of the UK GDPR and complies with the Regulation. At present, schools are signatories to an agreement with the local authority, which carries out the data protection function on their behalf.

The school will need to ensure procedures are followed and fully support the DPO in providing time, evidence and resources as necessary.

Schools need to be aware that they are data controllers in their own right, with all of the responsibilities borne by data controllers. These include the need for accurate, up to date privacy notices, a requirement to initiate Data Protection Impact Assessments when proposed processing requires it, and to ensure that data subjects can exercise their rights in a timely manner. Schools will often be the first point of contact for individuals seeking to access personal data and their timely reporting of this to the Data Protection Team is imperative. The Data Protection Team will support the schools to fulfil their obligations under the UKGDPR.

Schools collect and use a wide range of information about individuals in order to carry out their functions. Information which allows a living individual to be identified is that individual's personal data. It is important to remember that in the context of data protection law, children are considered to be vulnerable data subjects, and schools must have particular regard to the fairness, transparency, lawfulness and security of the processing of children's personal data.

Processing of personal data must only be undertaken where the school has a lawful basis for carrying out the processing. Personal data to be processed must be limited to what is necessary to carry out the purposes of the processing, must be used only for the purpose for which it was obtained, must be processed securely, and must not be retained for any longer than necessary. Personal data must be processed transparently, and as such schools should make privacy notices documenting their processing publicly available for individuals to read.

The Data Protection Act 2018 protects people's right to privacy, sets rules for how organisations in all sectors handle information about identifiable individuals, and provides individuals with rights over how their data is processed.

Individuals are entitled (subject to certain exemptions specified in the Data Protection Act) to request access to information held about them. All such Subject Access Requests should be logged at a corporate level and referred onward immediately to the relevant officer(s) in the Data Protection Team for action. Timeliness is particularly important because the Council must respond to a valid request within legally prescribed time limits. The Local Authority's data protection team supports schools and the governing bodies of the schools to carry out these statutory obligations. In order to assist the schools in meeting their statutory obligations the data protection team will from time to time conduct audits of the schools' processing of personal data. This may include site visits.

In the event of a data breach, the Data Protection Team needs to be informed and the Data Protection Officer will carry out an assessment to determine whether the data subject and/or the ICO should be informed of the breach. Where breaches are sufficiently serious to warrant reporting to the ICO, the data protection team must do this within 72 hours of the breach occurring. It is therefore vital that in the event of a data breach occurring, the Authority's data protection team is informed as soon as possible.

The LA's Data Protection Team is able to provide advice and guidance to the Governing Body if required with regard of any data protection matters. The LA can also provide training in respect of data protection to the Governing Body as and when required. As a data controller, ultimate decision making with regard to processing rests with the school. It is important to note that in the event of any investigation by the ICO into a school's processing, the ICO will consider whether the school sought advice from the DPO, what advice was obtained, and whether that advice was followed. These considerations may influence any regulatory action the ICO decides to take.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide advice or guidance to schools and Governing Bodies regarding Data Protection.</li> <li>• Provide training on the GDPR, UK GDPR and Data Protection Act 2018 if required.</li> <li>• Support schools to meet their obligations under the Data Protection legislation</li> <li>• Respond to data breaches on behalf of schools</li> <li>• Provide support and advice to the School regarding the completion of any Data Protection Impact Assessments.</li> <li>• Provide support and advice on the data protection implications of the procurement of any service by the school, including apps and educational software.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer requests for information to the LA's Data Protection Team</li> <li>• Request advice / assistance from the LA regarding the management of information requests under the DPA 2018.</li> <li>• Report data breaches to the LA's Data Protection Team</li> <li>• Initiate Data Protection Impact Assessments when required and seek advice of the DPO.</li> <li>• Carefully consider the data protection implications of procuring any service from any external sources including apps and educational software and request advice from the Data Protection Team</li> <li>• In line with Article 38 UKGDPR, inform the DPO in a timely manner about any matters in which data protection advice is sought</li> </ul>

**Additional Guidance:**

[ICO Guidance for Schools](#)

## 9.5 DISCIPLINARY MATTERS

The Headteacher and Governing Body are strongly advised to seek the advice of the LA and its Human Resources Officers before the school commences any disciplinary procedures in cases of serious misconduct and during every stage thereafter. The 'Wales Safeguarding Procedures' and 'Welsh Government Disciplinary and dismissal procedures for school staff' should be followed when dealing with disciplinary matters involving child protection. This includes where appropriate the need for an external investigation.

Schools do not have to act in accordance with Human Resources advice in disciplinary matters and other employment matters. However, if the school does not act according to the advice given and costs consequently arise from the matter; those costs may be claimed back from the school.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Develop policies, procedures and model practices so that schools are well advised and supported on employment matters.</li><li>• Promote and monitor policies and practices that ensure equal opportunities.</li><li>• If the LA is informed that allegations have been made against a member of staff, the LA will offer advice to the Governing Body.</li></ul>	<ul style="list-style-type: none"><li>• Adopt rules and procedures to regulate the behaviour and discipline of all school staff (schools may adopt LA policies or their own policies).</li><li>• Follow adopted policies, procedures and practices when dealing with disciplinary matters.</li><li>• Keep to the terms and conditions of the Human Resources Service Level Agreement (SLA) to develop effective Human Resources policies, procedures and management practices.</li><li>• Ensure equal opportunities for all members of staff and students.</li><li>• The Governing Body as an employer should not accept the resignation of a member of staff who is the subject of child protection or criminal investigations. Rather, the governing body should follow disciplinary procedures to ensure that a formal employment record of the investigation and outcome is available.</li></ul>

### Supporting Documentation

[disciplinary-and-dismissal-procedures-for-school-staff\\_0.pdf \(gov.wales\)](#)

School Disciplinary Policy

## 9.6 SAFE RECRUITMENT

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LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• In accordance with safe recruitment protocols – undertake pre-appointment checks including DBS, references and Medical checks for all school staff.</li></ul>	<ul style="list-style-type: none"><li>• Follow adopted policies, procedures and practices when dealing with safe recruitment matters.</li></ul>

It is the school's decision on how it manages its staffing complement, however; there are risks in using supply agencies that are not on the framework as they are not required to follow strict rules associated with safeguarding, fair pay of teaching staff, insurance cover etc. It also means that the school would have to make the following checks each time it uses a supply worker from an agency that is not on the framework:

- check for evidence of the Agency's recognition by the Recruitment & Employment Confederation (REC) <https://www.rec.uk.com/membership/member-directory>
- check that the terms and conditions of the contract with the Supply Agency states that liability insurance rests with the Agency and not with the School
- check the identity of the individual by means of an appropriate, original photo ID
- check the original DBS certificate
- check the individual's right to work in the UK (contact HR if you require assistance in relation to verifying documentation)
- check that appropriate references have been collected and verified by the agency
- check that the agency has carried out a full employment history
- check that the agency has carried out a health check
- check that the agency has verified all certificates
- check that the individual has registered with EWC

### Supporting Documentation

[DBS Safe Recruitment Policy Guidance for headteachers and Governors](#)

[Keeping Learners Safe](#)

## 10. FINANCIAL SERVICES

### 10.1 FINANCIAL MATTERS

Setting targets at individual cohort, school and authority level is an integral part of the Authority's school improvement strategy.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Allocate financial resources to schools in accordance with funding formulae.</li><li>• Maintain a record of funding allocations and summary financial performances for all schools which use the LA's ledger system.</li><li>• Issue an individual annual financial performance schedule to each school which use the LA's ledger system for certification.</li><li>• Challenge schools that are in or are facing financial deficit.</li></ul>	<ul style="list-style-type: none"><li>• Prepare a balanced working budget in accordance with the Scheme for Financing Maintained Schools.</li><li>• Monitor financial performance on a regular basis to ensure that the budget is on target.</li><li>• Sign and return annual financial performance schedule.</li><li>• Maintain a viable level of financial reserves.</li><li>• Inform the LA immediately of any apparent financial deficit.</li><li>• Ensure that all sickness absence and payment documentation is sent on time.</li></ul>

#### Supporting Documentation

Scheme for Financing Maintained Schools

### 10.2 CORPORATE FINANCE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Offer schools access to the corporate financial management systems.</li><li>• Offer schools banking and creditor payment services.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that all sickness absence and payment documentation is recorded via the Ceri system.</li></ul>

### 10.3 PAY, BENEFITS AND PENSIONS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Offer schools a full payroll service inclusive of all payments and deductions and generation of a monthly payslip</li></ul>	<ul style="list-style-type: none"><li>• Ensure that information is provided to in a timely manner (for example new starters, leavers and changes to contracts)</li><li>• Ensure that all absence information is recorded via the Ceri system</li></ul>

<ul style="list-style-type: none"><li>• Administer the Teachers' Pensions and LGPS pension schemes on behalf of school staff</li><li>• Completion of statutory reports relating to pay and benefits</li></ul>	<ul style="list-style-type: none"><li>• Ensure that all timesheet and expenses based information is authorised and provided through the required channels</li></ul>
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## 11. BUSINESS SUPPORT – SERVICE LEVEL AGREEMENTS

The LA acknowledges the requirements placed upon its Headteachers and Governors, especially in relation to legal responsibilities, and as such it has developed a number of SLA's to provide the required support.

The SLA's reduce the burden of following agreed protocols and ensure that any action taken conforms with legal requirements, and therefore protects Headteachers and Governors where the outcomes of their actions, if the worst should happen, could be challenged in a court of law.

In this context, the LA strongly advises School Governors to sign the SLA's provided, since the consequences of not doing so could lead to significant legal obligations for Headteachers and Governors.

SLA's are available to support schools in their management of:

- Premises
- Finance
- Legal Affairs
- HR and Payroll
- ICT
- Governance
- Catering
- Supply Cover Insurance

Further details and individual SLA contents can be obtained through the responsible sections.

### **For Schools entered into SLA's:**

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the LA.

PLEASE NOTE: If a school incurs financial penalties as a result of following advice under an SLA, then the Council will reimburse the school as appropriate. Failure by the school/governing body to follow advice will leave the governing body liable for all potential penalties incurred as a result of their action/inaction.

### **For Schools not entered into SLA's:**

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the Governing Body and Headteacher.

### **Opt-out of SLA**

The agreement will remain in place from one financial year to another until one or other of the parties indicates that they wish to withdraw from the agreement giving at least three months' notice (i.e. before 1st January for following financial year)

School within the agreement will be informed prior to this date of the proposed method of calculating the cost of the agreement for the following financial year.

## **Application of Service Level Agreements (SLA's) to Schools**

1. Schools are not bound to take up the SLA's offered by the LA. Schools which opt into SLA's with the LA are bound by the terms contained within each SLA, which may allow for variation of terms and conditions.
2. Schools which opt out of any SLA in contravention of the agreed terms and conditions will be required to meet any additional costs or obligations incurred as a result of their action. Schools may also be bound to certain contracts approved by the Welsh Government for services, irrespective of the agreement of schools.
3. Schools should note that, although governing bodies are empowered under para 3 s.10 SSAF Act to enter into SLA's or contracts, in most cases they do so on behalf of the LA, as the maintainer of the school and owner of the funds in the budget share. Where the governing body has clear statutory obligations, e.g. contracts made by voluntary aided schools for the employment of staff, the agreement may be made solely on behalf of the governing body.

## CYNGOR SIR CEREDIGION COUNTY COUNCIL

**Report to:** Learning Communities Overview and Scrutiny Committee

**Date of meeting:** 09/05/2024

**Title:** Update - Sgilliau Bywyd Sgilliau Gwaith & Multiply

**Purpose of the report:** Provide Information on both projects

**Reason Scrutiny have requested the information:**

**Cabinet Portfolio and Cabinet Member:** Wyn Thomas

### **Background**

#### **Sgilliau Bywyd Sgilliau Gwaith**

The Sgilliau Bywyd Sgilliau Gwaith project is being funded by the UK Shared Prosperity Fund (SPF). This funding started on the 1<sup>st</sup> December 2022 and will end on the 31<sup>st</sup> of December 2024. This funding was preceded by the European Social Fund (ESF) which ended 31<sup>st</sup> of November 2022.

The Sgilliau Bywyd Sgilliau Gwaith project supports learners by offering access to the development of skills, paid work experience/opportunities, in work support and training opportunities etc which will lead onto accreditation, qualifications and employment.

The Sgilliau Bywyd Sgilliau Gwaith project is working with those aged between 13 and 25 years old who are at risk of becoming NEET (Not in Employment, Education or Training). It supports those at risk of disengaging with education or training by providing intensive interventions to improve their attendance and attainment at school. Demand has increased post pandemic with more young people disengaging with education, employment and training.

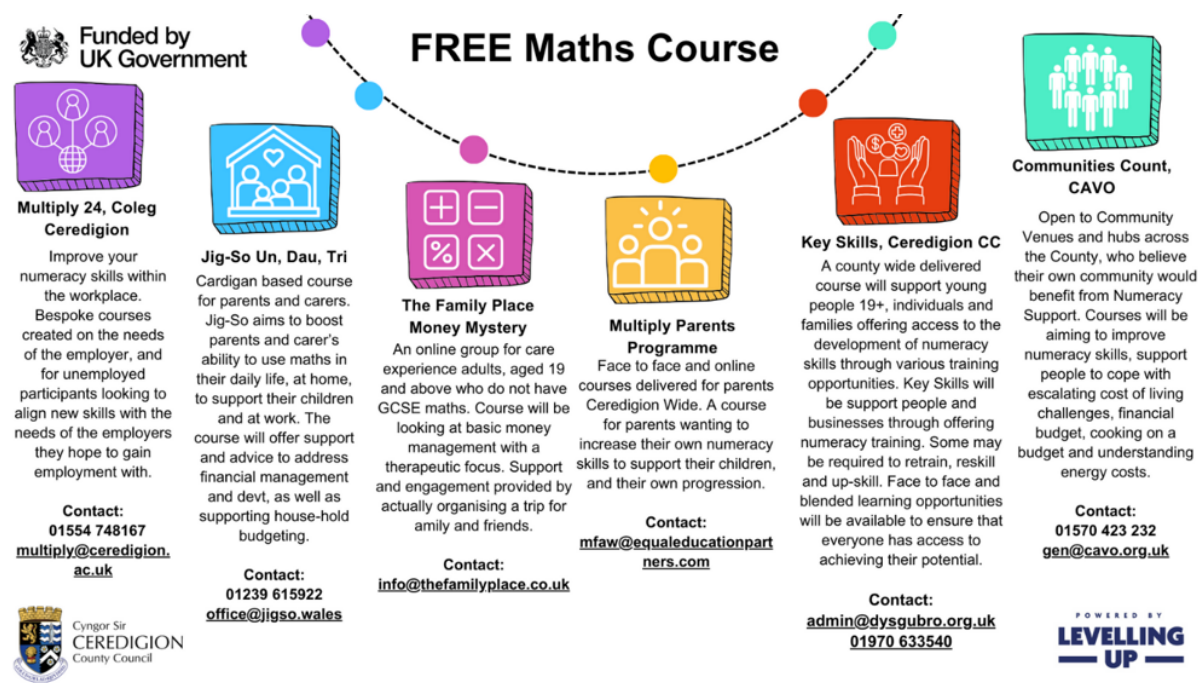
The aim of the Sgilliau Bywyd Sgilliau Gwaith project is to ensure that vulnerable learners have access to a tailored vocational curriculum to meet their needs with a range of different courses, being offered giving them the best opportunity to achieve and reach their full potential. We aim to develop learners social, emotional and behavioural skills and improve their attainment and attendance ensuring that they have appropriate progression opportunities to achieve higher levels of qualifications or work experience opportunities in order to gain employment.

We also work with people 16+ to offer in work support and wrap around packages, which can include purchasing PPE, appropriate clothing, travel costs etc. Support also includes mentoring, coaching, and provision of training courses to improve basic skills and life skills. Learners on the Sgilliau Bywyd, Sgilliau Gwaith programme also have the opportunity to undertake paid work experience / volunteering opportunities. As part of this programme, we also offer in work support to participants who have found work to ensure they are successful in remaining in post. This includes intensive support for first 3 months then slowly reducing until final check at 12 months stage.

The Sgilliau Bywyd Sgilliau Gwaith project is delivered county wide. We work collaboratively with the Support and Prevention team, Early Intervention team, PRU and all seven Secondary / Through-Age Schools in Ceredigion. Delivery of all vocational courses takes place at Hyfforddiant Ceredigion at Llanbadarn Learning Centre and Cwrtnewydd Centre.

## Multiply

The Multiply project is also being funded by the UK Shared Prosperity Fund (SPF). This funding started on the 1<sup>st</sup> October 2022 and will end on the 31<sup>st</sup> of December 2024. The Lifelong Learning and Skills Service of the Local Authority is one of six providers currently offering this project in Ceredigion. (See roadmap below)



Multiply has multiple interventions and bespoke training opportunities, which supports young people 19+, individuals and families, by offering access to the development of numeracy skills through various training opportunities etc which leads onto accreditation, qualifications and enhanced employment opportunities. The Lifelong Learning and Skills Service is responsible for developing skills which will enable people to make effective life changes and reach their full potential.

Multiply is also supporting people and businesses through offering numeracy training. Some may be required to retrain, reskill and up-skill. Face to face & blended learning opportunities are available to ensure that everyone has access to achieving their potential.

The Lifelong Learning and Skills Service works collaboratively with Porth Cymorth Cynnar colleagues to ensure we deliver provision to reach our most vulnerable learners i.e.-

- *Looked after Children aged 19+ and Care leavers.*
- *Young people 19+ linked with the Youth Offending Service.*
- *Young people with Additional Learning Needs*
- *Young people at risk of becoming NEET.*
- *Vulnerable young people 19+ who are disengaged from the labour market.*
- *People affected by work limiting health conditions and disabilities.*
- *People with caring responsibilities.*
- *Over 50s unemployed e.g. due to the pandemic.*

Multiply Training Advisors and Community Youth Workers support young people 19+, individuals and families to identify potential barriers and agree and implement realistic plans

to assist them into numeracy training opportunities, which can lead onto employment. A number of proven techniques and strategies are used to ensure that each individual has the tools and skills to grow and sustain education and / or employment.

The Multiply project is delivered county wide. We are currently working collaboratively with a number of partners to deliver numeracy / literacy / digital skills within the communities e.g. community / village halls, community schools, church halls etc.

## **Current Situation**

### **Sgilliau Bywyd Sgilliau Gwaith**

We currently deliver a range of accredited level 1 and level 2 qualification for year 10 and 11 learners. During the academic year of 2022/2023 72 learners achieved accreditations and 81 learners attended the Alternative Curriculum from across the seven Secondary / Through-Age Schools in Ceredigion and the PRU.

Work experience placements were offered to 36 learners.

Please see below courses currently been delivered by the Sgilliau Bywyd Sgilliau Gwaith project.

<b>Cwrs / Course</b>	<b>HCT Llanbadarn</b>	<b>Cwrtnewydd</b>	<b>ICY Tregaron</b>
Mecanwaith / <i>Mechanics</i>	x2	x2	
Astudiaethau Tir / <i>Land-based Studies</i>	x1	x1	
Adeiladwaith / <i>Construction</i>	x1	x1	
Gwaith Coed / <i>Carpentry</i>	x1	x1	
Lletygarwch / <i>Hospitality</i>	x1	x2	
Gofal Plant / <i>Childcare</i>	x1	x1	
Celf a Dylunio / <i>Art and Design</i>	x1	x1	
Chwaraeon / <i>Sports</i>			x2
Trin Gwallt / <i>Hairdressing</i>	x1	x1	
Cyfryngau Digidol / <i>Digital Media</i>	x1		
Gwaith Plymwr / <i>Plumbing</i>	x1		
Peirianeg / <i>Engineering</i>	x1		

### **Multiply**

Over 170 individual learners have been engaged with the Multiply project to date, with some taking part in multiple learning opportunities.

