CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

RHYBUDD O GYFARFOD	NOTICE OF MEETING
PWYLLGOR GWAITH	**THE EXECUTIVE**
DYDD LLUN **19 MEDI 2016** **10.00 o'r gloch**	**MONDAY** **19 SEPTEMBER 2016** **10.00 am**
SIAMBR Y CYNGOR **SWYDDFEYDD Y CYNGOR** **LLANGEFNI**	**COUNCIL CHAMBER** **COUNCIL OFFICES** **LLANGEFNI**

Swyddog Pwyllgor	**Ann Holmes** **01248 752518**	Committee Officer

Annibynnol/Independent

R Dew, K P Hughes, H E Jones and Ieuan Williams (Cadeirydd/Chair)

Plaid Lafur/Labour Party

J A Roberts (Is-Gadeirydd/Vice-Chair) and Alwyn Rowlands

Aelod Democratiaid Rhyddfrydol Cymru /Welsh Liberal Democrat (Heb Ymuno / Unaffiliated)

Aled Morris Jones

COPI ER GWYBODAETH / COPY FOR INFORMATION

I Aelodau'r Cyngor Sir / To the Members of the County Council

Bydd aelod sydd ddim ar y Pwyllgor Gwaith yn cael gwahoddiad i'r cyfarfod i siarad (ond nid i bleidleisio) os ydy o/hi wedi gofyn am gael rhoddi eitem ar y rhaglen dan Reolau Gweithdrefn y Pwyllgor Gwaith. Efallai bydd y Pwyllgor Gwaith yn ystyried ceisiadau gan aelodau sydd ddim ar y Pwyllgor Gwaith i siarad ar faterion eraill.

A non-Executive member will be invited to the meeting and may speak (but not vote) during the meeting, if he/she has requested the item to be placed on the agenda under the Executive Procedure Rules. Requests by non-Executive members to speak on other matters may be considered at the discretion of The Executive.

A G E N D A

1   DECLARATION OF INTEREST

To receive any declaration of interest from any Member or officer in respect of any item of business.

2   URGENT MATTERS CERTIFIED BY THE CHIEF EXECUTIVE OR HIS APPOINTED OFFICER

No urgent matters at the time of dispatch of this agenda.

3   MINUTES (Pages 1 - 12)

To submit for confirmation, the draft minutes of the meetings of the Executive held on the following dates:-

• 18th July, 2016
• 25th July, 2016 (Extraordinary)

4   MINUTES FOR INFORMATION (Pages 13 - 18)

To submit for information, the draft minutes of the Voluntary Sector Liaison Committee held on 8th July, 2016.

5   THE EXECUTIVE'S FORWARD WORK PROGRAMME (Pages 19 - 32)

To submit a report by the Head of Democratic Services.

6   WELSH LANGUAGE STRATEGY (Pages 33 - 88)

To submit a report by the Assistant Chief Executive - Improving Partnerships, Communities and Services.

7   CORPORATE SCORECARD, QUARTER 1, 2016/17 (Pages 89 - 106)

To submit a report by the Head of Corporate Transformation.

8   ANNUAL PERFORMANCE REPORT 2015/16 (Pages 107 - 158)

To submit a report by the Head of Corporate Transformation.

9   MEDIUM TERM FINANCIAL PLAN 2017/18 - 2019/20 (Pages 159 - 174)

To submit a report by the Head of Function (Resources)/Section 151 Officer.

10   2016/17 REVENUE BUDGET MONITORING REPORT - QUARTER 1 (Pages 175 - 186)

To submit a report by the Head of Function (Resources)/Section 151 Officer.

11   2016/17 CAPITAL BUDGET MONITORING REPORT - QUARTER 1 (Pages 187 - 196)

To submit a report by the Head of Function (Resources)/Section 151 Officer.

12   ANNUAL TREASURY MANAGEMENT REVIEW 2015/16 (Pages 197 - 216)

To submit a report by the Head of Function (Resources)/Section 151 Officer as presented to the Audit and Governance Committee on the 25th July, 2016.

13   FINAL REPORT OF THE SCRUTINY OUTCOME PANEL: DEBT MANAGEMENT (Pages 217 - 224)

To submit a report by the Head of Function (Resources)/Section 151 Officer.

14   TENDERING OF DOMICILIARY CARE ON ANGLESEY (Pages 225 - 230)

To submit a report by the Head of Adults' Services.

15   SCHOOL MODERNISATION - BRO RHOSYR AND BRO ABERFFRAW (Pages 231 - 240)

To submit a report by the Head of Learning.

16   YNYS MÔN AND GWYNEDD ADDITIONAL LEARNING NEEDS PARTNERSHIP (Pages 241 - 422)

To submit a report by the Head of Learning.