Please see below the current Engagement activities, Learning activities and Publicity activities that are in progress for the Multiply project.

**Engagement activities**

Ongoing attendance at various Warm Spaces drop-ins across county and links with community connectors and Age Cymru.
Rural communities' event in Tregaron and weekly sessions being held.
Carers event in Felinfach was attended with some engagement.
Contact with family centres (ongoing) + preparing workshop on Budgeting for a Party at Tregaron family centre.
Ongoing flower arranging workshops being held.
Ongoing Excel courses for council staff being held.
Planned course on using Forms and linking to Spreadsheets for Carers Team (Carers' Fund tracking).
Workshop on Budgeting for a Party delivered at Tregaron and Borth family centres
Planned courses for club treasurers (in conjunction with Ceredigion Actif and CAVO).
Regular presence at Aberystwyth and Cardigan job centres.
Support to existing ALN group at Ray Ceredigion, potentially leading to substantive learning. Possibility of also working with dementia group.
Contact being made with Employment Support Team to have presence at Aberystwyth and Cardigan job centres.
Planned coach trip to family history exhibition.
Presentation has been made to Lampeter Chamber of Trade to generate interest.
Presentation given to Pathfinders Network Event, including NHS public health professionals
Would-be trainee social workers are also being referred to us by CCC L&D team.
Contact made with West Wales Housing.
Planned collaboration with National Trust Llanerchaeron to collaborate on various initiatives.
Planned collaboration with Gŵyl Crug Mawr family festival – investigating feasibility of setting a Guinness World Record.
Contact made with Tregaron YFC regarding possible collaboration and courses.
Collaboration with Jig So planned for family courses in Cardigan.

**Learning activities**

Working with the Youth Service Inspire group projects, including Cooking on a Budget.
1-1 support for Employment Support Team -referred learners (using Excel) – progression onto ICDL qualification.
Planned weekly courses with family centres at Tregaron, Borth and Llandysul, including embedding numeracy in creating murals and community gardens.
Weekly 1-1 support for referrals from NHS Gorwelion
Planned courses for three groups at Ray Ceredigion, embedding numeracy in cooking and gardening due to start in May.
Weekly Tregaron course.
Weekly Aberaeron course
Weekly 1-1 support for learners with ALN.
1-1 session being offered online.
Weekly group for learners with moderate additional learning needs hosted at Ray Ceredigion.
NHS Gorwelion gardening course learners referred by NHS.
2 x workshops as part of Employment Support Team Hospitality Course on Handling Money.
Numeracy practitioner courses are being offered Pan Wales.
Workshops delivered on behalf of Mencap on handling money.
Childcare sector – numeracy embedded in delivery of childminder course.

<b>Publicity activities</b>
Nation radio advert.
Ego advert.
Carers magazine advert.
Posters in towns and villages.
Events posted on Dewis Cymru.
Presentations/contact with key teams in CCC and outside stakeholders.
Stand outside M&S Aberystwyth.
Social media through Lifelong Learning and Skills Instagram and Facebook.
Cynnal Y Cardi Multiply roadmap poster.

**Wellbeing of Future Generations:**

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

Not applicable at this time

**Summary of Integrated Impact Assessment:**

**Long term:** Not applicable at this time

**Collaboration:** Not applicable at this time

**Involvement:** Not applicable at this time

**Prevention:** Not applicable at this time

**Integration:** Not applicable at this time

**Recommendation(s):**

Not applicable at this time

**Reasons for decision:**

Not applicable at this time

**Contact Name:** Mark Gleeson

**Designation:** Corporate Manager for Lifelong Learning and Skills

**Date of Report:** 22/04/2024

**Acronyms:**

UK Shared Prosperity Fund (SPF)

European Social Fund (ESF)

Not in Employment, Education or Training (NEET)

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## CYNGOR SIR CEREDIGION COUNTY COUNCIL

**Report to:** Learning Communities Overview and Scrutiny Committee

**Date of meeting:** 9 May 2024

**Title:** Ceredigion Youth Council Meeting Minutes (02.02.24)

**Purpose of the report:** To present minutes from the Youth Council meeting

**Reason Scrutiny have requested the information:** For information

**Cabinet Portfolio and Cabinet Member:** Councillor Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills

### **Background**

One of the duties bestowed on Local Authorities within the Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 – is Annex B – the **Statutory Guidance on Children and Young People’s Participation**.

In order to meet one of the requirements of the legislation, Local Authorities are expected to work with relevant partners to:

- *Support a County Youth Forum/Council as a representative body of young people to act as a channel for young people’s views across their local authority and represent those views to local and national decision-making bodies.*
- *They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people.*
- *For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this.*
- *They should be informed and linked to their local democratic structures.*
- *They will also need to be effectively linked into national participation structures such as Young Wales, the Children’s Commissioner for Wales and the National Assembly for Wales.*

*Children and young people have the human right to have opinions and for these opinions to matter. It says that the opinions of children and young people should be considered when people make decisions about things that involve them, and they shouldn’t be dismissed out of hand on the grounds of age. It also says children and young people should be given the information they need to make good decisions. **Article 12 (Respect for the view of the child - United Nations Convention on the Rights of the Child (UNCRC).***

### **Current Situation**

Ceredigion Youth Work and Engagement Team is responsible for coordinating Ceredigion Youth Council since it was first established in Autumn 2015. The Youth Council meet four times a year (once each term) for official meetings, and host an event at the end of their year ‘in office’. Youth Council meetings take place in the

Chamber in Penmorfa. Minutes of each meeting are presented to both Learning Communities Scrutiny and Overview Committee and full cabinet, ensuring the voice of young people feeds into the wider democratic process in Ceredigion.

**Wellbeing of Future Generations:**

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

N/A

**Summary of Integrated Impact Assessment:**

**Long term:** N/A

**Collaboration:** N/A

**Involvement:** N/A

**Prevention:** N/A

**Integration:** N/A

**Recommendation(s):**

For Elected Members to view the minutes from the specified Ceredigion Youth Council meeting at Learning Communities Overview and Scrutiny Committee and Cabinet, for information.

**Reasons for decision:**

To meet the requirements of the legislation as set out in Annex B of Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 - Statutory Guidance on Children and Young People's Participation.

**Contact Name:** Lowri Evans

**Designation:** Team Manager, Youth Wok & Engagement Service

**Date of Report:** 11.04.2024

**Acronyms:** N/A

Shared Purpose: Shared Future 3 - Collective role (public services boards)

### **SPSF 3 - ANNEX B STATUTORY GUIDANCE ON CHILDREN AND YOUNG PEOPLE'S PARTICIPATION**

**This statutory guidance is issued in accordance with [Section 17\(3\) of the Children and Families \(Wales\) Measure 2010](#) and applies to local authorities both in respect of local well-being plans, and whenever they take decisions which might affect children and young people.**

Local Authorities have a duty to promote and facilitate participation by children and young people in decisions which might affect them. The legal basis for this duty is Section 12 of the Children and Families (Wales) Measure 2010. It requires Local Authorities to *make such arrangements as they consider suitable to promote and facilitate participation by children in decisions of the authority which might affect them, and to publish and keep up to date information about its arrangements*. These duties can be discharged via the local well-being plan.

The [United Nations Convention on the Rights of the Child \(UNCRC\)](#) ) is an international convention which sets out the civil, political, economic, social and cultural rights of children up to the age of 18. It recognises not only their basic human rights but gives them additional rights to protect them from harm as one of the most vulnerable groups in society. The UNCRC has 54 articles. Articles 1-41 set out how children and young people should be treated. The other 13 articles set out how governments and adults should work together to make sure children and young people can access their rights.

In Wales, the commitment to the UNCRC is enshrined in legislation with [the Rights of Children and Young Persons \(Wales\) Measure 2011](#) . Section 1 of the Measure places a duty on the Welsh Ministers to have due regard to the UNCRC when exercising their functions. This means the Welsh Ministers must consider how what they are doing relates to the rights and obligations in the UNCRC and every opportunity has been taken to identify ways of realising the relevant rights before making decisions. Consequently, this filters down to the local level through legislation, regulation and statutory guidance.

Shared Purpose: Shared Future 3 - Collective role (public services boards)

This guidance relates to children and young people's right to participate which is a fundamental and enabling right as set out in Article 12 of the UNCRC:

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 12 (Respect for the view of the child)**

The articles of the UNCRC have been summarised into [Seven Core Aims](#) which should underpin the working practice of any service provision working with children and young people nationally and locally. Core Aim 5 in particular relates to children and young people's participation with the aim that:

All children and young people are listened to, treated with respect, and have their race and cultural identity recognised.

**Core Aim 5**

## **Requirements**

In order to meet the requirements the legislation, Local Authorities are expected to work with relevant partners to:

- promote and facilitate children and young people's participation within the broad context of the UNCRC, as part of their policies, services and wider citizen engagement. Local Authorities are expected to make sure as many children and young people as possible are aware of their rights as set out in the UNCRC, including their right to participate and for their opinion to be heard, and to be involved in decision-making about policies and services which affect their lives.
- embed children and young people's participation into all aspects of planning, delivering and reviewing services. This should include the assessment of local well-being, the local well-being plan and relevant sub plans;

Shared Purpose: Shared Future 3 - Collective role (public services boards)

- adopt the [National Participation Standards](#). Support for the National Participation Standards reinforces the commitment to children's rights in Wales and there are many examples of good practice of organisations which have adopted the standards as a means of ensuring participation happens meaningfully and effectively. The expectation is all Local Authorities adopt the Standards when meeting their statutory duty regarding participation of children and young people.
- publish information about the benefits of and arrangements for promoting and facilitating participation in the authority, and disseminating examples of good practice, for instance through websites and newsletters as well as social media and linking in/working with '[Young Wales](#)'. Children and young people themselves can be actively involved in raising awareness of the importance of participation. The Welsh Government has many resources which could support this and could be adapted to suit local needs. As well as using resources and media which is accessible to children and young people information can be included in the public services board's annual progress report;
- ensure information and materials aimed at children and young people are clear and easy to understand, answer their questions and identified needs as well as being accurate, up-to-date, relevant and accessible in terms of language and format;
- ensure a range of opportunities and the appropriate required support are provided for effective participation. The opportunities for children and young people as individuals to participate should be integrated into day to day services as well as specific participation structures such as forums for children, forums for young people, or groups/forums which represent children and young people who are marginalised, vulnerable or have a special interest in a particular issue. These forums and groups have a key role to play in supporting children

and young people to have a voice and to access their rights as set out in the UNCRC;

- support a County Youth Forum/Council as a representative body of young people to act as a channel for young people's views across their local authority and represent those views to local and national decision-making bodies. They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people. For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this. They should be informed and linked to their local democratic structures. They will also need to be effectively linked into national participation structures such as Young Wales, the Children's Commissioner for Wales and the National Assembly for Wales.
- give due consideration to the Welsh language in the promotion and facilitation of participation and as part of preparing the local wellbeing plan, reflecting its official status in Wales and the national well-being goal of 'a thriving Welsh language'.

### **Working with partners**

Whilst this statutory guidance, issued under the [Children and Families \(Wales\) Measure 2010](#) relates only to Local Authorities, we would encourage them to work closely with each of their relevant partners. Working in a multi-agency way is good practice and Section 25 of the [Children Act 2004](#) places a legal duty on local authorities to promote cooperation with a view to improving the wellbeing of children in the area. Furthermore, [Section 38 of the Wellbeing of Future Generations \(Wales\) Act 2015](#) also places a requirement for public services boards to consult in assessing the state of economic, social, environmental and cultural well-being in its area.

Shared Purpose: Shared Future 3 - Collective role (public services boards)

There are many examples of partners contributing to children and young people's participation and mainstreaming it into their areas of work and their arrangements for citizen engagement. Some of these can be found on [www.youngwales.wales](http://www.youngwales.wales) and [www.pupilvoicewales.org.uk](http://www.pupilvoicewales.org.uk).

### **What happens now?**

The scope of the duty to promote and facilitate children and young people's participation is wider than involvement in the local well-being plan. It is important participation becomes part of policy and practice of all local partners. Local Authorities should work with local partners, including children and young people, to ensure participation is promoted and facilitated.

However, the well-being plan could set out how children and young people's participation and engagement is embedded into all aspects of planning, delivering and reviewing services and their "arrangements for promoting and facilitating participation". The public services board's annual progress report could include a summary as to how these statutory duties have been met, and how they can be improved upon. The public services boards annual progress report could consider the protected characteristics in particular with reference to age, specifically reporting on outcomes for children and young people.

The Welsh Government will monitor local arrangements for children and young people's participation. In addition well-being plans provide evidence to Inspectorates and the Welsh Audit Office (WAO) when undertaking reviews of efficiency and effectiveness of local services. Inspectorates and the WAO may also review the outcomes achieved and procedures involved to demonstrate how effectively children and young people are being listened to, involved and engaged. Children and young people have a right to be listened to, have a voice and be able to access opportunities to play an active role in decision making wherever they are – in school, out and about in the community or as users of services.

Our ambition is for every child and young person in Wales to realise their rights as set out in the UNCRC. There may sometimes be barriers to

Shared Purpose: Shared Future 3 - Collective role (public services boards)

achieving this, however, working in a collaborative way, we all have a responsibility and a role in considering ways in which these barriers can be removed or overcome. Wales has been leading the way in children and young people's participation and momentum must be maintained.

Further information on good practice in relation to children and young people's participation can be found on [www.childrensrights.wales](http://www.childrensrights.wales) or [http://www.childrensrights.wales/images/PDF/Participation\\_En2.pdf](http://www.childrensrights.wales/images/PDF/Participation_En2.pdf)

Information, resources, materials and good practice which support participation in Wales are also available at [www.youngwales.wales](http://www.youngwales.wales)



**Meeting Minutes  
Ceredigion Youth Council  
Council Chamber, Penmorfa  
Friday 02 February 2024**

(10:00 – 14.00)

**Present:**

Ysgol Bro Teifi (Ceredigion UK MYP 2023-24)  
Ysgol Penglais  
Ysgol Penglais  
Ysgol Penglais & Goats Youth Hub  
Ysgol Penglais & Goats Youth Hub  
Coleg Ceredigion & Aberystwyth Community Ambassadors  
Coleg Ceredigion & Aberystwyth Community Ambassadors  
Ysgol Gyfun Penweddig  
Ysgol Gyfun Penweddig (YC Chairperson 2023-24)  
Ysgol Gyfun Penweddig  
Ysgol Gyfun Penweddig  
Ysgol Gyfun Penweddig & Urdd Ceredigion  
EHE & Talybont Youth Club  
Ysgol Gyfun Aberaeron  
Ysgol Gyfun Aberaeron  
Ysgol Gyfun Aberaeron  
Ysgol Gyfun Aberaeron  
Ysgol Bro Pedr  
Ysgol Bro Pedr  
Ysgol Bro Pedr  
Ysgol Uwchradd Aberteifi  
Ysgol Henry Richard  
Ysgol Henry Richard  
Ysgol Henry Richard  
Post-16 Youth Group

**Also Present:** Gwion Bowen (Children and Young People’s Participation Officer, Youth Work and Engagement Service), Lowri Evans (Team Manager, Youth Work and Engagement Service – Ceredigion County Council), Councillor Wyn Thomas (Cabinet Member for Schools, Lifelong Learning and Skills), Elen James (Chief Education Officer, Ceredigion County Council) and Gareth Hughes (Post-14 Curriculum Co-Ordinator, Schools Service – Ceredigion County Council)

**Speakers:** Gwion Dafydd (Corporate Manager: Accountability and Progress, Schools Service – Ceredigion County Council) and Catrin Petcher, Team Leader, Education Inclusion Service – Ceredigion County Council)

**Apologies:**

(Ysgol Bro Teifi,

(Ysgol Bro Teifi) and

(Ysgol Bro Pedr & Urdd)

**Meeting Agenda:**



Agenda Cyfarfod  
Cyngor Ieuenctid 02.0

## MINUTES

### 1 Welcome, Apologies and Introductions

Gwion Bowen opened the meeting by welcoming the Youth Council to the Chamber.

Apologies noted.

GB informed the Youth Council of 'housekeeping' arrangements.

- Speakers
- Translation devices
- Fire Exits
- Toilet facilities
- Lunch and refreshments

GB welcomed Rosa Waby to chair the meeting.

Youth Council members introduced themselves and which schools / organisations they are representing.

GB explained that a register will be going around during the meeting.

### 2 Workshop on Post-16 Education Provision in Schools – Gwion Dafydd, Ceredigion County Council



PowerPoint Ieuenctid  
- Adolygiad OI-16 - 02

Gwion Dafydd, Corporate Manager: Accountability and Progress, Ceredigion Schools Service presented proposals to review the post-16 education provision in Ceredigion.

Youth Council members participated in group work and shared their views and opinions on questions presented to them.

GD outlined Options A and B, and members discussed the potential advantages and disadvantages of each.

Members were offered the opportunity to discuss and provide feedback on key matters associated with: the geographical context, travel, subject choice, facilities, financial situation, staffing, pupil numbers and current learner pathways.

The views of Youth Council members will feed into the wider consultation and provide an early direction from young people's perspectives.

Considering both options and the opportunities and challenges associated with both, members shared a variety of valuable and insightful views and participated in in-depth discussions around how changes or non-changes may impact on young people and how they engage in further education in Ceredigion. Some general points include:

- Technology: can improve subject choice and accessibility to engage in learning not currently offered in some schools. Subjects taught via e-sgol works well for pupils. Consideration should be made to pupils without access to ICT equipment or connectivity and how this impacts the quality of learning. Also, some elements of practical subjects cannot be completed remotely and must be in the classroom, such as biology or catering for example. These subjects include demonstrations etc. and engagement needs to be face to face.
- Staffing: young people considered how both options proposed may impact staff and jobs.
- Diversity: the opportunity of bringing young people together may enhance people's experiences of education.
- Bilingualism: is important to young people, and Welsh Language education should be safeguarded with any proposed changes.
- Travel: is a very important matter to young people. Some young people shared their experiences of travelling over an hour on the bus to reach a sixth form. Extended travel time and cost to reach a sixth form centre was raised as a concern for most members. Members suggested that extended time on the school bus / car is tiring and impacts extra-curricular activities, part time work and time to complete course work. Rural villages were also raised as a concern, with limited public / school bus travel reaching some areas.
- Cross-County: considered how changes or non-changes may impact on young people travelling across the border to access further education in other schools or colleges.
- Belonging: young people suggested that smaller classes is the preferred option to learning, with having more teacher time and attention, and that the feeling of belonging can be lost in larger classes / schools, and the worry of having to start a new school at post-16 will hinder friendships and relationships with teachers. Some young people chose their subjects because of their teachers.
- Pupil numbers: some subjects require minimum pupil numbers, and if this isn't reached, the subject cannot be offered which impacts young people's learning pathway.
- Hybrid: hybrid learning options can be cost effective in terms of travel and help the environment at the same time.
- Facilities: the cost of new buildings should be considered, and the ongoing running costs of larger sites, is this a longer-term more cost-effective option than meeting the current shortfall through other options?
- Community: schools are often the centre of communities, especially those that are 'community schools'. This is something that needs to be considered in decision-making.

GD explained that a questionnaire may follow (or an opportunity for more pupils to give their opinions), and that a follow-up visit with the Youth Council will be organised to share progress of the consultation.

Youth Council members split into two groups: Period Dignity and Environment. Members who had not attended the last Youth Council meeting had the choice of which group to join.

Environment Sub-Group

Building on their initial range of £500 project ideas the subgroup was tasked with prioritising three project ideas that they felt would be worthwhile and ones they would like to potentially pursue over the forthcoming months.

Following discussion, it was agreed that the three initial projects of interest were:

- A Plastic Bottle Recycle Scheme
- Specific bins for recycling cardboard and in particular, Pizza Boxes
- Supporting the work of the 'litter pick' hubs in Ceredigion

GB was tasked by members to go away and investigate further their three project ideas and to present a realistic draft project proposal during their next subgroup meeting. It was agreed that the subgroup would contribute and agree a final project proposal during the next meeting.

Period Dignity Sub-Group

The Period Dignity Sub-Group continued to progress with identifying their priority areas for the year, building upon previous work achieved by the previous Youth Council.

Key areas of focus:



- Education & awareness in schools and other settings
- Availability & accessibility of products in schools
- Stigma associated with periods
- Toilet facilities to ensure dignity
- Understanding of medical conditions associated with periods

A follow up virtual meeting will be organised to progress discussions and start work on 'policy change' in schools to encompass all of the above.

**4 Workshop on the Importance of Attendance in Education - Catrin Petche, Ceredigion County Council**

Catrin Petche, Team Leader at Ceredigion Education Inclusion Service held an engagement session with Youth Council members on the important of attendance in education.

Youth Council members shared thoughts and opinions on factors that contribute to young people's attendance in education, and how this can be improved.

	<p>Members participated in group work activities to generate discussion and provided feedback on the several key areas with feedback summarised below:</p> <div style="text-align: center;">  <p>Ymatebion CI 02.02.24 YC Response</p> </div>
<b>5</b>	<b>United Kingdom Youth Parliament (UKYP) Update</b>
	<p>Aeron Dafydd, Ceredigion Member of UK Youth Parliament provided an update.</p> <p>AD and RW will be meeting with Ben Lake MP, Elen James, Chief Education Officer, Cllr Bryan Davies, Leader of Ceredigion County Council and Cllr Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills next week.</p> <p>AD asked members whether they had any key matters that they would like raised at the meeting, and to contact AD with any other thoughts ahead of the meeting. AD and RW will feedback at the next meeting.</p>
<b>6</b>	<b>Children’s Commissioner for Wales Film</b>
	<p><i>Due to time, this item was moved to the next Youth Council Meeting.</i></p>
<b>7</b>	<b>Ceredigion Local Young People Campaign ‘Rhoi dy Farn 2024’ hot topics discussion</b>
	<div style="text-align: center;">  <p>Rhoi dy Farn 2023’ Campaign.pptx</p> </div> <p>GB provided information about the ‘Rhoi dy Farn 2024’ campaign. Youth Council members will have the opportunity to discuss ‘hot topics’, matters which are important to them, which will then be shortlisted and the most popular topics will be include in a ballot paper. Ballot papers will then be shared with schools, colleges and youth groups, offering young people the opportunity to vote on topics which are most important to them. Votes will then be collated, and the 4 highest scoring topics will form the basis of the ‘Pawb a’i Farn 2024’ question time event in the Summer.</p> <p>The 20 hot topics raised and discussed by the Youth Council were:</p> <ul style="list-style-type: none"> <li>• Vaping in Schools</li> <li>• Post-16 Education</li> <li>• Exam Stress</li> <li>• Bullying</li> <li>• Supporting Young Carers</li> <li>• Cost of Living Crisis</li> </ul>

- Transport
- Environment
- Relationship & Sexual Education (RSE)
- Voting @ 16
- Youth Spaces
- Regeneration of Town Centres
- Affordable Housing
- Renewable Energy
- Substance Misuse
- Promoting the Welsh Language
- Youth Support Services
- Family Support Services
- Protection from Abuse
- Work Experience

Young people discussed these topics and put forward cases as to why they should be shortlisted and included in this year's ballot. Further conversations were had about issues arising 'under' each topic, for example – the cost-of-living crisis and its link with Educational Maintenance Allowance.

Members then had the opportunity to 'vote with their feet', and the following 'hot topics' were shortlisted and will be include in the 2024 'Rhoi dy Farn' ballot.

- Environment
- Cost of Living
- Transport
- Youth Spaces
- Welsh Language
- Youth Support Services
- Mental Health & Wellbeing
- Affordable Housing


GB shared the time schedule of the 'Rhoi dy Farn' ballot, and stated that results will be discussed at the next Youth Council meeting.

**8 Senedd Cymru Visit Arrangements**



Taith 'Senedd Cymru'  
Trip 1.pptx

GB reminded members of the opportunity to attend a visit to the Senedd during the February Half Term. The visit will include an educational tour of the Senedd and a Q+A session with Elin Jones MS. Young people will have some free time around Cardiff Bay before returning to Ceredigion.

	<p>Transport will be provided. GB shared the transport schedule with the group. GB reminded the group to submit their membership forms if they have not already one so, and they will be contacted a week prior to the visit to confirm arrangements.</p>
<b>9</b>	<b>Information Sharing and Date of Next Meeting</b>
	<p>RW called for any other business from members. None reported.</p> <p>GB shared copies of service membership form.</p> <p>RW shared information about the next meeting which will be held again in the Chamber on the 20/03/2024.</p> <p>Dates of 2023-24 meetings:</p> <p>Meeting 1; 20/10/23  Meeting 2; 02/02/24  Meeting 3; 20/03/24  End of office, Pawb a'i Farn Event; 12/07/23</p> <div style="text-align: center;">   Youth Council Flyer  2023.24 (Eng).pdf </div> <p>RW thanked members for their engagement in the meeting, and for allowing her a good opportunity as the new Chairperson.</p> <p>GB thanked RW for chairing the meeting and for doing so effectively and efficiently.</p> <p>GB explained that sub-groups will likely meet before the next Youth Council meeting, most likely over MS Teams. Sub-groups may meet more regularly to ensure project / campaign work can progress. More information will follow to sub-groups in due course.</p> <p>RW asked all members to sign out on their way out of Penmorfa and wait for their transport in the reception area.</p> <p>GB thanked the group for a productive and positive second meeting of the Youth Council 2023-24.</p> <p><i>Youth Council meeting minutes are presented to both the Learning Communities Overview and Scrutiny Committee and Full Cabinet, in order to ensure that the views of young people are fed into the democratic process in Ceredigion.</i></p>



# ADOLYGU'R DDARPARIAETH ÔL-16 YNG NGBEREDIGION



## REVIEWING THE POST-16 PROVISION IN CEREDIGION



## Yr Opsiynau

### Status Quo cynnal y sefyllfa gyfredol

- 6 safle ysgol
- Cynnal a chefnogi'r cydweithio presennol
- Cynnal a chefnogi'r ddarpariaeth hybrid bresennol

### Arbenigo Rhannol ar draws 6 (neu 5/4) safle

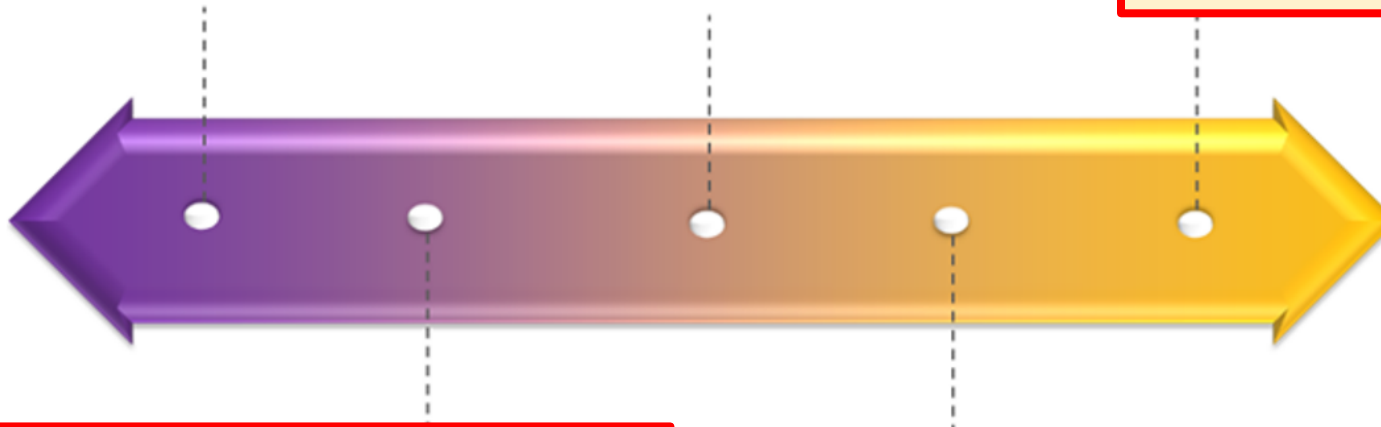
- Cyrsiau hyfyw i'w darparu ar bob safle
- Safleoedd i arbenigo mewn cyrsiau/rhannau o gyrsiau lleiafrifol fydd yn cael eu darparu i'r bartneriaeth
- Cynyddu a chefnogi'r cydweithio
- Cynyddu a chefnogi'r ddarpariaeth hybrid

### 1 Ganolfan ar draws un neu fwy o safleoedd

- Holl gyrsiau hyfyw i'w darparu o fewn yr un Ganolfan
- Defnydd hybrid i ehangu'r ddarpariaeth

**B**

ISAFSWM  
NEWID



UCHAFSWM  
NEWID

**A**

### Status Quo + datblygu'r sefyllfa gyfredol

- 6 (neu 5/4) safle ysgol
- Cynyddu a chefnogi'r cydweithio presennol
- Cynyddu a chefnogi'r ddarpariaeth hybrid

### Arbenigo Llawn ar draws 3 (neu 2) safle (gyda'r posibilrwydd o greu un sefydliad ar draws 2 neu 3 safle)

- Cyrsiau hyfyw i'w darparu ar bob safle
- Safleoedd i arbenigo mewn cyrsiau/rhannau o gyrsiau lleiafrifol fydd yn cael eu darparu i'r bartneriaeth
- Cynyddu a chefnogi'r cydweithio
- Cynyddu a chefnogi'r ddarpariaeth hybrid



## The Options

**Status Quo** maintain the current situation

- a. 6 school sites
- b. Maintain and support the current collaboration
- c. Maintain and support the current hybrid provision

**Partial Specialisation across 6 (or 5/4) sites**

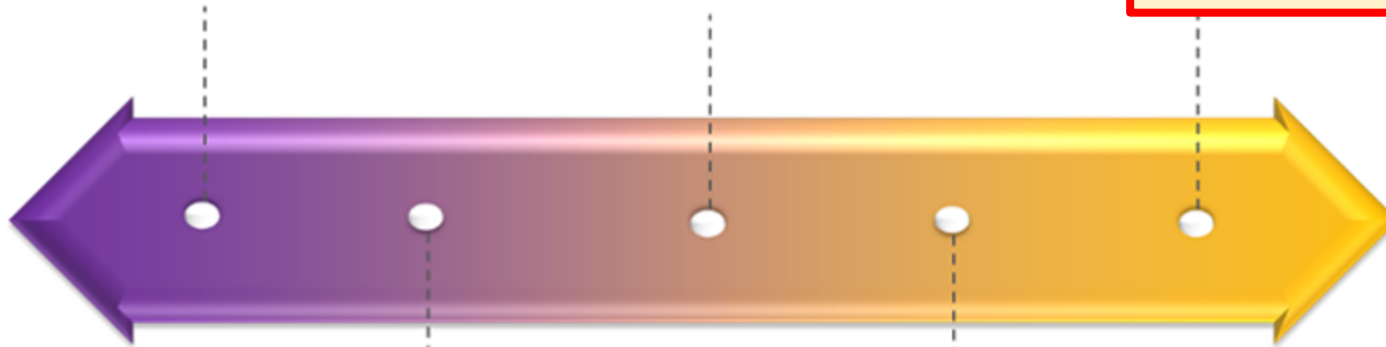
- a. Viable courses to be provided on all sites
- b. Sites to specialise in minority courses/parts of minority courses that will be provided to the partnership
- c. Increase and support the collaboration
- d. Increase and support the hybrid provision

**1 Centre across one or more sites**

- a. All viable courses to be provided within the one Centre
- b. Use of hybrid to expand provision



MINIMUM  
CHANGE



MAXIMUM  
CHANGE

**A**

**Status Quo +** develop the current situation

- a. 6 (or 5/4) school sites
- b. Increase and support the existing collaboration
- c. Increase and support the hybrid provision

**Full Specialisation across 3 (or 2) sites** (with the possibility of creating a single organisation across 2 or 3 sites)

- a. Viable courses to be provided on all sites
- b. Sites to specialise in minority courses/parts of minority courses that will be provided to the partnership
- c. Increase and support the collaboration
- d. Increase and support the hybrid provision



## Cwestiynau – 2 Opsiwn

1. 3 mantais i Opsiwn A
2. 3 anfantais i Opsiwn A
3. 3 mantais i Opsiwn B
4. 3 anfantais i Opsiwn B

## Questions – 2 Options

1. 3 advantages for Option A
2. 3 disadvantages for Option A
3. 3 advantages for Option B
4. 3 disadvantages for Option B



## Oes angen newid?

Rhai pethau i'w hystyried:

- Ystod / dewis o bynciau sydd ar gael i'r dysgwyr;
- Llwybrau Dysgu / Swyddi
- Niferoedd cyrsiau yn y Gymraeg a'r Saesneg;
- Lles y disgyblion;
- Niferoedd disgyblion;
- Y sefyllfa gyllidol;
- Sefyllfa staffio;
- Trefniadau partneriaethol presennol.

## Is change needed?

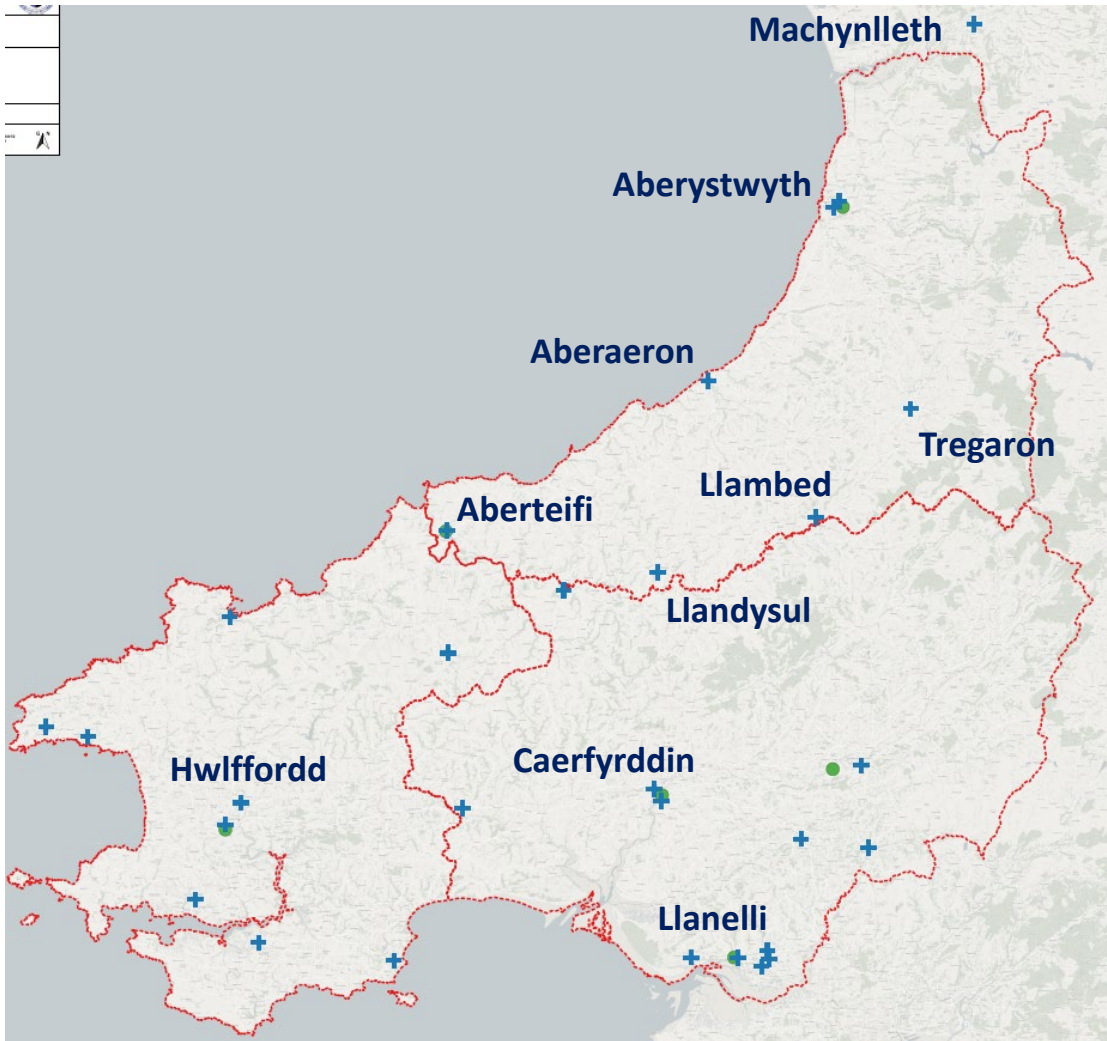
Some things to consider:

- Range / choice of subjects available to learners;
- Learner Pathways / Jobs
- Number of courses in Welsh and English;
- Pupil well-being;
- Pupil numbers;
- The financial situation;
- Staffing situation;
- Current partnership arrangements.



## Ysgolion y De-Orllewin / Schools in the South West

Page 85





## Cwestiynau – Teithio

1. Sut wyt ti'n cyrraedd yr ysgol?
2. Faint mor hir mae'n cymryd?
3. Os na fyddai 6ed Dosbarth yn dy ysgol, beth fyddet ti'n gwneud?
4. Pa mor hir sy'n rhesymol i ti fod ar fws i deithio ar gyfer dy addysg?

## Questions – Travel

1. How do you get to school?
2. How long does it take?
3. If there was no 6th Form at your school, what would you do?
4. How long is it reasonable for you to be on a bus to travel for your education?