17   REVIEW OF THE AUTHORITY'S GAMBLING POLICY (Pages 423 - 452)

To submit a report by the Head of Regulation and Economic Development.

18   GROWTH VISION FOR THE ECONOMY OF NORTH WALES (Pages 453 - 472)

To submit a report by the Head of Regulation and Economic Development.

19   WELSH HOUSING QUALITY STANDARDS COMPLIANCE POLICY (Pages 473 - 494)

To submit a report by the Head of Housing Services.

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THE EXECUTIVE

Minutes of the meeting held on 18 July, 2016

PRESENT:	Councillor J. Arwel Roberts (Vice-Chair) (In the Chair)
	Councillors Richard Dew, Aled Morris Jones, H. Eifion Jones, Kenneth Hughes, Alwyn Rowlands.
IN ATTENDANCE:	Chief Executive Assistant Chief Executive (Governance and Business Process Transformation) Assistant Chief Executive (Partnerships, Community and Service Improvement) Head of Function (Resources) and Section 151 Officer Head of Service (Adults' Services) (for item 6) Head of Service (Democratic Services) (for item 5) Housing Strategy and Development Manager (LR) (for item 7) Business Manager (Housing Services) (NM) (for item 7) Economic Development Manager (AD) Senior Development Officer (Tourism and Marketing) (MPT) Commercial Leisure Manager (GR) Committee Officer (ATH)
APOLOGIES:	Councillor Ieuan Williams
ALSO PRESENT:	Councillors John Griffith, R. Meirion Jones, Alun Mummery

The Chair referred with sadness to the bereavement suffered by the Council Leader and Chair, Councillor Ieuan Williams over the weekend in the loss of his mother. The Executive's Members sent their condolences to Councillor Ieuan Williams in his and his family's bereavement. The Members and Officers present stood in silence as a mark of respect and sympathy.

1. DECLARATION OF INTEREST

No declaration of interest was received.

2. URGENT MATTERS CERTIFIED BY THE CHIEF EXECUTIVE OR HIS APPOINTED OFFICER

None reported.

3. MINUTES

The draft minutes of the previous meeting of the Executive held on 20th June, 2016 were presented for the Executive's approval.

It was resolved that the minutes of the previous meeting of the Executive held on 20th June, 2016 be confirmed as correct.

4. MINUTES FOR ADOPTION

The draft minutes of the Corporate Parenting Panel held on 6th June, 2016 were presented for adoption by the Executive.

It was resolved that the draft minutes of the meeting of the Corporate Parenting Panel held on 6th June, 2016 be approved for adoption.

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5. THE EXECUTIVE'S FORWARD WORK PROGRAMME

The report of the Head of Democratic Services incorporating the Executive's Forward Work Programme for the period from September, 2016 to April, 2017 was presented for the Executive's approval.

The Head of Democratic Services reported as follows –

- That an extraordinary meeting of the Executive would be held on 25th July, 2016 to consider the outcome of the latest consultation on gypsy and traveller sites on Anglesey along with a Social Services report on the Families Team and the provision of care in relation thereto.
- That items 10 (Wylfa Newydd Construction Worker Accommodation Position Statement) scheduled for consideration on 19 September, 2016 and item 29 by Social Services (Social Services and Well-being Act Needs Assessment) scheduled for consideration on 13 February, 2017 are new to the Work Programme.
- That an item regarding the Welsh Church Acts Fund which was scheduled to have been considered at today's meeting will be re-scheduled to a date to be confirmed.
- That item 17 on the Work Programme (Transformation of the Culture Service) has been re-scheduled for consideration on 28 November, 2016.
- That item 20 on the Work Programme (Full Business Case for a new School at Bro Rhosyr/Bro Aberffraw) has been re-scheduled for consideration on 23 January, 2017.

It was resolved to confirm the Executive's updated Work Programme for the period from September, 2016 to April, 2017 as presented.

6. ANNUAL REPORT OF THE STATUTORY DIRECTOR OF SOCIAL SERVICES

The draft Annual Report of the Statutory Director for Social Services for 2015/16 was presented for the Executive's consideration.

The Portfolio Member for Housing and Social Services reported that this would be the final annual report in its current format and that it provides a profile of Social Services encompassing Adults and Children's Services for 2015/16 including performance and progress over the course of the year in delivering social services. The report also outlines the focus for improvement for the forthcoming year. The report has been subject to scrutiny and will be presented to the Council for approval in September. The Portfolio Member said that the report contains a number of positives including complimentary comments about the services received as well as some complaints which will receive careful attention. How Social Services continue to move forwards is a key element and to this end, significant investment has been made in the services and in staff in terms of recruitment as well as workforce training especially with regard to Children's services. A Panel of Members has been established to understand the impact of the Social Services and Well-being (Wales) Act 2014 across the range of services. Adults' Services are undergoing restructuring with a view to ensuring that services are effective within communities and the project for the provision of extra care in Llangefni is underway.

The Assistant Chief Executive (Governance and Business Process Transformation) and designated Director of Social Services reported that the annual report reviews the effectiveness of social services over the year in responding to challenges whilst also defining the objectives for the year to come. The report looks back and takes stock of how well Social Services have responded to the areas identified for improvement by the CSSIW in its Annual Performance Report for 2014/15 as well as matters noted in the Council's previous annual report. One of the areas so highlighted was Children's services where the improvement was fragile. Consequently, Children's services have been prioritised and an Improvement Programme established along with a cross-party Elected Member Panel to oversee progress against the improvement agenda whilst also improving Members' understanding of the requirements of the Social Services and Well-being (Wales) Act 2014. Substantial investment has been made in Children's Services to ensure both the delivery of statutory services and compliance with statutory requirements. Adults' Services have faced their own challenges not least the pressure of demand in the context of a changing demography where the number of older people is increasing; whilst a number of exciting new initiatives are being developed, the need to maintain momentum and to continue to update and modernise remains. Essential to this endeavour is the continuation and

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development of joint working arrangements and collaboration at service and local authority level as well as with the Betsi Cadwaladr University Health Board and other partners.

The Head of Service (Adults' Services) reported from the perspective of the delivery of adult social care including the range and nature of the services and support provided, the achievements of the previous year and the challenges ahead.

Councillor R. Meirion Jones, Chair of the Corporate Scrutiny Committee said that the Corporate Scrutiny Committee welcomed the report and at its meeting held on 11th July, 2016, had offered a number of observations on its contents and had asked the Statutory Director of Social Services to look again at the narrative to reinforce certain elements of the challenges referred to last year and how Social Services propose to address them going forwards.

It was resolved to accept and to note the draft Annual Report of the Statutory Director of Social Services for 2015/16.

7. LOCAL HOUSING MARKET ASSESSMENT NEEDS

The report of the Head of Housing Services incorporating the Local Housing Market Assessment for Anglesey, 2016 was presented for the Executive's consideration.

The Portfolio Member for Housing and Social Services reported that the Welsh Government requires that all local authorities produce a Local Housing Market Assessment (LHMA) to be updated every two years. The assessment provides a detailed analysis of the local housing environment including an assessment of housing need and helps inform the Council's housing development programme including the element of affordable housing required and is especially important in the context of planning for the proposed Wylfa Newydd nuclear build.

The Housing Strategy and Development Manager elaborated on the main findings of the LHMA under the five themes listed in section 2 of the report and what they mean for the housing and planning policy departments in terms of providing evidence to act on in identifying housing priorities and developing planning guidance and affordable housing programmes. The Officer said that the assessment which was commissioned from HDH Planning and Development Ltd. in association with AMEC and Aecom who also produced the 2013 assessment, confirms the continuation of many of the trends found in the previous assessment. The information on housing need will be used to help plan the Council's Housing development programme.

It was resolved to approve the Local Housing Market Assessment for Anglesey for submission to the Welsh Government and to be used as a significant source of baseline evidence for housing requirements on the Island.

8. NEW DESTINATION ANGLESEY MANAGEMENT PLAN 2016-2020

The report of the Head of Regulation and Economic Development incorporating a new Destination Management Plan (DMP) for the Island for 2016-2020 was presented for the Executive's consideration.

The Portfolio Member for Planning and Economic Development reported that the Destination Management approach enables the public sector, the Island's tourism and non-tourism businesses, non-profit organisations and the community to collaborate to achieve common objectives. The Welsh Government/Visit Wales continue to adopt the principle of destination management planning and the establishment of destination partnerships to deliver. This has been supported by financial resources as the sector is of critical importance to economic development in Wales. As a result of the effective local collaborative approach, considerable private sector engagement and effort, and the Welsh Government' policy, not reviewing and adopting a new Destination Management Plan is not an option.

The Senior Development Officer (Tourism and Marketing) said that the plan has been presented in partnership with tourism businesses in the private sector. The current plan has been reviewed in the context of diminishing resources for the Council and the new plan is believed to be a realistic plan going forwards to 2020.

The Portfolio Member for Housing and Social Services said that the partnership between the Council and the private sector is to be welcomed. The future needs to be viewed positively whilst at the same time acknowledging the challenge of supporting the tourism sector through the Wylfa Newydd building phase.

It was resolved to approve a new Destination Management Plan (DMP) for the Island from 2016 to 2020.

9. EU FUNDED CAPITAL PROJECTS 2014-2020

The report of the Head of Regulation and Economic Development in respect of the position with regard to EU funded capital projects from 2014 to 2020 was presented for the Executive's consideration.