## Y Sefyllfa Gyfredol – Cysiau a Disgyblion

Dyma dabl sy'n dangos y nifer o ddisgyblion ym Mlwyddyn 13 yn ysgolion Ceredigion ar hyd y 5 mlynedd diwethaf:

## The Current Situation – Courses and Pupils

Here is a table showing the number of pupils in Year 13 in Ceredigion schools over the last 5 years:

	<b>Aberaeron</b>	<b>Aberteifi</b>	<b>Penglais</b>	<b>Penweddig</b>	<b>Bro Pedr</b>	<b>Bro Teifi</b>
2019	51	40	105	60	68	58
2020	53	26	86	45	64	34
2021	48	33	119	49	71	47
2022	43	36	126	39	70	40
2023	47	29	115	51	59	53
<b>cyf / avg</b>	<b>48</b>	<b>33</b>	<b>110</b>	<b>49</b>	<b>66</b>	<b>46</b>



## Y Sefyllfa Gyfredol – Cysiau a Disgyblion

Gweler isod dabl yn nodi cyfartaledd niferoedd disgyblion fesul cwrs, y cymwysterau fesul ysgol a fesul cyfrwng eu arholiad (Haf 2023):

## The Current Situation – Courses and Pupils

See below a table noting averages of pupil numbers per course, the qualifications per school and the medium of the exams (Summer 2023):

		2023 Data		Aberaeron		Aberteifi		Penglais		Penweddig		Bro Pedr		Bro Teifi		Ceredigion	
		WEL	ENG	WEL	ENG	WEL	ENG	WEL	ENG	WEL	ENG	WEL	ENG	WEL	ENG	WEL	ENG
Excluding BACC	<i>Language of qualification</i>																
	Number of courses	2	18	1	16	0	22	18	6	5	19	17	8	23	38		
	Pupils average	2.0	4.9	1.0	4.3	-	13.6	5.2	7.7	1.2	6.4	4.9	5.3	8.2	17.6		
	Total courses	19		16		22		20		20		25		40			
	Pupils average	4.9		4.4		13.6		7.0		6.4		5.0		21.4			
Including BACC	Total courses	20		17		23		21		21		26		41			
	Pupils average	6.5		5.1		17.7		9.0		8.1		6.6		28.1			
	Number of courses ≥ 12 pupils	1		1		13		4		3		1		24			
	As a %	5%		6%		57%		19%		14%		4%		59%			

\* It's not possible to know the "language" of the BACC from the official data, so it's been excluded from the first half of the table above





## Y Sefyllfa Gyfredol – Cysiau a Disgyblion

### The Current Situation – Courses and Pupils

Dyma enghraifft o niferoedd disgyblion mewn un ysgol ar hyd y 5 mlynedd diwethaf o edrych ar y rheiny a enillodd gymwysterau mewn gwahanol bynciau ar ddiwedd BI13.

Here's an example of one school's pupil numbers over the past 5 years with regard to those gaining qualifications in different subjects at the end of Y13.

	Cohort				
	18/19	19/20	20/21	21/22	22/23
1 Welsh	5	4	7	-	2
2 English	5	5	6	9	7
3 English Lit	-	-	-	-	-
4 Welsh 2nd Lang	-	-	-	-	-
5 Mathematics	7	4	5	4	9
6 Further Maths	1	-	-	1	2
7 Biology	10	13	8	5	9
8 Physics	7	2	6	6	9
9 Chemistry	6	6	6	3	5
10 Geography	-	2	3	6	2
11 History	7	6	6	7	10
12 Religious Studies	-	-	-	-	4
13 French	-	-	-	-	-
14 German	-	-	-	-	-
15 Spanish	-	-	-	-	-
16 Art and Design	8	7	9	8	1
17 D&T	8	5	-	-	4
18 ICT	8	8	-	-	-
19 Computer Science	-	-	-	-	-
20 Electronics	-	-	-	-	-
21 Media Studies	11	13	11	7	7
22 Drama	-	-	1	-	-
23 Music	1	1	-	-	2
24 Politics	-	-	-	-	-
25 Law	-	-	-	-	-
26 Psychology	-	-	-	-	-
27 Sociology	-	-	-	-	-
28 Physical Education	-	-	-	-	-
29 Business	-	-	-	-	-
30 Health + Social	-	-	-	8	2
31 BACC	40	45	36	35	36



## Cwestiynau – Cyrsiau

1. Ac eithrio'r BAC, beth yw maint dy ddosbarth mwyaf yn y 6ed?
2. Oedd poblogrwydd y pwnc yn bwysig i ti pan yn dewis dilyn dy gyrsiau?
3. Wyt ti'n meddwl byddai dy brofiad o fewn y pwnc yn well/gwaeth mewn dosbarth mwy o faint?

## Questions – Courses

1. Excluding the BACC, what is your largest class size in 6th Form?
2. Was the popularity of the subject important to you when you chose your courses?
3. Do you think your experience within the subject would be better/worse in a larger class?



## Y Sefyllfa Gyfredol – Cyllid

*Wrth amcangyfrifo gwir gost cynnal 6ed Dosbarth mewn ysgol, ystyrir y costau canlynol:*

- Costau addysgu (cost yr athro);
- Cost Pennaeth y 6ed;
- Swyddog data ac arholiadau;
- Cost arholiadau @£110 y cymhwyster;
- Adnoddau Dysgu: cyfanswm o £200 y disgybl;
- Cymorth Anghenion Dysgu Ychwanegol;
- Prydau Ysgol am Ddim.

**Amcangyfrif o gost cynnal cyrsiau 6ed Dosbarth yn 2023-24 yw £4m,**

**sef tua **£400k yn fwy** na'r grant 6ed Dosbarth**

## The Current Situation – Finance

*When estimating the true cost of sustaining a 6th Form in a school, the following costs are considered:*

- Teaching costs (cost per teacher);
- The cost of the Head of 6th Form;
- Data and examinations officer;
- Cost of exams @£110 per qualification;
- Learning resources: a total of £200 per pupil;
- Additional Learning Needs Support;
- Free School Meals.

**The estimated cost of running 6th Form courses in 2023-24 is £4m,**

**which is around **£400k more** than the 6th Form grant**



## Cwestiynau – Cyllid

1. 3 ffordd byddai cadw chwe safle 6ed dosbarth yn gallu arbed arian.
2. 3 ffordd byddai creu un safle 6ed Dosbarth yn gallu arbed arian.

## Questions – Finance

1. 3 ways that keeping six 6th Form sites could save money.
2. 3 ways that creating one 6th Form site could save money.

## Yr Opsiynau

### Status Quo cynnal y sefyllfa gyfredol

- 6 safle ysgol
- Cynnal a chefnogi'r cydweithio presennol
- Cynnal a chefnogi'r ddarpariaeth hybrid bresennol

### Arbenigo Rhannol ar draws 6 (neu 5/4) safle

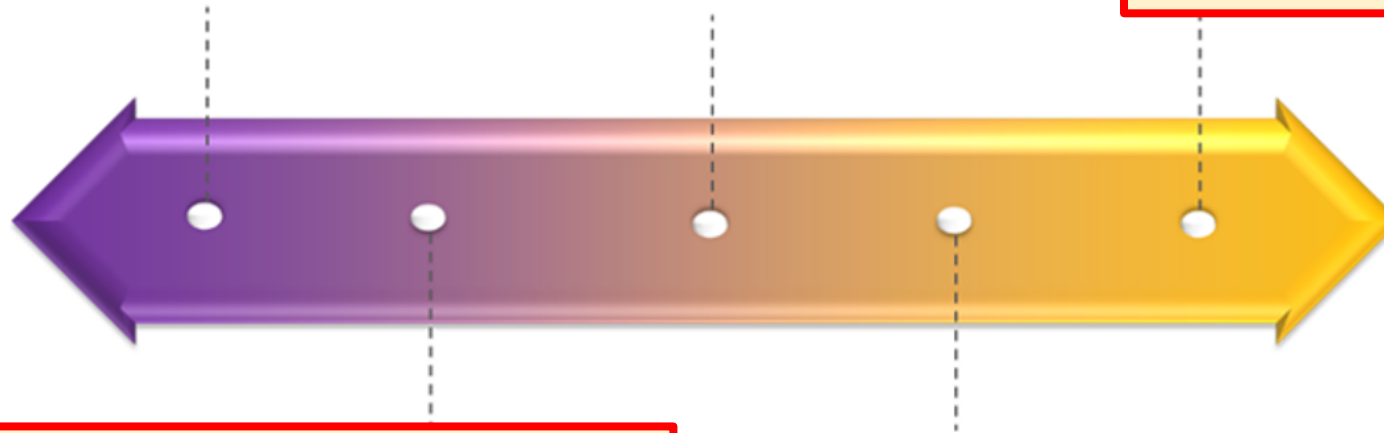
- Cyrsiau hyfyw i'w darparu ar bob safle
- Safleoedd i arbenigo mewn cyrsiau/rhannau o gyrsiau lleiafrifol fydd yn cael eu darparu i'r bartneriaeth
- Cynyddu a chefnogi'r cydweithio
- Cynyddu a chefnogi'r ddarpariaeth hybrid

### 1 Ganolfan ar draws un neu fwy o safleoedd

- Holl gyrsiau hyfyw i'w darparu o fewn yr un Ganolfan
- Defnydd hybrid i ehangu'r ddarpariaeth

**B**

ISAFSWM  
NEWID



UCHAFSWM  
NEWID

**A**

### Status Quo + datblygu'r sefyllfa gyfredol

- 6 (neu 5/4) safle ysgol
- Cynyddu a chefnogi'r cydweithio presennol
- Cynyddu a chefnogi'r ddarpariaeth hybrid

### Arbenigo Llawn ar draws 3 (neu 2) safle (gyda'r posibilrwydd o greu un sefydliad ar draws 2 neu 3 safle)

- Cyrsiau hyfyw i'w darparu ar bob safle
- Safleoedd i arbenigo mewn cyrsiau/rhannau o gyrsiau lleiafrifol fydd yn cael eu darparu i'r bartneriaeth
- Cynyddu a chefnogi'r cydweithio
- Cynyddu a chefnogi'r ddarpariaeth hybrid

## The Options

**Status Quo** maintain the current situation

- a. 6 school sites
- b. Maintain and support the current collaboration
- c. Maintain and support the current hybrid provision

**Partial Specialisation across 6 (or 5/4) sites**

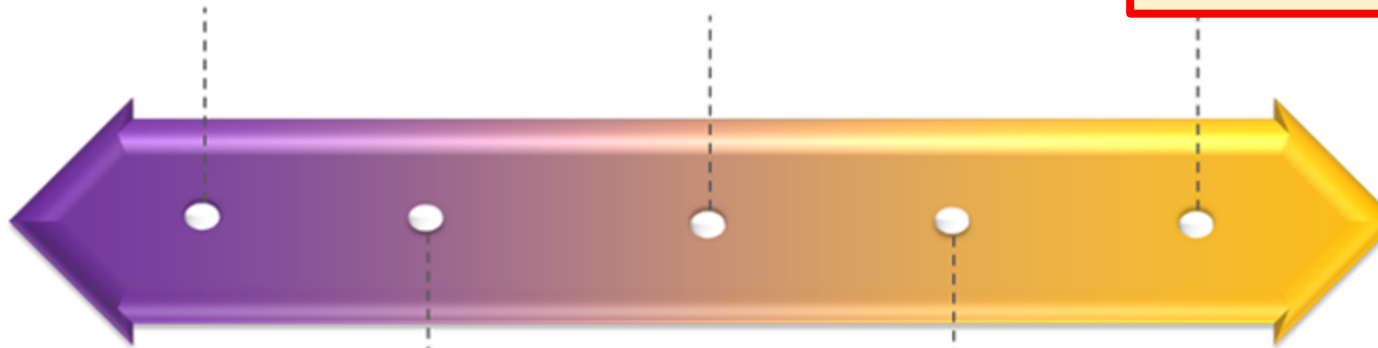
- a. Viable courses to be provided on all sites
- b. Sites to specialise in minority courses/parts of minority courses that will be provided to the partnership
- c. Increase and support the collaboration
- d. Increase and support the hybrid provision

**1 Centre across one or more sites**

- a. All viable courses to be provided within the one Centre
- b. Use of hybrid to expand provision

**B**

MINIMUM  
CHANGE



MAXIMUM  
CHANGE

**A**

**Status Quo +** develop the current situation

- a. 6 (or 5/4) school sites
- b. Increase and support the existing collaboration
- c. Increase and support the hybrid provision

**Full Specialisation across 3 (or 2) sites** (with the possibility of creating a single organisation across 2 or 3 sites)

- a. Viable courses to be provided on all sites
- b. Sites to specialise in minority courses/parts of minority courses that will be provided to the partnership
- c. Increase and support the collaboration
- d. Increase and support the hybrid provision



## Cwestiynau – 2 Opsiwn

1. 3 mantais i Opsiwn A
2. 3 anfantais i Opsiwn A
3. 3 mantais i Opsiwn B
4. 3 anfantais i Opsiwn B

**Oes rhai newydd wedi dod i'r amlwg?  
Beth am drefn blaenoriaeth?**

## Questions – 2 Options

1. 3 advantages for Option A
2. 3 disadvantages for Option A
3. 3 advantages for Option B
4. 3 disadvantages for Option B

**Have new ones come to mind?  
What about order of priority?**

**Grwpiau / Groups**



**Unrhyw gwestiynau neu sylwadau eraill?**

**Any further questions or comments?**



# 1. Pam mae presenoldeb yn bwysig?

## Why is attendance at school important?

- Mae rhaid bod yn ysgol i dysgu
- Dim yn troi lan yn cael fine
- Cael fwy o cyfleoedd
- Online
- Change of scenery
- Cael y sylw cywir
- Social life / education
- Extra -curricular activities
- Gives schedule and structure
- Interacting with community
- Full education
- Getting to know your teachers
- Good relationship with teachers
- Talk comfortably with teachers
- Proper education
- To get basic qualifications
- Social skills & life
- Form a community
- Mingling with community
- Having the basic skills for further education
- New opportunity
- Structure and skills for work/job & further education
- Less catching up to do
- More opportunities
- It's easier for teachers to know where everyone is in their course
- Understand the work better
- Education is easier when you attend
- Better feedback from teachers
- More opportunities
- To get the education you may need
- To connect with your peers and form friendships
- Mental health & well-being
- It's isolating if you don't see other people
- To learn and be able to use your education towards something
- In some subjects if you miss lessons you will fall behind on information and work

## 2. Beth ydych chi'n meddwl yw presenoldeb da?

What percentage do you think is good attendance?

- 10% off school won't affect final grade anything more will have a negative affect.
- The other 10% is for appointments, illness.
- 80 – 85% is good aim for 90+
- 80 – 85%
- Aim for 95% but 80 – 100 is good
- 85 – 95% - >95% best
- Take burn out into account
- Schools should take illness into consideration
- Depends on the situation
- 90 -100% but take mental health into consideration
- 90%
- 80 – 85% = good
- 90 – 95% is good attendance
- 80% but it depends on the subjects you're taking some require more work outside of class e.g. art
- 75%+
- 80%

## 3. Pryd mae fe yn OK i fod yn absennol o ysgol?

When is it OK to be absent from school?

- Hospital
- Illness
- Mental health
- Extra curricular activities
- Young carers
- Personal matters (serious)
- Hospital
- Illness
- Mental health days

- Extra-curricular activities
- Family issues
- Hospital / funeral
- Illness – cold/fever
- Mental health day
- Extra-curricular activities
- Young carers
- Family problems
- Hospital / being ill
- Mental health days
- Extra-curricular activities
- Family issues
- Funerals young carers
- Hospital ill
- Important meetings
- Family problems
- Ill/sick
- Mental Health REASONS!!!
- Burn out/exhaustion.
- Fearing for your safety
- Fearing certain teachers
- Family matters – funerals /weddings
- Appointments
- Chronic disabilities
- Family loss
- Disgyblion sydd yn gwybod eu gyrfaeodd – pam mae angen mynd?
- Alternative curriculum
- Amaethyddiaeth
- Lle ydych chi arni yn y daith ysgol
- When you are ill
- When you are willing to do the work online
- Medical – iechyd a iechyd meddwl
- If you're doing heavily coursework-based subject
- Having to travel because of siblings

4. Pwy cefnogaeth sydd ar gael i pobl ifanc os ydynt yn cael trafferth yn ysgol?

## What support is available for young people if they are struggling in school?

- Councillor
- Head of year
- Young carer hub
- Youth workers (limited)
- Dim yn ymwybodol o'r Cymorth sydd ar gael
- Dim "shy away" or embarrassed am angen Cymorth
- Neud angen Cymorth nid mawr ond bach hefyd yn normal
- Hafan
- Learning support services
- Counselling service
- Phone numbers
- School website
- Bullying report
- Mentors / notice board poster
- Learning support centres
- Hafan
- Support needs to be more advertised
- Counselling
- Young carers club
- Enrichment lessons (1 per week)
- Stigma
- Head of year
- Mentorau
- Teacher support
- Bocs becsu
- Mental health day
- PR meetings
- Skills lessons – to catch up and help with behavioural issues
- Not much education on who to talk to / how to approach a staff to talk about mental health
- Notice boards with numbers to call if you need help
- Tutoring & extra lessons
- Normalise asking and accepting help
- CAMHS
- Teachers & outside resources
- Friends/teachers
- Charities and organisations – Mind

- HAFAN
- ELSA
- Speaking to teachers
- Teachers are always available to speak etc
- Family or child services
- friends

## 5. Pam ydych chi'n meddwl nad yw pobl ifanc yn mynychu'r ysgol?

Why do you think that young people don't attend school?