The Portfolio Member for Planning and Economic Development reported that the outcome of the EU referendum has created an environment of enhanced uncertainty with limited clarity on the nature, timing and outcome of negotiations to exit the EU. The political and funding landscape is now completely different and it is almost impossible to accurately predict what the implications of the referendum will be because of the uncertainty. Nevertheless the key messages from the Welsh Government in relation to EU structure funds are that they remain open for business; maintaining focus on implementing current programmes; are continuing to approve projects and encouraging potential project sponsors to continue with their project development. As a result, the pre-referendum recommendations as outlined in the report remain valid and are commended to the Executive.

The Economic Development Manager said that the financial climate for local government is challenging meaning that external funding is increasingly important in order to progress corporate objectives. The Regulation and Economic Development Service has been working hard on project development over the course of the past 18 months, developing project proposals and robust business plans to secure external funding support for the purpose of promoting economic development and to help create prosperous communities. The update report as at Annex A reviews the current landscape as regards EU funded capital projects in the period 2014 to 2020 as well as providing a project development update.

The Portfolio Member for Housing and Social Services said that the authority needs to maximise EU funding opportunities whilst they still exist.

The Portfolio Member for Finance said that although there are concerns regarding EU project funding as a consequence of withdrawing from the EU, the Welsh Government has sought assurance from the UK Government that Wales will not lose out financially and that EU funding will be replaced in an increased settlement to the Welsh Government under the Barnett formula. It is important that Anglesey as a recipient of EU funding is not disadvantaged as a result and there is a case for asking the WLGA to look at the formula whereby funding is allocated to the regions.

It was resolved: -

- **To support the development and delivery of the portfolio of capital projects targeting European funding.**
- **That the authority to accept offers of grant funding from the Welsh Government and other sources for the projects outlined in Table 1 of Annex A to the report, is delegated to the Head of Service (Regulation and Economic Development) in consultation with the Section 151 Officer.**
- **To support the inclusion of the EU Tourism Attractor Destination and the Building for the Future sub-projects in the Council's 2016-20 capital programme, and to approve a contribution of £80k towards the match funding of the Holy Island Visitor Gateway project.**
- **That the Head of Service (Regulation and Economic Development) in consultation with the Section 151 Officer establishes project delivery governance arrangements in preparation for funding approval.**

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- **To support the role of the County Council to act as an intermediary for Menter Môn and the Menai Bridge Heritage Trust to secure external funding to enhance Prince's Pier and for the RSPB in relation to the visitor centre at South Stack.**
- **To request that the Corporate Assets Group review all options for the redevelopment of the Llangefni Shirehall building.**

10. COMMUNITY ASSET TRANSFER OF HOLYHEAD PARK

The report of the Head of Regulation and Economic Development in relation to the proposed transfer of Holyhead Park to Holyhead Town Council was presented for the Executive's consideration.

The Portfolio Member for Planning and Economic Development summarised the background to the proposal and reported on the reasons for the proposed transfer of Holyhead Park to Holyhead Town Council, and the process undertaken as outlined in the report.

The Commercial Leisure Manager said that the property has been in the Council's ownership since 1917 when it was gifted to Holyhead Urban District Council (as succeeded by the Isle of Anglesey County Council) under the terms of the Recreation Ground Act 1859. The legal advice is that the park be held in trust; the property has been independently valued by the District Valuer, but as a trust, any income derived from the sale/transfer of this property must be retained for the purpose of the trust object and therefore would be transferred with the asset. The Officer referred to the expressions of interest received and the reasons why Holyhead Town Council outscored the other organisation.

It was resolved to approve the transfer of Holyhead Park to Holyhead Town Council for nil consideration for the reasons set out in the written report.

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Councillor J.Arwel Roberts
Chair

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THE EXECUTIVE

Minutes of the extraordinary meeting held on 25 July 2016

PRESENT: Councillor J Arwel Roberts (Vice-Chair in the Chair)

Councillors R Dew, K P Hughes, A M Jones, H E Jones and
Alwyn Rowlands.

IN ATTENDANCE: Chief Executive,
Assistant Chief Executive (Governance and Business Process
Transformation),
Assistant Chief Executive (Partnerships, Community and Service
Improvement),
Head of Function (Resources)/Section 151 Officer,
Head of Children's Services (Item 4),
Head of Housing Services (Items 2 & 3),
Technical Services Manager (DR) (Items 2 & 3),
Senior Property Officer (GJ) (Items 2 & 3),
Committee Officer (MEH).

ALSO PRESENT: Councillors Lewis Davies, Jim Evans, Ann Griffith, John Griffith, T.V.
Hughes, Llinos M. Huws, R.Ll. Jones, R. Meirion Jones, Alun Mummery,
Dylan Rees, Nicola Roberts.

Mrs. Nia Haf Davies – Planning Policy Manager (Joint Planning Policy
Unit – Gwynedd & Anglesey).

APOLOGIES: Councillor Ieuan Williams

1   DECLARATION OF INTEREST

No declaration of interests received.

2   TEMPORARY STOPPING PLACES FOR GYPSIES AND TRAVELLERS - CENTRE OF THE ISLAND

Submitted – the report of the Head of Housing Services in relation to the above.

The Portfolio Holder (Housing & Social Services) stated that the Welsh Government places a statutory duty on local authorities to identify both a permanent and two temporary sites to be included in the Joint Local Development Plan as candidate sites. He noted that there has been a period of consultation with regard to the three sites identified which incorporated Drop-in events and meetings with the Community Councils for the locations where sites could be situated.

The Assistant Chief Executive (Governance and Business Process Transformation) explained that the need for a Temporary Stopping Place on the Island of Anglesey was clear, and that this had been demonstrated by regular unauthorised encampments by Romany Gypsies on Anglesey over many years. She stated that three sites were considered :-

Site 1 – Strip of land between the A55/A5 between Llanfairpwll and Star Crossroads;
Site 2 – Parcel of land at Gaerwen smallholding;
Site 3 – Land adjacent to the A5 near Cymunod Farm, Bryngwran

She noted that following extensive consultation, as noted by the Portfolio Holder, it was considered that the site identified in Bryngwran was unsuitable due to unsurmountable issues raised by the Highways Authority regarding the access to the site not meeting the minimum visibility safety requirements. Sites 1 and 2 remained for consideration as temporary stopping places for Gypsies and Travellers. There are fewer technical concerns regarding the site at Star Crossroads, with the report received from the Gwynedd Archaeological Service raising questions about the suitability of the site in Gaerwen, which may take time to resolve. However, she stated that if it considered that the Gaerwen site is to be further investigated further works would be needed in relation to the site with regard to archaeological issues linked to ancient monument considerations. A risk assessment will need to be undertaken with regard to technical issues, design of the sites and health and safety issues for both sites. An appropriate Consultant will need to be appointed to prepare site design to allow for costing for such a scheme, and this would enable costs to be calculated. She noted that it will be easier to deliver a suitable site in Star within a reasonable time-scale, but that further studies could be undertaken on either or both sites in Star and Gaerwen, and that the decision is one for the Executive to take.

The Assistant Chief Executive (Governance and Business Process Transformation) further stated that discussions has been undertaken with Officers from the Planning and Housing Departments of Welsh Government; they are aware of the work that has been undertaken to identify suitable sites for Temporary Stopping Places, and they are aware that further work will need to be undertaken to confirm the suitability of either Star or Gaerwen before they can be included within the Joint Local Development Plan; it is understood that the progress so far is supported by Welsh Government.

It was stated that the Partnership and Regeneration Scrutiny Committee held on 19 July, 2016, with an invitation to all Members of the County Council to attend, discuss the reports on the temporary stopping places. The Chair invited the Vice-Chair of the Partnership and Regeneration Scrutiny Committee to address the meeting. Councillor Alun Mummery referred to the recommendations of the Partnership and Regeneration Scrutiny Committee to the Executive.

Councillor R. Meirion Jones who had requested to address the Executive as a Local Member for the Aethwy area which includes the Star area stated that whilst accepting that a temporary site of Gypsy and Travelers is required he considered that the County Council has not followed guidelines to identify such a site. He referred to the Star Crossroads site and stated that there has been no commercial assessment, risk or health and safety assessment carried out. No costings or definition of the scoring matrix to identify a site has been afforded. Councillor Jones considered that there are anomalies within the report to the Committee. He considered that the Executive have not been afforded all the information to make a decision to identify a temporary stopping place for gypsy's and travelers. Councillor Jones stated that the residents of Star and Penmynydd consider their observations on the proposed sites has not been considered; no public meetings nor drop-in sessions has been arranged by the County Council within these areas with regard to this matter. A public meeting was arranged by the Community Council and Councillor Jones as a Local Member. At that meeting the local residents raised concerns with regard to the shortcoming of the Star Crossroads site. He referred to comments made regarding potential flooding issues, health and safety, the effect on tourism in the area. The villages of Star and Penmynydd will face the prospect of having two sites for Gypsy's and Travelers within their communities. He further stated that the correspondence sent by the

Penmynydd Community Council was not contained within the documentation to the Partnership and Regeneration Scrutiny Committee at its meeting held on 19th July.