- Pandemic – anodd mynd nol mewn iddo
- Anghenion Dysgu
- Find it easier in different conditions
- Ome school – knowing the teacher, it's easier to talk to
- 1:1 tuition lets you go further as no time limit – no waiting for anyone else
- Ffyrdd o amgylch
- Angen mwy o sylw iechyd meddwl
- Mwy o sylw
- Anghenion dysgu
- Gormod o pynciau
- Cadw y pynciau craidd
- Mwy o norm ers y pandemig
- Mental Health
- Missing school due to illness
- Mental health
- Not enough mental support
- Dramatising past
- Bullying all of the time
- Starting time to catch buses – waking up
- Other opportunities – theatre reherlas
- Have a guaranteed job feel no need
- Parenting styles and schedules – work not engaged
- Extra-curricular activites
- Prefer to get a job – financial situations rather than complete school
- Young carers

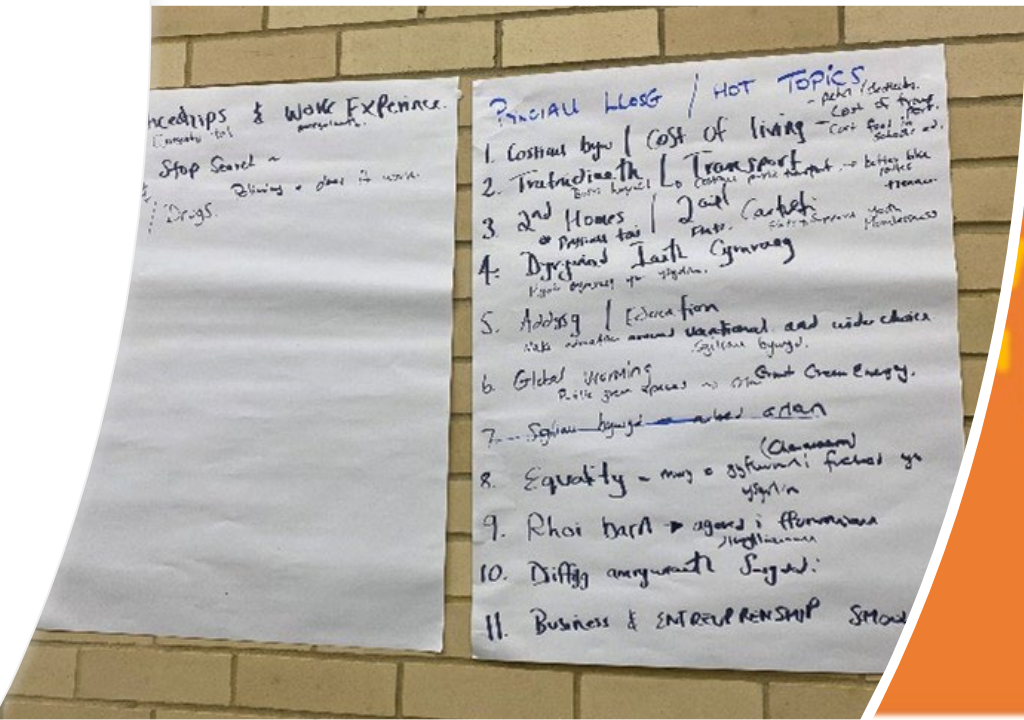
- Bullying = anxious
- Parents who doesn't engage
- Lack of support
- Attention span problems
- Not enough punishment for skipping
- People with disabilities without support
- Sports/theatre
- People with jobs so no need for GCSE's
- Early starts
- Relaxed parents
- Parents that work early
- Personal life
- Teacher interaction
- Motivation
- Less attention span
- Lack of teacher support
- Attention span since online learning
- No consequences if you don't attend
- Bullying harassment
- Health issues – more support needed
- Starting time too early
- Lack of parental support
- Lack of understanding from teachers/staff in school
- Home life
- School doesn't punish them
- Teachers
- Family reasons
- Medical reasons – mental and physical
- Student safety at home & or school
- Lazy
- Feel uncomfortable / threatened at school
- Medical reasons that affect their mobility
- Jobs, family reasons, medical
- Bullying and mental health
- When there is a lot of pressure both academically and / or socially
- Disrespectful ineffective teachers
- Bad mental health
- Culture of misogyny and discrimination amongst students
- Too much workload
- Feeling like as students aren't seen as people and treated with respect

- Uninterest in mandatory subjects
- Lazy
- Lack of motivation
- Mental health

# 'Rhoi dy Farn 2023' Campaign

- Youth Council Campaign that ran from 1<sup>st</sup> March – 14<sup>th</sup> March 2023
- Targeted all Ceredigion Secondary Schools, Coleg Ceredigion, PRU, Post 16 Inspire project and Hyfforddiant Ceredigion Training.
- Total Votes: 2184
- Turnout 36%
- Hot Topics: Cost of Living Crisis, Careers, Education and Transport at PAF and for Ceredigion MYP

<p><b>Addysg</b> - gwella mynediad i gyfleoedd galwedigaethol a mwy o ddewis, gan gynnwys sgiliau bywyd / <b>Education</b> - improve access to educational opportunities and greater choice that should include life skills</p>	<p><b>Argyfwng costau byw</b> - mwy o gefnogaeth gyda chostau cludiant, cinio ysgol ac ynni / <b>Cost of living Crisis</b> - more support with costs of transport, school meals and energy</p>	515	1af / 1st
<p><b>Addysg</b> - dylid addysgu sgiliau busnes ac entrepreneuriaeth mewn ysgolion / <b>Education</b> - business and entrepreneurship skills should be taught in schools</p>	<p><b>Trafurfaoedd</b> - Mwy o ddewis o brentisiaethau sy'n talu'n well a mwy o mynediad at amrywiaeth o gyfleoedd profiad gwaith / <b>Apprenticeships</b> - A greater choice of better paid apprenticeships and access to a range of work experience opportunities</p>	372	2ail / 2nd
<p><b>Costau byw</b> - mwy o gefnogaeth gyda chostau cludiant, cinio ysgol ac ynni / <b>Cost of living Crisis</b> - more support with costs of school meals and energy</p>	<p><b>Tai fforddiadwy</b> - mae angen i fysiau redeg yn hwyrach a bod yn fforddiadwy, gwell cysylltiadau trên a gwell llwybrau cerbydau / <b>Transport</b> - buses need to run later and be more affordable, better train links and improved bike routes</p>	267	3ydd / 3rd
<p><b>Tai fforddiadwy</b> - Tai fforddiadwy a mynediad i bobl ifanc lleol / <b>Second Home</b> - Affordable housing and access for local young people</p>	<p><b>Tai fforddiadwy</b> - Tai fforddiadwy a mynediad i bobl ifanc lleol / <b>Second Home</b> - Affordable housing and access for local young people</p>	256	4ydd / 4th
<p><b>Costau byw</b> - mwy o gefnogaeth gyda chostau cludiant, cinio ysgol ac ynni / <b>Cost of living Crisis</b> - more support with costs of school meals and energy</p>	<p><b>Tai fforddiadwy</b> - Tai fforddiadwy a mynediad i bobl ifanc lleol / <b>Second Home</b> - Affordable housing and access for local young people</p>	244	5ed / 5th
<p><b>Debydd</b> - mwy o gyfleoedd chwaraeon i ferched mewn ysgolion / <b>Equality</b> - more sports opportunities for girls</p>	<p><b>Gwella mynediad i gyfleoedd galwedigaethol a mwy o ddewis, gan gynnwys sgiliau bywyd / Education</b> - improve access to educational opportunities and greater choice that should include life skills</p>	234	6ed / 6th
<p><b>Debydd</b> - mwy o gyfleoedd chwaraeon i ferched mewn ysgolion / <b>Equality</b> - more sports opportunities for girls</p>	<p><b>Debydd</b> - mwy o gyfleoedd chwaraeon i ferched mewn ysgolion / <b>Equality</b> - more sports opportunities for girls</p>	201	7fed / 7th





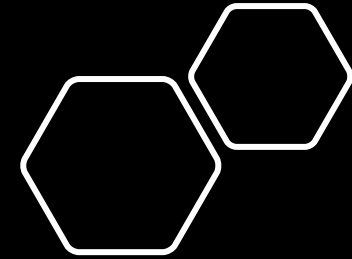


# Senedd Wales

Taith 'Senedd Cymru' Trip:  
Briefing

Monday 12<sup>th</sup> February  
2024

<b>Ceredigion Youth Council 'Senedd Cymru' Day Trip Itinerary (to include Cardiff Bay visit)</b>	
<b>Date 12.2.24</b>	
<b>Activity</b>	<b>Time</b>
Meet Aberystwyth and district members at Penweddig School Car Park	08:30am
Collect Aberaeron and mid county members at Aberaeron Secondary School	09:00am
Collect South of County members at Synod Inn Square	09:15am
Collect Southeast of County members at Ysgol Bro Teifi, Llandysul	09:30am
Comfort break at Morrisons Carmarthen prior to travelling direct to Cardiff Bay	10.00am – 10.20am
Travel to Senedd Cymru, Cardiff Bay	10:20am – 11.50am
Arrive at Senedd Cymru for Tour and meeting with Elin Jones AS	11.55pm - 2.00pm
Visit Cardiff Bay Mermaid Quay for food and leisure time	2.00pm – 4.00pm
Leave Cardiff Bay to travel back to Aberystwyth, Ceredigion	4pm – 7pm
Calling at:	
Comfort break at Morrisons Carmarthen	5.15pm – 5.30pm
Drop off Southeast of County members at Ysgol Bro Teifi, Llandysul	6.00pm
Drop off South of County members at Synod Inn	6.15pm
Drop off Aberaeron and mid district members at Aberaeron Secondary School	6.30pm
Drop off Aberystwyth and district members at Penweddig School Car Park	7.00pm



# Currently devolved powers

- Agriculture, forestry and fishing.
- Education.
- Environment.
- Health and social care.
- Housing.
- Local government.
- Highways and transport.
- Some control over income tax, stamp duty and landfill tax



# Beth sydd yn digwydd nesaf? What happens next?



- Indicate on the Senedd Trip form whether you are planning on attending the trip and where would you prefer to be picked up and dropped off – please tick **ONE** location. Please also share a contact number for a parent or guardian.
- Complete the Ceredigion Youth Service Membership and Medical Form 2024 – Only people with completed forms can attend!
- Your attendance will be confirmed, and an e-mail will be shared with an electronic copy of the itinerary, letter to parent/guardians, Security: Visitor Code of Conduct and details of your pickup point on the day of the trip.
- Please make sure that all relevant information is shared with parents/guardians and please read the Senedd: Visitor Code of Conduct which includes Security before travelling
- Consider the devolved matters for Wales, have you a question for Elin Jones AS?
- On the bus to Cardiff, we will collect a contact mobile number and confirm questions to Elin Jones AS

Interested in making a positive change by representing the voices of Ceredigion's young people?  
**Join Ceredigion Youth Council 2023 - 2024!**



Meeting dates:	To include:
<b>20.10.23</b>	Elect New Chairperson
<b>02.02.24</b>	Ceredigion's Young People Local Ballot
<b>20.03.24</b>	Ceredigion's Local Ballot Results
<b>12.07.24</b>	'Pawb A'i Farn Ceredigion 2024' Event



**CYNGOR IEUENCTID CEREDIGION YOUTH COUNCIL**

**At Ceredigion County Council Chamber Penmorfa, Aberaeron**



For further information contact:  
[Gwion.Bowen@ceredigion.gov.uk](mailto:Gwion.Bowen@ceredigion.gov.uk)  
 @GICeredigionYS

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## CYNGOR SIR CEREDIGION COUNTY COUNCIL

**Report to:** Learning Communities Overview and Scrutiny Committee

**Date of meeting:** 9 May 2024

**Title:** Ceredigion Youth Council Meeting Minutes (20.03.24)

**Purpose of the report:** To present minutes from the Youth Council meeting

**Reason Scrutiny have requested the information:** For information

**Cabinet Portfolio and Cabinet Member:** Councillor Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills

### **Background**

One of the duties bestowed on Local Authorities within the Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 – is Annex B – the **Statutory Guidance on Children and Young People’s Participation**.

In order to meet one of the requirements of the legislation, Local Authorities are expected to work with relevant partners to:

- *Support a County Youth Forum/Council as a representative body of young people to act as a channel for young people’s views across their local authority and represent those views to local and national decision-making bodies.*
- *They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people.*
- *For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this.*
- *They should be informed and linked to their local democratic structures.*
- *They will also need to be effectively linked into national participation structures such as Young Wales, the Children’s Commissioner for Wales and the National Assembly for Wales.*

*Children and young people have the human right to have opinions and for these opinions to matter. It says that the opinions of children and young people should be considered when people make decisions about things that involve them, and they shouldn’t be dismissed out of hand on the grounds of age. It also says children and young people should be given the information they need to make good decisions. **Article 12 (Respect for the view of the child - United Nations Convention on the Rights of the Child (UNCRC).***

### **Current Situation**

Ceredigion Youth Work and Engagement Team is responsible for coordinating Ceredigion Youth Council since it was first established in Autumn 2015. The Youth Council meet four times a year (once each term) for official meetings, and host an event at the end of their year ‘in office’. Youth Council meetings take place in the

Chamber in Penmorfa. Minutes of each meeting are presented to both Learning Communities Scrutiny and Overview Committee and full cabinet, ensuring the voice of young people feeds into the wider democratic process in Ceredigion.

**Wellbeing of Future Generations:**

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

N/A

**Summary of Integrated Impact Assessment:**

**Long term:** N/A

**Collaboration:** N/A

**Involvement:** N/A

**Prevention:** N/A

**Integration:** N/A

**Recommendation(s):**

For Elected Members to view the minutes from the specified Ceredigion Youth Council meeting at Learning Communities Overview and Scrutiny Committee and Cabinet, for information.

**Reasons for decision:**

To meet the requirements of the legislation as set out in Annex B of Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 - Statutory Guidance on Children and Young People's Participation.

**Contact Name:** Lowri Evans

**Designation:** Team Manager, Youth Wok & Engagement Service

**Date of Report:** 11.04.2024

**Acronyms:** N/A



Shared Purpose: Shared Future 3 - Collective role (public services boards)

**SPSF 3 - ANNEX B  
STATUTORY GUIDANCE ON CHILDREN AND YOUNG PEOPLE'S  
PARTICIPATION**

**This statutory guidance is issued in accordance with [Section 17\(3\) of the Children and Families \(Wales\) Measure 2010](#) and applies to local authorities both in respect of local well-being plans, and whenever they take decisions which might affect children and young people.**

Local Authorities have a duty to promote and facilitate participation by children and young people in decisions which might affect them. The legal basis for this duty is Section 12 of the Children and Families (Wales) Measure 2010. It requires Local Authorities to *make such arrangements as they consider suitable to promote and facilitate participation by children in decisions of the authority which might affect them, and to publish and keep up to date information about its arrangements*. These duties can be discharged via the local well-being plan.

The [United Nations Convention on the Rights of the Child \(UNCRC\)](#) ) is an international convention which sets out the civil, political, economic, social and cultural rights of children up to the age of 18. It recognises not only their basic human rights but gives them additional rights to protect them from harm as one of the most vulnerable groups in society. The UNCRC has 54 articles. Articles 1-41 set out how children and young people should be treated. The other 13 articles set out how governments and adults should work together to make sure children and young people can access their rights.

In Wales, the commitment to the UNCRC is enshrined in legislation with [the Rights of Children and Young Persons \(Wales\) Measure 2011](#) . Section 1 of the Measure places a duty on the Welsh Ministers to have due regard to the UNCRC when exercising their functions. This means the Welsh Ministers must consider how what they are doing relates to the rights and obligations in the UNCRC and every opportunity has been taken to identify ways of realising the relevant rights before making decisions. Consequently, this filters down to the local level through legislation, regulation and statutory guidance.

Shared Purpose: Shared Future 3 - Collective role (public services boards)

This guidance relates to children and young people's right to participate which is a fundamental and enabling right as set out in Article 12 of the UNCRC:

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 12 (Respect for the view of the child)**

The articles of the UNCRC have been summarised into [Seven Core Aims](#) which should underpin the working practice of any service provision working with children and young people nationally and locally. Core Aim 5 in particular relates to children and young people's participation with the aim that:

All children and young people are listened to, treated with respect, and have their race and cultural identity recognised.

**Core Aim 5**

## **Requirements**

In order to meet the requirements the legislation, Local Authorities are expected to work with relevant partners to:

- promote and facilitate children and young people's participation within the broad context of the UNCRC, as part of their policies, services and wider citizen engagement. Local Authorities are expected to make sure as many children and young people as possible are aware of their rights as set out in the UNCRC, including their right to participate and for their opinion to be heard, and to be involved in decision-making about policies and services which affect their lives.
- embed children and young people's participation into all aspects of planning, delivering and reviewing services. This should include the assessment of local well-being, the local well-being plan and relevant sub plans;

## Shared Purpose: Shared Future 3 - Collective role (public services boards)

- adopt the [National Participation Standards](#). Support for the National Participation Standards reinforces the commitment to children's rights in Wales and there are many examples of good practice of organisations which have adopted the standards as a means of ensuring participation happens meaningfully and effectively. The expectation is all Local Authorities adopt the Standards when meeting their statutory duty regarding participation of children and young people.
- publish information about the benefits of and arrangements for promoting and facilitating participation in the authority, and disseminating examples of good practice, for instance through websites and newsletters as well as social media and linking in/working with '[Young Wales](#)'. Children and young people themselves can be actively involved in raising awareness of the importance of participation. The Welsh Government has many resources which could support this and could be adapted to suit local needs. As well as using resources and media which is accessible to children and young people information can be included in the public services board's annual progress report;
- ensure information and materials aimed at children and young people are clear and easy to understand, answer their questions and identified needs as well as being accurate, up-to-date, relevant and accessible in terms of language and format;
- ensure a range of opportunities and the appropriate required support are provided for effective participation. The opportunities for children and young people as individuals to participate should be integrated into day to day services as well as specific participation structures such as forums for children, forums for young people, or groups/forums which represent children and young people who are marginalised, vulnerable or have a special interest in a particular issue. These forums and groups have a key role to play in supporting children

and young people to have a voice and to access their rights as set out in the UNCRC;

- support a County Youth Forum/Council as a representative body of young people to act as a channel for young people's views across their local authority and represent those views to local and national decision-making bodies. They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people. For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this. They should be informed and linked to their local democratic structures. They will also need to be effectively linked into national participation structures such as Young Wales, the Children's Commissioner for Wales and the National Assembly for Wales.
- give due consideration to the Welsh language in the promotion and facilitation of participation and as part of preparing the local wellbeing plan, reflecting its official status in Wales and the national well-being goal of 'a thriving Welsh language'.

### **Working with partners**

Whilst this statutory guidance, issued under the [Children and Families \(Wales\) Measure 2010](#) relates only to Local Authorities, we would encourage them to work closely with each of their relevant partners. Working in a multi-agency way is good practice and Section 25 of the [Children Act 2004](#) places a legal duty on local authorities to promote cooperation with a view to improving the wellbeing of children in the area. Furthermore, [Section 38 of the Wellbeing of Future Generations \(Wales\) Act 2015](#) also places a requirement for public services boards to consult in assessing the state of economic, social, environmental and cultural well-being in its area.

Shared Purpose: Shared Future 3 - Collective role (public services boards)

There are many examples of partners contributing to children and young people's participation and mainstreaming it into their areas of work and their arrangements for citizen engagement. Some of these can be found on [www.youngwales.wales](http://www.youngwales.wales) and [www.pupilvoicewales.org.uk](http://www.pupilvoicewales.org.uk).

### **What happens now?**

The scope of the duty to promote and facilitate children and young people's participation is wider than involvement in the local well-being plan. It is important participation becomes part of policy and practice of all local partners. Local Authorities should work with local partners, including children and young people, to ensure participation is promoted and facilitated.

However, the well-being plan could set out how children and young people's participation and engagement is embedded into all aspects of planning, delivering and reviewing services and their "arrangements for promoting and facilitating participation". The public services board's annual progress report could include a summary as to how these statutory duties have been met, and how they can be improved upon. The public services boards annual progress report could consider the protected characteristics in particular with reference to age, specifically reporting on outcomes for children and young people.

The Welsh Government will monitor local arrangements for children and young people's participation. In addition well-being plans provide evidence to Inspectorates and the Welsh Audit Office (WAO) when undertaking reviews of efficiency and effectiveness of local services. Inspectorates and the WAO may also review the outcomes achieved and procedures involved to demonstrate how effectively children and young people are being listened to, involved and engaged. Children and young people have a right to be listened to, have a voice and be able to access opportunities to play an active role in decision making wherever they are – in school, out and about in the community or as users of services.

Our ambition is for every child and young person in Wales to realise their rights as set out in the UNCRC. There may sometimes be barriers to

Shared Purpose: Shared Future 3 - Collective role (public services boards)

achieving this, however, working in a collaborative way, we all have a responsibility and a role in considering ways in which these barriers can be removed or overcome. Wales has been leading the way in children and young people's participation and momentum must be maintained.