Councillor T.V. Hughes who had requested to address the Executive as a Local Member for the Bro Rhosyr area which includes the Gaerwen area stated that the Llanfihangelesceifiog Community Council have expressed concerned with regard to the access from the A55 and the scoring matrix with regard to the identified Gypsy and Travelers site at Gaerwen. It is considered that a temporary site would be more acceptable near the permanent site identified in Penhesgyn. Comments have been expressed regarding potential flooding issues and the loss of quality agricultural land together with archaeological issues at the Gaerwen site. Councillor Hughes referred to concerns raised regarding the effect on the Science Park and especially having to attract businesses to the site. M-Sparc, the owners of the Science Park site, initially wished for the park to be accessible to the local community with the construction of footpaths and community garden; it was considered that they might withdraw from allowing community use of the park.

Members of the Executive whilst accepting there are concerns within the Island with regard to having Gypsy and Travellers sites, the Welsh Government places a statutory duty on local authorities to address a need identified in the Gypsy and Travellers Accommodation Needs Assessment (which identifies a need for both a permanent and two temporary stopping sites), and that the Joint Local Development Plan demonstrates how that need will be addressed. The Executive considered that there are fewer economic development and technical concerns regarding the site at Star Crossroads.

RESOLVED :-

- **That the County Council should carry out further investigations into Site 1, Strip of land between A55/A5 between Llanfairpwll and Star Crossroads to confirm suitability with regard to further assessment of any safety or technical risks posed by the site, and to consider whether the site design can resolved these issues;**

- **To appoint an appropriate Consultant to prepare site design and to submit the requisite Planning Application for the selected site;**

- **That Site 2, Parcel of land at Gaerwen smallholding should not be taken forward at this stage due to the concerns of the Gwynedd Archaeological Planning Services with regard to the impact on an ancient monument which is an area of national archaeological importance together with possible impact on the Science Park that is being developed at Gaerwen;**

- **That Site 3, Land adjacent to the A5 near Cymunod Farm, Bryngwran should not be taken forward due to road safety issues identified by the necessity to create a new access to the site from the A5;**

- **The County Council should continue to fulfil its role to promote community cohesion. This must balance the needs of residents to feel safe and to be consulted on development issues with the recognition that the Council has legal responsibilities under the Equality Act 2010.**

3   **TEMPORARY STOPPING PLACES FOR GYPSIES AND TRAVELLERS - HOLYHEAD VICINITY**

Submitted – the report of the Head of Housing Services in relation to the above.

The Portfolio Holder (Housing & Social Services) stated that consultation was undertaken by the Council with regard to two identified sites at Tyddyn Lantern Farm, Holyhead and Former farm off Cyttir Road, Holyhead.

The Assistant Chief Executive (Governance and Business Process Transformation) noted that following the consultation process it is considered that both sites are unsuitable to proceed as sites for the allocation of temporary stopping places for Gypsies and Travellers. A short-term solution needs to be found in Holyhead by placing bins to reduce domestic waste and fly-tipping in locations where travellers seem to encamp in unauthorized locations in Holyhead. She stated that further investigations will need to be undertaken to meet the needs of travellers travelling to Ireland and to gauge the use of the Port by Gypsies and Travellers. Due to the lack of land in public ownership in Holyhead, discussions will need to take place with private sector land owners to identify suitable land for a Temporary Stopping Place for the Irish Travellers who occasionally stop in Holyhead on their way to and from the port.

RESOLVED :-

- **That neither of the two sites included in the consultation to provide a temporary stopping place in the vicinity of Holyhead should be progressed or included in the Local Development Plan;**
- **To carry out further work to identify alternative sites to meet the need for a temporary stopping place in the Holyhead area as identified in the Council's Gypsy and Traveller Assessment 2016 to comply with the Council duties under Part 3 of the Housing (Wales) Act 2014;**
- **Further work should be undertaken to better understand the level of use of Holyhead Port by Gypsy and Travellers and the level of unauthorised encampments occurring as a result of travel to and from the Port. This to include further discussions with the Police, Port Authorities, Welsh Government and other key stakeholders;**
- **As a short-term solution, to consider placing bins in a suitable location to reduce the incidence of domestic waste fly-tipping which has been associated with unauthorised encampments in Holyhead;**
- **The Authority to continue to fulfil its role to promote community cohesion. This must balance the needs of local communities and visiting Gypsy Travellers to feel safe and to be consulted on development issues with the recognition that the Council must act to counter racist attitudes and challenge inflammatory comments.**

4   EDGE OF CARE - RESILIENT FAMILIES

Submitted – the report of the Head of Children's Services in relation to the above.

The Portfolio Holder (Housing & Social Services) stated that the Social Services and Wellbeing (Wales) Act 2014 places a clear duty on the Local Authority to provide a preventative approach to the delivery of wellbeing of children to reduce the need for them to be looked after.

The Head of Children's Services stated that the Edge of Care Teams in other local authorities in England and Wales has shown success in supporting families to be able to raise their children within the family rather than within the care system. She noted that a significant proportion of the service budget is spent on a growing number of looked after

children, whilst not necessarily achieving the best outcomes. An innovative way to improve and redesign service delivery to achieve higher quality needs to be established through an Edge of Care Team.

RESOLVED :-

- **To release funds from the Council's general reserves for 2016/17 to fund the costs of the Edge of Care Team;**

- **To approve funding for the subsequent two years to be included in the service budget for both years.**

The meeting concluded at 10.40 am

COUNCILLOR J. ARWEL ROBERTS
VICE-CHAIR IN THE CHAIR

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VOLUNTARY SECTOR LIAISON COMMITTEE

Minutes of the meeting held on 8th July 2016

PRESENT: Mr Islwyn Humphreys (Chair)

Local Authority

Councillors Jim Evans, Aled Morris Jones, Alun Mummery

Voluntary Sector

Mr Andrew M Hughes (Medrwn Môn)

IN ATTENDANCE: Mrs Annwen Morgan (Assistant Chief Executive – IOACC)
Mr Alwyn R Jones (Head of Adults' Services)
Mr John R Jones (Chief Officer, Medrwn Môn)
Ms Lyndsey Williams (Community Voices – Medrwn Môn)
Shirley Cooke (Committee Officer – IOACC)

APOLOGIES: Councillors Alwyn Rowlands, Ieuan Williams;
Ms Eleri Lloyd Jones (Age Cymru - Gwynedd and Môn);
Mr Wyn Thomas (Assistant Director of Community Development, BIPBC)

1   CHAIRPERSON

The Committee discussed electing a Chair for the Liaison Committee for the forthcoming year.

It was agreed to defer electing a Chairperson until the next meeting of the Liaison Committee, to obtain clarification on the Betsi Cadwaladr University Health Board's current role within the Committee.

2   VICE-CHAIRPERSON

As above.

3   DECLARATION OF INTEREST

No declaration of interest was received.

4   MINUTES - 15TH JANUARY, 2016

The minutes of the previous meeting of the Voluntary Sector Liaison Committee held on 15th January, 2016 were presented and confirmed as correct.

Arising thereon:-

Item 3 - Minutes - 14 October, 2016

The Chief Officer, Medrwn Môn referred to the first point in Item 3 of the minutes. At the previous meeting of the Liaison Committee, it was agreed with the Council Leader that the Chief Officer could have a copy of the Head of Resources' detailed analysis of the Authority's investment in the Third Sector. The Chief Officer stated that this information has not been made available to him to date.

ACTION:

Assistant Chief Executive to follow up with the Head of Resources the Chief Officer, Medrwn Môn's request for information on the Authority's investment in the Third Sector.

5   **REVIEW OF THE FUNDING CODE OF PRACTICE AND THE VOLUNTARY SECTOR ALLOCATION 2015/16**

The Chief Officer, Medrwn Môn reported that the Funding Code of Practice has been agreed and Voluntary Sector's funds have been allocated. He stated that the Committee now have an opportunity to review the Code of Practice. It was noted that Medrwn Môn have sent out a questionnaire to the Voluntary Sector to review experiences, progress and communication.

With reference to reduced funding for the Third Sector, the Chair, representing the Samaritans on this Committee, reported that the Charity had not been allocated funding for this financial year. The process of form filling had created barriers due to confidentiality. He stated that a new approach would need to be considered for future funding of the Third Sector.

The Chief Officer, Medrwn Môn referred to the Charitable Trust, and requested clarity from the Head of Resources on any potential funding available through the Trust.

ACTION: As above.

RESOLVED to note the report.

6   **THE VOLUNTARY SECTOR'S STRATEGY AND THE LIAISON COMMITTEE'S ROLE**

The Chief Officer, Medrwn Môn reported that the Compact has been agreed, including the principles and the Funding Code of Practice, which demonstrate the obligations of the Volunteering Policy and Working in Partnership document.

It was noted that progress had been made in several areas to develop effective engagement arrangements for partnership working. However, more can be achieved on a more formal basis by structuring the relationship and developing one

strategy for joint working eg. Compact, Lleisiau Lleol, Engagement Board, AONB, Anglesey Welsh Language Forum.

It was agreed that the Medrwn Môn Board discuss further options to build on the current partnership arrangements. The Chief Officer agreed to draft a strategy to encompass the above documents and how they could be used in practice.

ACTION: As above.

RESOLVED to note the report.

7   **THE VOLUNTARY SECTOR'S ROLE IN THE COUNTY COUNCIL'S SCRUTINY STRUCTURE**

Clarity was sought on why the Voluntary Sector does not have a statutory role on Scrutiny Committees.

Following consultation with the Head of Function (Council Business), the Assistant Chief Executive confirmed that the Third Sector's role and attendance at both Scrutiny Committees was by invitation only. It was noted however, that members of the Roman Catholic Church and the Church in Wales were invited to attend as co-opted members.