Further information on good practice in relation to children and young people's participation can be found on [www.childrensrights.wales](http://www.childrensrights.wales) or [http://www.childrensrights.wales/images/PDF/Participation\\_En2.pdf](http://www.childrensrights.wales/images/PDF/Participation_En2.pdf)

Information, resources, materials and good practice which support participation in Wales are also available at [www.youngwales.wales](http://www.youngwales.wales)

**Meeting Minutes**  
**Ceredigion Youth Council**  
**Council Chamber, Penmorfa**  
**Wednesday 20 March 2024**

(10:00 – 14.00)

**Present:**

Ysgol Bro Teifi (Ceredigion UK MYP 2023-24)  
 Ysgol Penglais & Goats Youth Hub  
 Ysgol Penglais & Goats Youth Hub  
 Coleg Ceredigion & Aberystwyth Community Ambassadors  
 Coleg Ceredigion & Aberystwyth Community Ambassadors  
 Ysgol Gyfun Penweddig  
 Ysgol Gyfun Penweddig & Urdd Ceredigion  
 EHE & Talybont Youth Club  
 Ysgol Gyfun Aberaeron  
 Ysgol Bro Pedr  
 Ysgol Bro Pedr  
 Ysgol Henry Richard  
 Ysgol Henry Richard

**Also Present:** Gwion Bowen (Children and Young People’s Participation Officer, Youth Work and Engagement Service), Lowri Evans (Team Manager, Youth Work and Engagement Service – Ceredigion County Council), Greg Jones (Interim Corporate Lead Officer, Porth Cymorth Cynnar) and Councillor Wyn Thomas (Cabinet Member for Schools, Lifelong Learning and Skills)

**Speakers:** Louise Grove-White (Project Officer, Regional Skills Partnership)

**Apologies:**

(Ysgol Gyfun Penweddig (YC Chairperson 2023-24), (Ysgol Penglais),  
 (Ysgol Penglais), Elen James (Chief Education Officer, Ceredigion County Council),  
 (Ysgol Gyfun Penweddig), (Ysgol Gyfun Penweddig), (Ysgol Uwchradd Aberteifi),  
 (Ysgol Gyfun Aberaeron), (Ysgol Gyfun Aberaeron), (Ysgol Gyfun  
 Aberaeron), (Ysgol Bro Pedr), (Ysgol Bro Teifi), (Ysgol Bro Teifi)  
 and (Ysgol Bro Pedr & Urdd)

**Meeting Agenda:**



Agenda Cyfarfod  
 Cyngor Ieuenctid 20.3

MINUTES	
<b>1</b>	<b>Welcome, Apologies and Introductions</b>
	<p>Gwion Bowen opened the meeting by welcoming the Youth Council to the Chamber.</p> <p>Apologies noted.</p> <p>GB informed the Youth Council of ‘housekeeping’ arrangements.</p>

- Speakers
- Translation devices
- Fire Exits
- Toilet facilities
- Lunch and refreshments

GB shared apologies from Rosa Waby, Youth Council Chairperson. GB will be chairing the meeting in Rosa's absence.

Youth Council members introduced themselves and which schools / organisations they are representing.

GB explained that a register will be going around during the meeting.

This is the last formal meeting of Ceredigion Youth Council 2023-24; however, meetings will continue to be held remotely for both sub-groups, and as needed to finalise any final arrangements for the Youth Council's 'Pawb a'i Farn' end of year event in July 2024.

## 2 Regional Skills Partnership Presentation and Discussion – Louis Grove-White



Youth Council Meeting 20.03.24.pptb

LG-W shared a powerpoint presentation and started by offering some background into her own career pathway. LG-W works as a Project Officer for the Mid Wales Regional Skills Partnership, which is funded by Welsh Government along with another 3 partnerships across Wales. They work under the umbrella of Growing Mid Wales and explained how the Growth Deal plays a key role in catalysing economic recovery and growth in the Mid Wales economy, with a £110m invested across the region of Ceredigion and Powys. LG-W explained that there are 9 key projects under review that receive a proportion of the funding.

The RSP's objectives are to work with employers to identify key skills needed in the local labour market and ensuring that training provision matches that demand. LG-W also mentioned the Young Person's Guarantee, which is Welsh Government's key commitment to provide everyone aged 16 to 24, living in Wales, who are at risk of becoming NEET (not in employment, education or training) with support to gain a place in employment, education or training.

Young people were given the opportunity to take part in an interactive survey utilising the Mentimeter platform. The results of the survey are included below.



Ceredigion Youth Council Survey.pdf

The RSP is keen to understand young people's experience of careers advice, and are currently looking at a definitive model for Mid Wales.



Young people had the opportunity to view first hand a 'demo' prepared for the RSP by a company called One Step North. It is an interactive, online careers portal called Careers in 360. Young people had the opportunity to share their initial thoughts and feedback on this development. This online portal concept has not yet been shared publicly. The potential is for every young person in Ceredigion and Powys to have access to this careers information source during their high school education encouraging them to make informed choices around career choices.

### 3 Environment and Period Dignity Sub-groups Workshops

Youth Council members split into two groups: Period Dignity and Environment. Members who have not attended a Youth Council meeting before had the choice of which group to join.

#### Environment Sub-Group

Having identified 3 potential £500 projects to pursue in the forthcoming months, namely:

- 1) A Plastic Bottle Recycle Scheme
- 2) Specific bins for recycling cardboard and in particular, Pizza Boxes
- 3) Supporting the work of the 'litter pick' hubs in Ceredigion

Further research concluded that the most appropriate and realistic project for the sub-group to pursue was to support the work of the 'litter pick' hubs in Ceredigion. It was agreed that introducing a plastic bottle recycle scheme and looking to introduce new recycling bins for cardboard may be overreaching as a starter project for the sub-group and in order to keep within budget.

As a result, a draft project proposal was completed during the meeting. The project proposal included organising a meeting with Keep Wales Tidy Project Officer, Richard Thomas to explore the project idea further, purchase additional 'litter pick' equipment to support the current 'litter pick' hubs, create preventative promotional materials that would highlight the need to bin rubbish rather than throwing on the ground (targeting young people) and arrange two litter pick days during the summer holidays to help promote the voluntary 'litter pick' scheme in Ceredigion. It is anticipated that a meeting with Keep Wales Tidy will take place prior to the end of April 2024.



Draft project  
template is grwp amg

#### Period Dignity Sub-Group

The Period Dignity Sub-Group have met twice since the last in-person Youth Council meeting. During virtual sub-group meetings, members met with Dr Robyn Jackowich, Lecturer, School of Psychology at Cardiff University who presented their study into 'Serious Period Pains', and Laurie Hughes, Wellbeing Advisory Teacher with Ceredigion Schools Services to discuss current priorities.

The group reviewed and shared feedback on the draft 'Period Positive Guidance for Ceredigion Schools'. LE will now update accordingly and share for final thoughts.

The guidance considers the following areas:

- Introduction
- Background
- Welsh Government: A Period Proud Wales Plan
- Ceredigion's Period Dignity Scheme
- Whole School Approach
- Period Products
- Spare Clothes
- Professional Training & Learning
- Period Education & Awareness
- Dignified Toilet Spaces
- Period an PE
- Severe Period Pain & Endometriosis
- Helpful Resources
- FAQs
- Useful Contacts
- Period Positive School: Framework Template

Members shared ideas of areas that are missing from the guidance, or areas that need to be tweaked.


Sub-group members were asked their availability to attend a Secondary Head Teachers Forum meeting to present the guidance before it can be published and shared widely with Ceredigion Schools. LE will organise a slot on the June Head Teachers meeting for the guidance to be presented.


#### **4 United Kingdom Youth Parliament (UKYP) Update**

Aeron Dafydd (UK MYP) shared an update on the recent meeting held with Rosa Waby (YC Chairperson), Ben Lake MP, Bryan Davies, Leader of Ceredigion County Council, Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills and Elen James, Chief Education Officer.

Matters discussed included:

- Transport
- Post-16 Education
- Second Homes
- Cost of Living Crisis
- Environment / Net Zero
- Welsh Language

	<ul style="list-style-type: none"> <li>• School Attendance</li> <li>• Educational Maintenance Allowance Criteria</li> </ul> <p>GB shared an update regarding the UKYP national programme.</p>
<b>5</b>	<b>Youth Council Senedd Visit and Programme Structure Feedback</b>
	<p>GB asked members for feedback and their experiences of the recent Senedd Cymru visited held during the February Half Term 2024.</p> <p>13 Members of Ceredigion Youth Council visited the Senedd, Cardiff Bay and experienced an education tour of the setting, and a question-and-answer session with Elin Jones MS.</p> <p>Young people raised important questions on matters that are important to them, including transport, education, vaping and autism diagnosis.</p> <p>GB explained that this is a new addition to the Youth Council's core programme, and a visit to the Senedd hasn't been incorporated since 2015, and that feedback is important to ensure that it is something that young people feel is valuable.</p> <p>Members stated that they enjoyed the experience and found it to be worthwhile and felt that it should be something that should continue to form part of the annual Youth Council programme. Members suggested that considering a school day, as opposed to the school holidays, might be a good option next time.</p>
<b>6</b>	<b>'Rhoi dy Farn 2024' Results Discussion</b>
	<p>Youth Council members held a discussion around the annual 'Rhoi dy Farn' ballot results. The topics included in the ballot paper were short-listed from a wider list of important issues, and those topics with the highest votes from the ballot will form the basis for questions that will be presented to the 'Pawb a'i Farn' panel in the Summer.</p> <p>2031 young people voted in the ballot and the results were shared on screen to discuss.</p> <div data-bbox="746 1563 954 1686" style="text-align: center;">         Canlyniadau Rhoi Dy        Farn - in order 2024.p     </div> <p>A thanks was extended to CJ (Coleg Ceredigion) who helped gather votes from the Aberystwyth Campus with GB.</p> <p>GB explained that ballot papers were received from all Ceredigion Secondary Schools, Pupil Referral Units, Coleg Ceredigion, Hyfforddiant Ceredigion Training and several youth groups.</p>
<b>7</b>	<b>Children's Commissioner for Wales Film</b>

	<p>Brief information was shared regarding the Children Commissioner for Wales, Rocio Cifuentes who is the current Children's Commissioner. Rocio started in the role in April 2022 and will be the commissioner for a term of 7 years.</p> <p>A recent film was shared with Youth Council members highlighting the Children's Commissioner for Wales priorities during her term in office. The Children's Commissioner for Wales will be joining the panel for the Youth Council end of year event 'Pawb A'i Farn Ceredigion 2024' that will be held in the Council Chamber on 12<sup>th</sup> July 2024.</p> <div style="text-align: center;">         CCFW Film.pptx     </div>
<b>8</b>	<b>Pawb A'i Farn 2024 Event Preparation: Questions and Panel</b>
	<p>Following a discussion around the 'Rhoi dy Farn' ballot results, Youth Council members had the opportunity to prepare their questions in preparation for the 'Pawb a'i Farn' event in the summer term.</p> <p>Key questions will be asked to a panel of policy makers and influencers on the following topics:</p> <ul style="list-style-type: none"> <li>• Affordable Housing</li> <li>• Cost of Living</li> <li>• Transport</li> <li>• Mental Health and Wellbeing</li> </ul> <p>Members split into groups to discuss and devise questions before presenting to the wider Youth Council.</p> <p>Questions will be asked to the panel in both Welsh and English and young people decided on the following members to present each question:</p> <ul style="list-style-type: none"> <li>• Affordable Housing (CJ &amp; CJ)</li> <li>• Cost of Living (MB &amp; DD)</li> <li>• Transport (TD &amp; LIN)</li> <li>• Mental Health and Wellbeing (MB &amp; CM)</li> </ul> <p>Two panel members for Pawb a'i Farn are confirmed (Ben Lake MP and Roccio Cifuentes, Children's Commissioner for Wales), two further members to be confirmed shortly.</p>
<b>9</b>	<b>Information Sharing and Date of Next Meeting</b>
	<p>GB called for any other business from members. None reported.</p> <p>GB shared information on Welsh Government's discounted 'My Travel Pass'. The information has also been shared on the Youth Council's MS Teams platform.</p>

GB shared information about the next 'meeting' which will be the end of term event, held in the Chamber on the 12/07/2024. Transport will be provided, and schools will have the chance to bring additional pupils to the audience of the event, as well as Youth Council members.

Dates of 2023-24 meetings:

Meeting 1; 20/10/23

Meeting 2; 02/02/24

Meeting 3; 20/03/24

End of office, Pawb a'i Farn Event; 12/07/23



Youth Council Flyer  
2023.24 (Eng).pdf

GB thanked members for their attendance and engagement in the meeting.

GB asked all members to sign out on their way out of Penmorfa and wait for their transport in the reception area.

*Youth Council meeting minutes are presented to both the Learning Communities Overview and Scrutiny Committee and Full Cabinet, in order to ensure that the views of young people are fed into the democratic process in Ceredigion.*



Partneriaeth Sgiliau Rhanbarthol  
Canolbarth Cymru  
Mid Wales  
Regional Skills Partnership

# Ceredigion Youth Council

## 20/03/2024



Tyfu  
Canolbarth Cymru  
Growing  
Mid Wales



Partneriaeth Sgiliau Rhanbarthol  
Canolbarth Cymru  
Mid Wales  
Regional Skills Partnership

# Regional Skills Partnership What is it?



Tyfu  
Canolbarth Cymru  
Growing  
Mid Wales



## Objectives

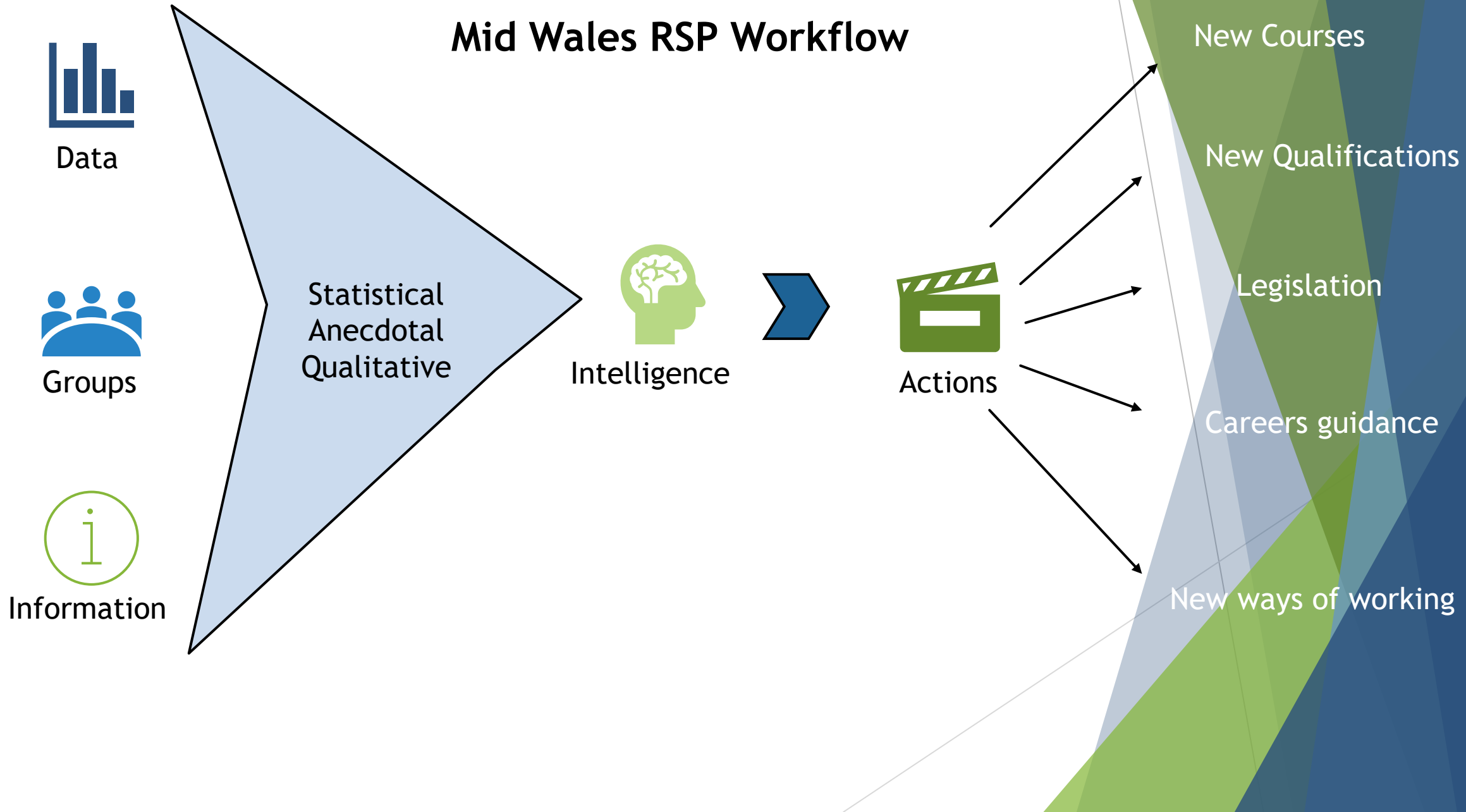
- We work with employers to identify current and future skills needs across the region.
- We aim to bridge the gap between education and economic regeneration

## What do we need to deliver?

- Produce and analyse labour market intelligence to inform current and future priorities
- Review regional skills provision – what courses colleges and training providers are delivering
- Influence decisions on skills, training and education – talking to WG about where the gaps are
- Act as a strategic body that represents regional interests



# Mid Wales RSP Workflow



# Industry Cluster Groups

Advanced Manufacturing & Engineering

Agriculture

Construction & Energy

Digital

Food & Drink

Health & Social Care

Public Sector

Tourism & Leisure

Transport & Logistics

# Support Cluster Groups

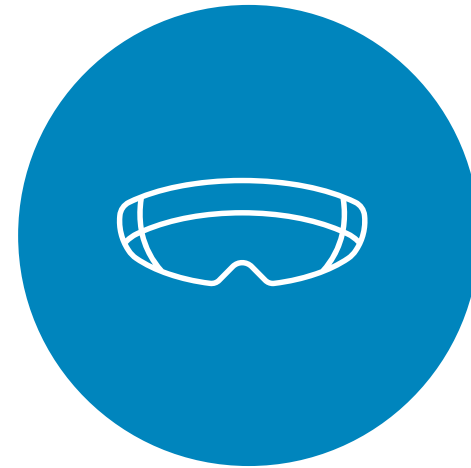
Provider - FE, HE & Employability  
Programmes

Young Person's Guarantee

# Current Projects

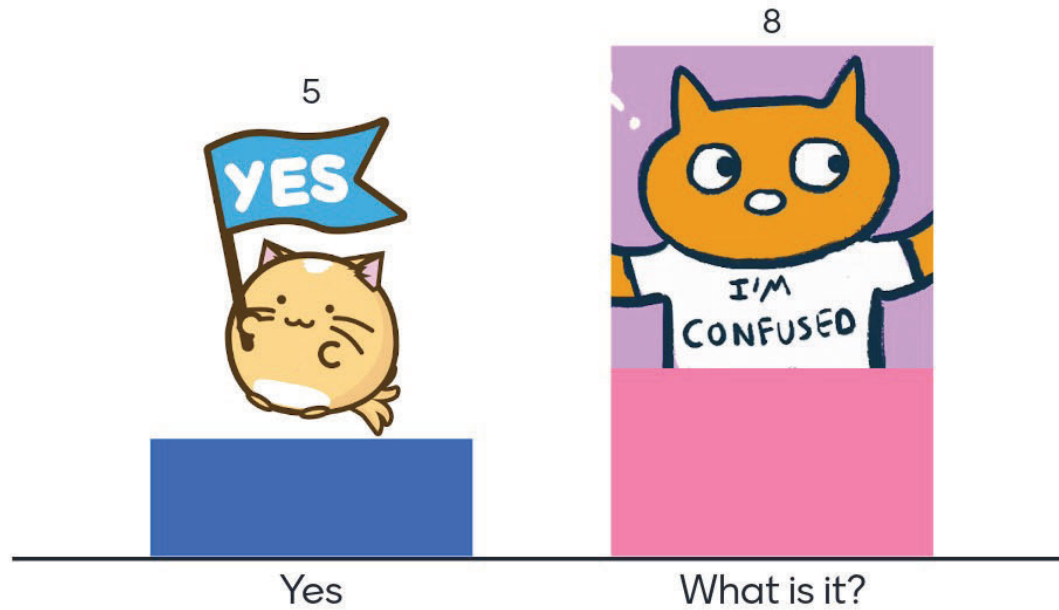


POST 14 CAREERS INFORMATION,  
ADVICE & GUIDANCE

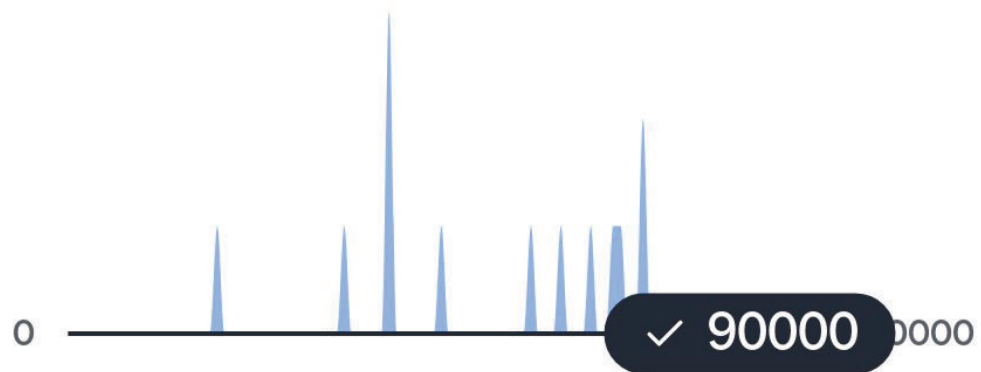


CAREERS IN 360

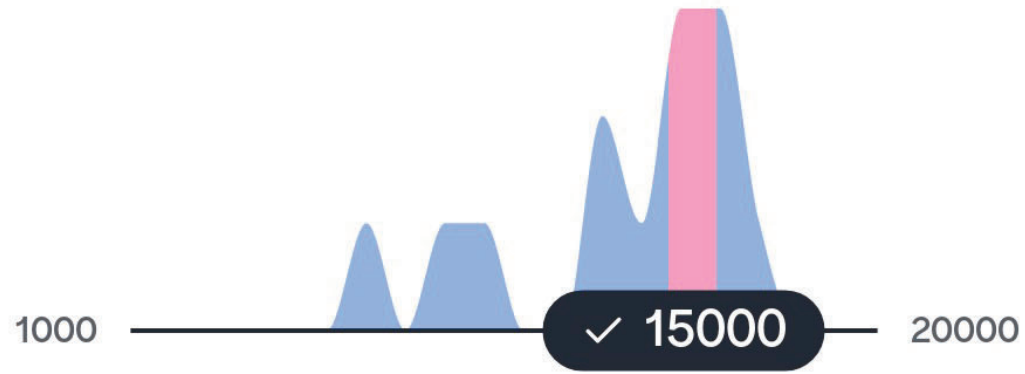
# Have you used Mentimeter before?



# How many people work in Mid Wales?



# How many people are working in Agriculture in the region?



# What do you think would effect jobs growth in the agricultural sector?

the Welsh government plans

Welsh Government funding

The government asking for more and more farmers land

Because od the 10% tree planting plan

The new tree planting law per acerage

Better pay

Government plans and funding

Funding

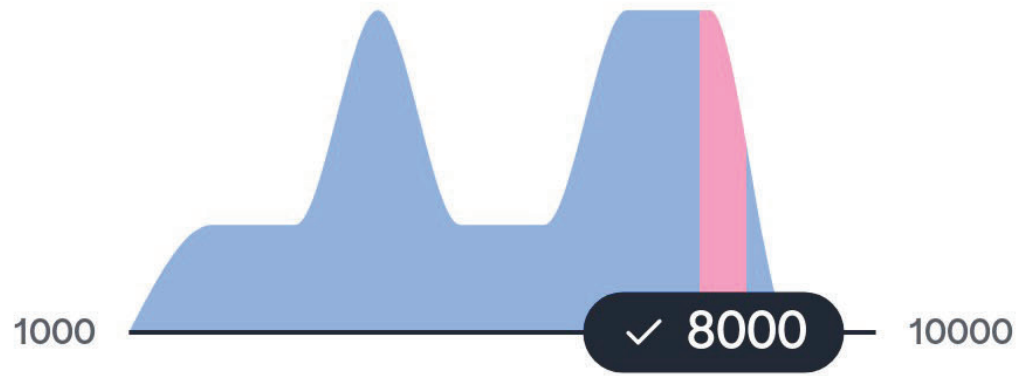


# What do you think would effect jobs growth in the agricultural sector?

the government plans

Laws

# Manufacturing & Engineering - how many people are working in this sector in Mid Wales?



# What are the issues that our Mid Wales businesses are experiencing which are affecting growth?

the economy

Inflation, and lack of tourism

Cost of materials increasing

Importz

people not buying local

Cost of living crisis

Cost of fuel

Funding and pay, travel and accessibility

## What are the issues that our Mid Wales businesses are experiencing which are affecting growth?

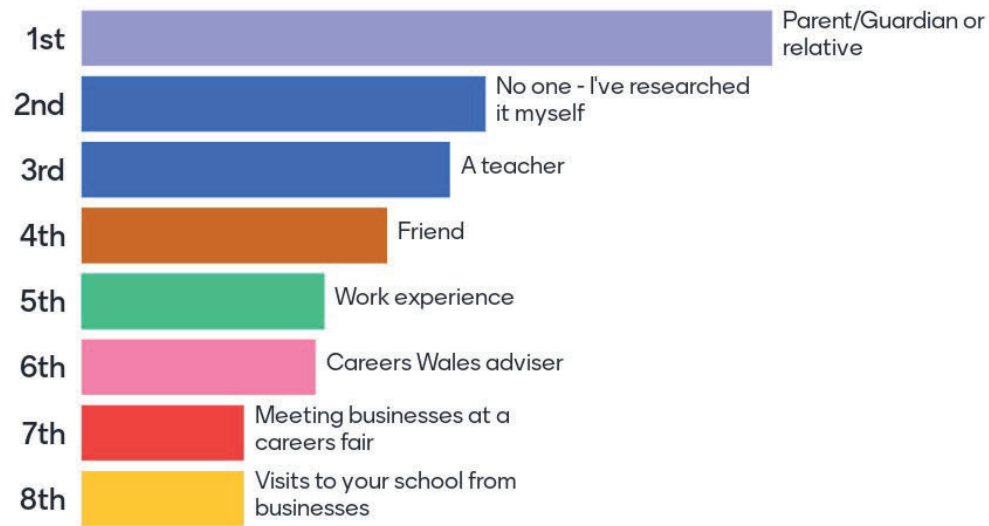
Funding, change in community needs, change in amount of people coming in and out of the area

More people prefer to live on the coast which causes less people to wish to visit local businesses or work there

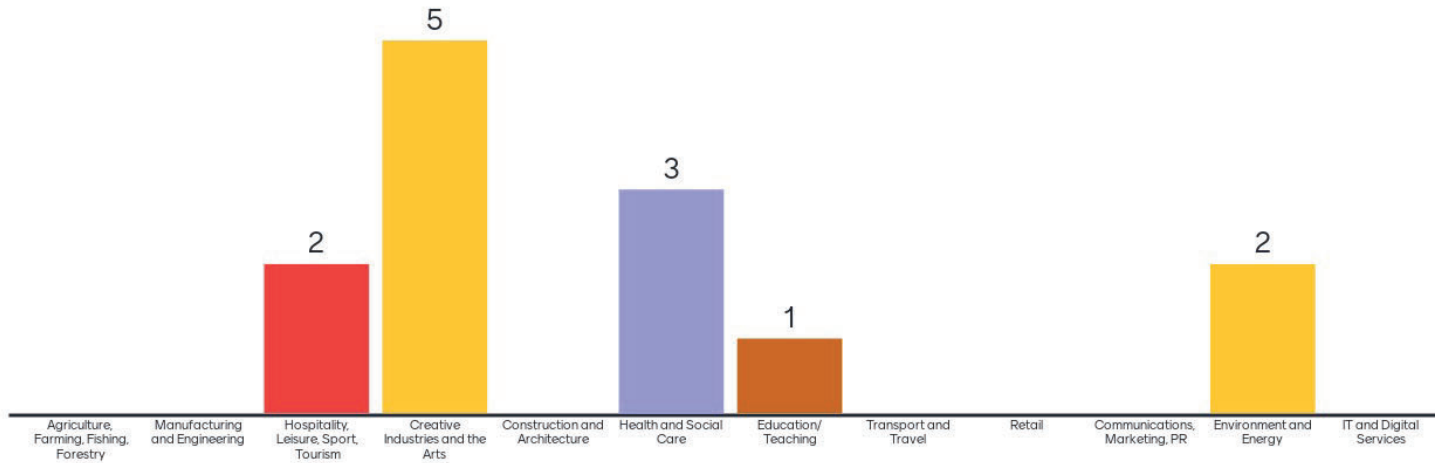
Cost of living

Online use

# Can you tell us who the key people are in helping you to decide about your future?



# What sector or industry do you see yourself working in?

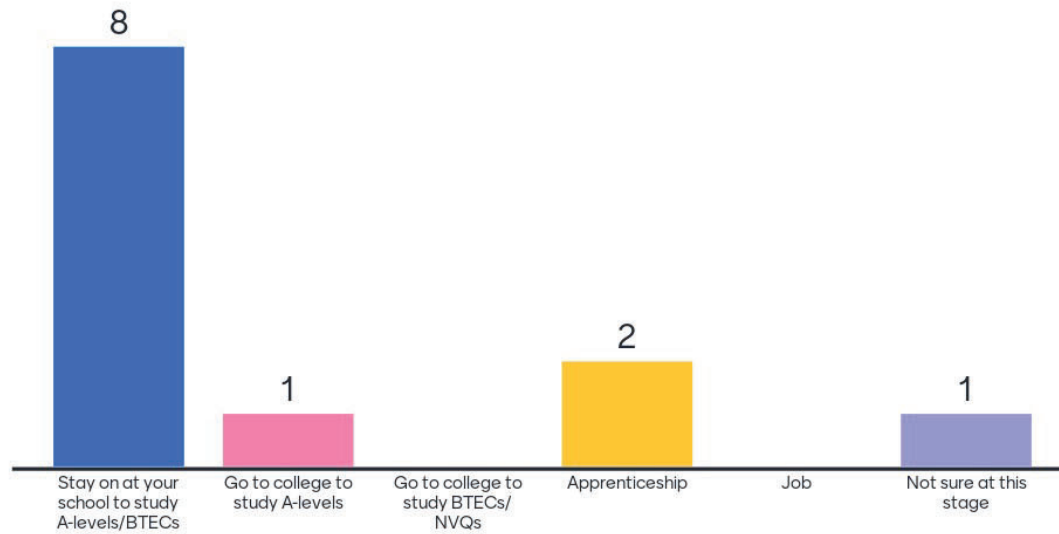


### Any other sector you'd be interested in working in?

20 responses

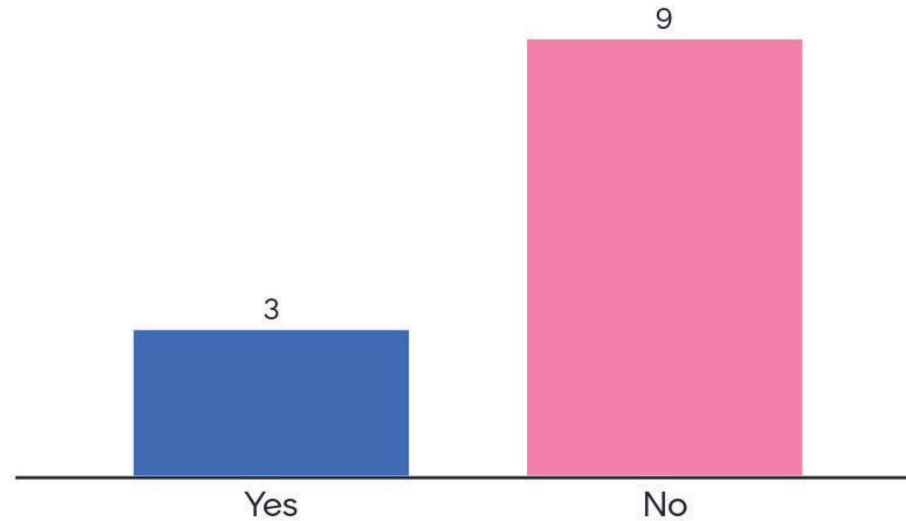


# What do you think you will do post 16?





# When you were in years 10 and 11 did you do any unpaid work experience?



## If you did who organised it for you?

Did not do it

I organised it myself as I had no help from anyone else

my parents are trying to organise a work experience for me

I organised it myself

It was out of school so me

Myself mostly with support from pareNts

We were told that the local authorities didn't allow it

Tutor

## Where do you see yourself living in 5 years time?

Gwynedd

London or bristol

Different country

in uni - probably Cardiff

No clue :)

I see myself in England due to the lack of apprenticeships in Wales

cardiff or outside wales for a bit

In ceredigion

## Where do you see yourself living in 5 years time?

Cardiff

In university somewhere

In a city or ideally abroad

## What would you like schools careers advice and guidance to look like?

Fun activities about the job sector to encourage people to join

Supportive

To be encouraging and supportive of students chosen career paths

Work experience!

Encouragement and support of students chosen career paths

Face to face

Fun little activities and surveys. Its too formal and feels forced now

Support for students wanting to work in the arts!!

## What would you like schools careers advice and guidance to look like?

Work experience

be more helpful and giving all the options i can do

I don't go to school I am home educated

Face to face but to be ready to offer it whenever and not require a long wait

More frequent discussions and experience

more specific to individuals. face to face chat. there is less advice for yr11 that are staying for a levels

Not everyone gets it. So not everyone has had the advice. But it is face to face at our school

Open and honest guidance on a wide range of career paths, not advocating certain local employers or businesses, to give people with no clue a broad idea

## What would you like schools careers advice and guidance to look like?

Have the resources about different businesses

People from all different sectors come in to talk about their jobs

advice on what a levels to pick for future career

## What are your thoughts on Careers in 360

I love it, I feel as though it is more supportive than the actual careers advisor

Very interesting, I would use it in the future if given the chance

Good. Works really well. Especially for those who dont work well socially

Would've loved to have it when picking my career

Very cool! Shows in depth look into industries

would be better if we had careers advice face to face but would be useful

good for people that don't know what they want to do or have no idea how to get into a career

It makes the resources much more accessible to everyone



## What are your thoughts on Careers in 360

Looks really good and gives a better view on the real work life than just talking to a careers advisor.

It will help so much for people that have social anxiety

It could be a useful aid for face to face careers advice

It seems very useful

## Youth Council environment sub group

### Draft £500 Project Plan

Item / Discussion	Decision / Rationale	Actions	Officer
<b>1. Subgroup to meet and agree a project proposal 20.3.24</b>	<p>Following the last youth council meeting where three ideas were proposed; on investigation and due to current changes in policy/legislation it was felt that the litter pick and litter pick hubs support would be the most realistic 1<sup>st</sup> project to achieve.</p> <p>The other two ideas were: 1) Plastic Bottle exchange scheme and 2) Specific bins for recycling cardboard e.g. pizza boxes. These ideas will be re-visited in the future.</p>	Prepare draft project template for group discussion	GB
<b>2. Arrange meeting with Keep Wales Tidy Officer for West Wales – Richard Thomas</b>	<p>Discuss options to extend the scheme Llandysul and New Quay Libraries? (work with youth groups in the areas) Or Look to raise awareness with current schemes in Aberaeron, Aberystwyth, Cardigan and Lampeter?</p> <p>Priority identified to target support for existing Hubs and possibly target a new Hub in Llandysul.</p> <p>If possible to establish a new HUB, Sub group members will work with local known partners to help establish the new HUB. Partners suggested: Plethu, Tysul Youth and 'Yr Ardd'.</p>	<p>Arrange meeting with Keep Wales Tidy: West Wales Officer Richard Thomas</p> <p>Target the month of April</p> <p>Tuesday evening: 4pm – 4.30pm Or School registration time: 8.45am – 9.15am</p>	GB
<b>3. Purchase New Equipment</b>	<p>Purchase Kit Equipment for the new hubs or support existing ones? How much of the budget on equipment? Each kit contains:</p> <ul style="list-style-type: none"> <li>• litter grabbers</li> <li>• refuse and recycling bags for collected materials</li> <li>• bag hoops to help keep the bags open in the field</li> <li>• hi-vis vests to keep our hero volunteers safe when out and about</li> </ul> <p>Kit Equipment to be purchased to support existing HUBS and potentially a New Hub. Decision will be made following a meeting with Keep Wales Tidy</p>	Kit Purchase TBC	GB

4.	<b>Produce Marketing materials</b>	<p>Create promotional materials to promote the scheme locally.....what promotional materials would help? Flyers, etc.?</p> <p>Create flyers to prevent dropping rubbish in the first place – to be shared with schools and youth groups</p> <p>Posters to promote the scheme</p> <p>Link to current media outlets within the LA – social media, website and press release</p>	<p>Create flyer to prevent dropping rubbish</p> <p>Costings for reprographics posters/flyers</p>	<p>Subgroup</p> <p>GB</p>
5.	<b>Arrange Summer Litter Picks</b>	<p>Arrange litter pick(s) days to promote the scheme in the summer holidays in Llandysul and/or New Quay or one/two of the other area hubs? Where and what dates?</p> <p>Two litter picks during the summer holidays – one at the beginning and one at the end. Location to be confirmed as project develops</p>	<p>Select two locations for litter picks TBC</p> <p>Arrange two litter picks for summer holidays</p>	<p>Subgroup</p> <p>GB</p>
6.	<b>Produce and share Press Release</b>	<p>End of project press release to include photo of litter picks</p>		<p>GB</p>

Ymgyrch Cyngor Ieuenctid Ceredigion  
**'Rhoi Dy Farn 2024'**  
Ceredigion Youth Council Campaign

Canlyniadau / Results



Cyfanswm nifer  
o bleidleisiau /  
Total number of  
votes:

2,031

Pwnc Llosg / Hot Topic	Cyfanswm / Total	Safle/Ranking
<b>Tai Fforddiadwy</b> - mae angen mwy o fynediad ar bobl ifanc i dai fforddiadwy boed prynu neu rentu / <b>Affordable Housing</b> - young people need greater access to affordable homes whether buying or renting	415	1af / 1st
<b>Iechyd Meddwl a Lles</b> - mae angen gwneud mwy i fynd i'r afael â fêpio a bwlio (gan gynnwys diogelu ar-lein) / <b>Mental Health and Wellbeing</b> - more needs to be done to tackle vaping and bullying (including safeguarding online)	405	2ail / 2nd
<b>Argyfwng Costau Byw</b> - mae angen adolygu a gostwng y trothwy i gael mynediad at y Lwfans Cynhaliath Addysg (LCA) / <b>Cost of Living Crisis</b> - the threshold to access the Education Maintenance Allowance (EMA) needs to be reviewed and lowered	404	3ydd / 3rd
<b>Trafnidiaeth</b> - mae angen i fysiau redeg yn rheolaidd a bod yn fwy fforddiadwy, gadewch i ni gefnogi cerdyn bws teithio disgownt / <b>Transport</b> - buses need to run regular and be more affordable, let's support a discount travel bus card	250	4ydd / 4th
<b>Amgylchedd: Newid Hinsawdd</b> - mae angen mwy o wybodaeth arnom am gamau priodol i helpu gyrraedd targed 'Cymru Sero Net' erbyn 2050 / <b>Environment: Climate Change</b> - we need more information on appropriate steps to help reach 'Net Zero Wales' target by 2050	215	5ed / 5th
<b>Gofodion Ieuenctid</b> - mae angen mwy o 'fannau diogel' i bobl ifanc gyfarfod yn eu cymuned leol / <b>Youth Spaces</b> - there needs to be more 'safe spaces' for young people to meet in their local community	145	6ed / 6th
<b>Gwasanaethau Cefnogi Ieuenctid</b> - mwy o gefnogaeth i ofalwyr ifanc, pobl ifanc sydd wedi ymddieithrio oddi wrth aelodau teulu a mwy o gyfleoedd hunangyfeirio i wasanaethau cwnsela / <b>Youth Support Services</b> - more support for young carers, young people who have become estranged from family members and greater opportunities for self-referral to counselling services	105	7fed / 7th
<b>Hybu'r Iaith Gymraeg</b> - mae angen gwneud mwy i hybu'r iaith gyda phobl ifanc / <b>Promoting the Welsh language</b> - more needs to be done to promote the language with young people	92	8fed / 8th
<b>Cyfanswm Pleidleisiau / Total Votes</b>	<b>2,031</b>	

# Comisiynydd Plant Cymru

## *Children's Commissioner for Wales*

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**Comisiynydd  
Plant Cymru**

Children's  
Commissioner  
for Wales

Comisiynydd  
Plant Cymru

Children's  
Commissioner  
for Wales

Welsh -

<https://youtu.be/PXRPu8yBIfk>

English -

<https://youtu.be/Y02Me3VzVec>



**Comisiynydd  
Plant Cymru**

Children's  
Commissioner  
for Wales



**Rocio Cifuentes yw Comisiynydd Plant Cymru.**

**Dechreuodd Rocio Cifuentes fel Comisiynydd ym mis Ebrill 2022. Hi fydd y Comisiynydd Plant am saith mlynedd.**

**Ei swydd yw diogelu a hyrwyddo hawliau plant yng Nghymru.**

*Rocio Cifuentes is the Children's Commissioner for Wales.*

*She started in post in April 2022, and will be the Children's Commissioner for seven years.*

*Her job is to promote and protect children's rights in Wales.*

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Meeting dates:	To include:
<b>20.10.23</b>	Elect New Chairperson
<b>02.02.24</b>	Ceredigion's Young People Local Ballot
<b>20.03.24</b>	Ceredigion's Local Ballot Results
<b>12.07.24</b>	'Pawb A'i Farn Ceredigion 2024' Event



**CYNGOR IEUENCTID CEREDIGION YOUTH COUNCIL**

**At Ceredigion County Council Chamber Penmorfa, Aberaeron**



For further information contact:  
[Gwion.Bowen@ceredigion.gov.uk](mailto:Gwion.Bowen@ceredigion.gov.uk)  
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## Cyngor Sir CEREDIGION County Council

**REPORT TO:** Learning Communities Overview and Scrutiny Committee

**DATE:** 9 May 2024

**LOCATION:** Hybrid

**TITLE:** Update from the Learning Communities Overview and Scrutiny Workstream

**PURPOSE OF REPORT:** To provide feedback on the work of the workstream

**REASON SCRUTINY HAVE REQUESTED THE INFORMATION:**

### BACKGROUND:

The Learning Communities Overview and Scrutiny Committee established four workstreams for raising awareness, training purposes, exploring topics in greater detail and for identifying aspects which require further scrutiny at its meeting on 11 October 2012 as part of the forward work programme planning process. The workstreams were reviewed during 2022, and the four workstreams were streamlined into three (as below). The members of the Learning Communities Overview and Scrutiny Committee are divided between the three new workstreams and the Chairman and Vice Chair attends and contributes to all three.

<b>Ensure that local and national priorities are delivered effectively</b>	<b>Ensure equity for all pupils</b>	<b>Ensure an effective and efficient infrastructure to meet our priorities</b>
Councillor: Endaf Edwards Chris James Euros Davies Rhodri Davies Elizabeth Evans	Councillor: Endaf Edwards Chris James Paul Hinge Marc Davies Amanda Edwards Mark Strong Ann Bowen Morgan	Councillor: Endaf Edwards Chris James Meirion Davies Eryl Evans Gareth Lloyd

All Members of the Overview and Scrutiny Committee are invited to the current workstream meetings.

## **CURRENT SITUATION:**

### **Ensure that local and national priorities are delivered effectively** **Visit to Ysgol Henry Richard and Ysgol Y Dderi**

The 'Ensure that Local and National priorities are delivered effectively' workstream met on 19 January 2024. The workstream attended Ysgol Henry Richard during the morning.

Aled Rumble, Curriculum for Wales Co-ordinator, provided a presentation on the Curriculum for Wales that built on the presentation given during the workstream visit to Plascrug School twelve months previously. The Members then received a presentation by two year 8 pupils that started on the curriculum journey in year 7. They provided the example of learning about the wool industry. The stimulus for this was a trip to the National Library to learn about the agriculture and wool industry in Tregaron which developed into the idea of wool-bombing the school in order to give a modern look to an old local tradition.

During the covid lockdown period wool squares were knitted by the pupils and the community. This unique project united the school with the community. During the National Eisteddfod the trees were wrapped in the wool squares. The wool squares were then taken down, washed, and year 7 pupils created Happy Blankets which adhered to the school's principle of Re-Love. The workstream acknowledged how the school had successfully achieved blending the national priorities into the local priorities.

The head pupils Elin Williams and Delun Davies gave a tour of the school to the workstream highlighting the importance of the history of Tregaron and that the local history/traditions play an important role in their curriculum.

The workstream heard that the Transition Days are very effective to bring pupils from other schools together, these include hosting a bbq and participating in activities arranged by pupils.

'Cyngor Disglair', the council responsible for making sure that the curriculum at Ysgol Henry Richard is pupil centred, i.e. pupils have an opportunity to input to the schools' curriculum in order to make it personal, suitable and contemporary.

The pupils' vision for Ysgol Henry Richard:



**Assessment and progress**  
We recognize as a school that the purpose of assessment is to support each individual learner to progress appropriately ensuring that they are supported and challenged accordingly. Our main focus is to continuously support individual learners and identify, track and reflect on their progress over time. In addition to that we encourage learners to reflect independently to steer future provision and to recognize individual improvements.

**Human Rights**  
Our school will promote knowledge and understanding of Part 1 of the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities, among those who provide learning and teaching.

**Careers and experiences related to the world of work**  
Our curriculum will incorporate careers and work-related experiences for all our learners.

**Religion, Values and Ethics**  
Guidance on Religion, Values and Ethics is one of the mandated requirements of Curriculum for Wales and is compulsory for all learners aged 5 to 16. Parents do not have the right to request that a child be withdrawn from the Guidance on Religion, Values and Ethics in the Welsh Curriculum. As Religion, Values and Ethics Guidance is a locally determined subject, the agreed syllabus sets out what should be taught in Religion, Values and Ethics Guidance within the local authority and our curriculum will reflect the guidelines on this.

**Relationship and Sexuality Education**  
Our school curriculum covers the RSE guidelines and the mandatory RSE Code. Our RSE provision will have a positive and empowering role in the education of our learners and will play a vital role in supporting them to realise the four purposes as part of a whole school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are essential to the development of emotional well-being, resilience and empathy.

**Language Medium**  
This is a school with a strong Welsh ethos. Pupils will study the areas of learning through the medium of Welsh until the end of year 2. From year 3, English is introduced as a subject of learning. The school is defined as a Welsh Medium school.

**Review**  
We will self-evaluate our curriculum as part of the ongoing process of improving and evaluating the school. Any actions will feed into school improvement plans and specific areas. All the school's stakeholders will be part of the process of developing and revising our curriculum. This will ensure that the curriculum is flexible and broad to the requirements of our learners in order to ensure appropriate progress for all learners.

The workstream then attended Ysgol Y Dderi where pupils had prepared a two course meal for Members with produce grown in the school garden and local produce. Pupils were aware of the importance of knowing where the ingredients come from and what is in the food that you eat. By questioning your food sources and making changes to what you put on your plate, pupils learn that you can support your local community, improve the nutritional quality as well as the taste of the food on your plate. Pupils from year 6 took the Members on a tour of the school visiting all class rooms to enable Members to observe teaching and to discuss learning with pupils. The tour also included a visit to the school garden where pupils explained the benefits of having a school garden.





## **Ensure an effective and efficient infrastructure to meet our priorities**

### **Visit to Cardigan Secondary School**

The 'Ensure an Effective and Efficient Infrastructure to meet our Priorities' workstream met on 6 December 2023. The workstream attended a visit to Cardigan Secondary School.

As part of the Monitoring School Standards Workstream the Headteacher and Chair of governors previously attended a workstream meeting to discuss the performance and standards of their schools.

A presentation was delivered by each school on the following areas at this time:

- a. Attendance
- b. Challenges
- c. Exclusion rate
- d. Key Stage results
- e. Leadership
- f. Regional School Improvement Data
- g. Safeguarding

Areas of good practice and areas of challenge were reported to the main Committee. Cardigan Secondary School was very forthcoming in their desire for the Scrutiny Committee to visit them to gain a greater appreciation of the physical challenges that they were experiencing (vis-a-vis the building infrastructure) as well as to see what they have already achieved with limited resources. The Committee accepted the kind invitation from the Chairman of Governors, Mr Chris Evans and the Head teacher, Mrs Nicola James and visited the school in 2017. Following the meeting the scrutiny committee recommended that the school should be a priority for funding.

On the 6 December 2023 the workstream undertook a follow up visit and received a presentation and a comprehensive tour of the school led by the

Headteacher. The tour, following the presentation, gave Members the opportunity to see for themselves the changes that have been made following the investment and extension to the school. The £2.73m renovation and extension project saw the existing 1950s school, renovated and expanded by 423m<sup>2</sup>, increasing to an overall 1766m<sup>2</sup>.

Works include a new look to the school's main entrance and reception area, a new link extension that brings together the two buildings, a new staff support area and a two-storey rear extension with additional fire exits and WCs, and a new lift will provide access to the Junior block.



## School restructuring

The 'Ensure an Effective and Efficient Infrastructure to meet our Priorities' workstream met on 1 February 2024 to discuss the restructuring of schools. Officers had met with Headteachers and Chairs of Governors to consider the challenges of the latest financial situation facing schools, in September. They had to consider the implications of this when planning the effective and efficient use of resources to ensure the sustainable infrastructure of our schools for the future. The Principles for Ensuring Sustainable Education Infrastructure document was referred to during the discussions and the core principles were highlighted. The Welsh Government Paper 'School Organization Code Guidance for reviewing school arrangements' was discussed and factors that to consider are:

- School capacity
- Spare capacity

- Pupil numbers over the last 3 years
- Projected pupil numbers
- Headteacher teaching time
- Condition of building
- Backlog of maintenance cost
- Cost per pupil

Members were reminded of the process for reviewing schools and the role that scrutiny plays in the process.

**Wellbeing of Future Generations:**

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

No

**Summary of Integrated Impact Assessment:**

**Long term: N/A**  
**Collaboration: N/A**  
**Involvement: N/A**  
**Prevention: N/A**  
**Integration: N/A**

**RECOMMENDATION (S):**

To note the work of the workstream

**REASON FOR RECOMMENDATION (S):**

**Contact Name:** Lisa Evans  
**Designation:** Scrutiny and Standards Officer  
**Date of Report:** 15/04/24  
**Acronyms:**

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## Minutes of the Meeting of LEARNING COMMUNITIES OVERVIEW AND SCRUTINY COMMITTEE

held Hybrid - Neuadd Cyngor Ceredigion, Penmorfa, Aberaeron / remotely via video conference on Thursday, 8 February 2024

**PRESENT;** Councillor Endaf Edwards (Chair), Councillors Chris James, Euros Davies, Marc Davies, Meirion Davies, Rhodri Davies, Amanda Edwards, Eryl Evans, Paul Hinge, Gareth Lloyd Mark Strong and Ann Bowen Morgan

**Also in attendance:** Councillors Councillor Bryan Davies, Leader of the Council and Cabinet Member for Democratic Services, Policy, Performance and People and Organisation.

Councillor Gareth Davies, Cabinet Member for Finance and Procurement Services. Councillor Catrin M S Davies, Cabinet Member for Culture, Leisure and Customer Services.

Councillor Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills Councillors Alun Williams, Keith Henson, Matthew Vaux, Clive Davies. (Cabinet Members).

Councillors Caryl Roberts, Rhodri Evans, Ceris Jones, Keith Evans, Hugh Hughes, Gwyn Wigley Evans.

**Officers in attendance:** Eifion Evans, Chief Executive, Barry Rees, Corporate Director; James Starbuck, Corporate Director, Duncan Hall, Corporate Lead Officer, Finance and Procurement, Lowri Edwards, Corporate Lead Officer Democratic Services, Elin Prysor, Corporate Lead Officer and Monitoring Officer, Elen James, Corporate Lead Officer, Clive Williams, Corporate Lead Officer, Kirsty Dawson, Corporate Manager, Carys Fowles, Assistant Accountants, Lisa Evans, Scrutiny and Standards Officer

(1.30 - 4.15 pm)

**1 Welcome and Apologies**

None

**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.**

Members declared a personal but not prejudicial interest as school governors appointed by the Council.

**3 Report on the draft 24/25 Budget**

The Leader of the Council, Councillor Bryan Davies, presented the report on the draft budget for 2024/2025 (Enclosure A). The Leader stated that this was

an extraordinarily difficult financial situation faced by the Council with considerable financial pressures.

The Cabinet Member for Finance and Procurement, Councillor Gareth Davies, presented the remaining information in Enclosure A of the report. Councillor Davies also stated that this is by far the worst financial situation he has faced as Councillor in setting the budget.

Duncan Hall, Corporate Lead Officer, Finance and Procurement, then provided a brief verbal update on the latest Budget situation.

Cabinet Members then in turn provided detailed information regarding Enclosures B and C and the specific saving proposals shown in Enclosure D, as follows:

D1 - Schools and Lifelong Learning Services

**Cabinet Member and Portfolio:**

Councillor Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills;

Councillor Catrin M S Davies, Cabinet Member for Culture, Leisure and Customer Services

**Target Cost Reduction / Savings 2024/25:** £1.539m from Delegated Schools Budget

£696k from the retained Schools & Lifelong Learning Services budget

**Current Budget:** £56.8m (including £47.5m Delegated to Schools)

Members then considered Enclosure E, Fees and Charges relating to the Learning Communities Overview and Scrutiny Committee, pages 15-16 of the agenda papers.

Members then considered Enclosure F and Enclosure G.

Following discussion, Committee Members were asked to consider the following recommendations.

**Recommendation(s):**

**For the respective Services that are within the remit of this Overview and Scrutiny Committee:**

**1. To consider:**

- a) the overall draft 24/25 Budget position.
- b) the relevant elements of the Revenue Budget Movements.
- c) the relevant elements of the Revenue Budget Cost Pressures.
- d) the relevant elements of the Revenue Budget Reductions Proposals.
- e) the relevant elements of the Fees & Charges proposals.
- f) Cabinet's proposal on Council Tax Premiums.
- g) the relevant elements of the Multi-year Capital Programme.

**2. To make recommendation(s) for Cabinet to consider on 20/02/24, as the**

**Committee deems appropriate, in relation to the Budget.**

**Reasons for recommendations:**

To assist with the preparation of a balanced budget, to ensure appropriate scrutiny of the overall Budget being proposed and to make recommendation(s), as appropriate, for Cabinet to consider at their next meeting on 20/02/24.

Following discussion, Committee Members AGREED that they had considered the above-mentioned recommendations and AGREED that future identified saving proposals for 2025/26 onwards would be placed on the scrutiny forward programme when appropriate.

**4 To confirm minutes of the previous meeting and to consider any matters arising from those Minutes**

It was AGREED to confirm as a true record the Minutes of the previous meeting of the committee.

**Confirmed at the Meeting of the Learning Communities Overview and Scrutiny Committee held on 9 May 2024**

**Chairman:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Minutes of the Meeting of the Learning Communities Overview and Scrutiny Committee held at the Council Chamber, Neuadd Cyngor Ceredigion, Penmorfa, Aberaeron and remotely via video conference on Thursday, 21 March 2024**

**PRESENT:** Councillors Euros Davies, Marc Davies, Meirion Davies, Rhodri Davies, Amanda Edwards, Endaf Edwards, Elizabeth Evans, Eryl Evans, Paul Hinge, Chris James, Gareth Lloyd, Ann Bowen Morgan & Mark Strong.

(12.15pm-12.17pm)

**1 Apologies**

None.

**2 Disclosure of personal interest/prejudicial interests**

None.

**3 To elect a Chairman for the Committee for the 2024/25 municipal year, with effect from 17 May 2024.**

Councillor Ann Bowen Morgan proposed and was seconded by Councillor Amanda Edwards that Councillor Chris James be elected as the Chairman of the Committee for the ensuing municipal year.

It was unanimously **RESOLVED** that Councillor Chris James be elected as the Chairman of the Committee for the ensuing municipal year.

**4 To elect a Vice-Chairman for the Committee for the 2024/25 municipal year, with effect from 17 May 2024.**

Councillor Ann Bowen Morgan proposed and was seconded by Councillor Amanda Edwards that Councillor Eryl Evans be elected as the Vice-Chairman of the Committee for the ensuing municipal year.

It was unanimously **RESOLVED** that Councillor Eryl Evans be elected as the Vice-Chairman of the Committee for the ensuing municipal year.

**Confirmed at the Meeting of the Learning Communities Overview and Scrutiny Committee held on 9 May 2024**

Chairman: \_\_\_\_\_

Date: \_\_\_\_\_

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## Cyngor Sir CEREDIGION County Council

**REPORT TO:** Learning Communities Overview and Scrutiny Committee

**DATE:** 9 May 2024

**LOCATION:** Hybrid

**TITLE:** Draft Forward Work Programmes 2024/25

**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.

<b>Contact Name:</b>	Lisa Evans
<b>Designation:</b>	Scrutiny and Standards Officer
<b>Date of Report:</b>	3/5/2024
<b>Acronyms:</b>	FWP – Forward Work Programme



Overview and Scrutiny Draft Forward Work Programme 2024/25

Committee	Item (description/title)	Invited Speakers	Purpose i.e. monitoring, policy, recommendation
<b>Learning Communities</b>			
9 May 2024	Sgiliau Bywyd, Sgiliau Gwaith & Multiply Partnership Agreement 2024 – 27' Ceredigion Youth Council Minutes PACC Report	Mark Gleeson Eirian Davies / Elen James Lowri Evans Anwen Orrells	
16 July 2024	Restructuring Schools ESTYN new inspection arrangements School finance Childcare Sufficiency Annual Report	Nia James / Clive Williams Gareth Lanagan / Rhianydd James / Clive Williams Carys Fowles/Elen James Carys Davies	
17 October 2024	A level and GCSE results 2024 Feasibility Study	Gwion Dafydd / Elen James John Hayes / Gwion Dafydd / Elen James	

	ESTYN reports on schools	Rhianydd James / Clive Williams	
21 November 2024	Report on the work of the Welfare & Behavior Forum Update on SEN	Sami Connolly & Huw Bonner / Elen James Bethan Payne / Clive Williams	
6 February 2025	Budget		
8 May 2025			
Future meetings			
Workstreams	<ol style="list-style-type: none"> <li>1. Ensure that local and national priorities are delivered effectively</li> <li>2. Ensure equity for all pupils</li> <li>3. Ensure an effective and efficient infrastructure to meet our priorities</li> </ol>		