The Chief Officer, Medrwn Môn reported that he is regularly invited to attend the Scrutiny Committees by the Head of Democratic Services and is provided with a copy of the Scrutiny Work Programme and Executive's Forward Work Programme, which is of interest to the Third Sector. He further reported that although representatives from the Third Sector have no voting rights, he hoped that the Scrutiny Committees would be able to benefit from the work of the Citizens Panel. He stated that he would like a more formal process to be adopted.

Councillor Aled Morris Jones suggested that Medrwn Môn should be supported, and **the Voluntary Sector's role in the Partnership and Regeneration Scrutiny Committee's be formalised with voting powers.**

ACTION: As above.

RESOLVED to note the report.

8   **UPDATE ON THE DEVELOPMENTS OF THE CITIZEN'S PANEL**

The Project Manager (Community Voices) provided an update on the Community Voices's Citizens Panel and the Youth Panel. With regard to community engagement, it was noted that the Project Manager had attended meetings of the Chairs and Vice-Chairs of the Scrutiny Committee recently.

The Project Manager referred to the framework adopted by the project for community engagement activities including the establishment of the Citizen's Panel and Youth Panel.

The Project Manager referred to Lottery Funding, and that Medrwn Môn would be seeking external funding for continuation of the projects but that as the funding currently stands, funding for Llais Ni would be ending in April.

RESOLVED to note the report.

9   **PREPARING FOR THE FUTURE RE: SOCIAL SERVICES AND WELL-BEING (WALES) ACT 2014 AND FUTURE GENERATIONS**

The Head of Adults Services gave a summary of the Social Services and Well-being (Wales) Act, 2014, which has been in force since 1st April, 2016 together with key challenges, service issues and future demands.

He referred to the aims of the Act as follows:-

• giving the individual a voice, with power over the services they receive;
• enabling individuals to achieve by building on their circumstances, abilities, networks and communities;
• early intervention - including preventative services;
• co-working and co-designing strong partnerships.

Arising from discussion, it was reported that **the Assistant Chief Executive invite Llio Johnson, the Senior Partnership Manager to attend the next meeting.**

Action: As above.

RESOLVED to note the report.

10   **COMMUNITY VOICES**

The Project Manager (Community Voices) provided an update to the Committee on the key tiers of consultation used in partnership work between Community Voices and the County Council in relation to the following:-

1. The 'Building Communities Approach;
2. The 'middle of the road' approach (Libraries Consultation/Budget Consultation/Community Hubs Consultation);
3. The 'basic' approach' (Breakfast Clubs/Extra Care Approach)

Reference was made to the framework and methodology used.

RESOLVED to accept the report.

11   **THE FORWARD WORK PROGRAMME**

The Executive's Forward Work Programme for the period from July, 2016 to February, 2017 was presented and noted.

RESOLVED to note the report.

12   NEXT MEETING OF THE LIAISON COMMITTEE

It was agreed that the next meeting of the Committee scheduled for Friday, 13th October, 2016 be held at Gwelfor Community Centre, Holyhead.

The Chair thanked Mr John R Jones for his tireless contribution to the Voluntary Sector and Medrwn Môn, and wished him health and happiness in his retirement.

**Mr Islwyn Humphreys
Chair**

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ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	**The Executive**
Date:	**19 September 2016**
Subject:	**The Executive's Forward Work Programme**
Portfolio Holder(s):	**Cllr Ieuan Williams**
Head of Service:	**Lynn Ball** **Head of Function – Council Business / Monitoring Officer**
Report Author: Tel: E-mail:	**Huw Jones, Head of Democratic Services** **01248 752108** **JHuwJones@anglesey.gov.uk**
Local Members:	**Not applicable**

A –Recommendation/s and reason/s
In accordance with its Constitution, the Council is required to publish a forward work programme and to update it regularly. The Executive Forward Work Programme is published each month to enable both members of the Council and the public to see what key decisions are likely to be taken over the coming months. The Executive is requested to: confirm the attached updated work programme which covers **October 2016 – May 2017**; identify any matters subject to consultation with the Council's Scrutiny Committees and confirm the need for Scrutiny Committees to develop their work programmes further to support the Executive's work programme; note that the forward work programme is updated monthly and submitted as a standing monthly item to the Executive.

* *Key:*
Strategic – key corporate plans or initiatives
Operational – service delivery
For information

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B – What other options did you consider and why did you reject them and/or opt for this option?
-

C – Why is this a decision for the Executive?
The approval of the Executive is sought before each update is published to strengthen accountability and forward planning arrangements.

D – Is this decision consistent with policy approved by the full Council?
Yes.

DD – Is this decision within the budget approved by the Council?
Not applicable.

E – Who did you consult?		What did they say?
1	Chief Executive / Strategic Leadership Team (SLT) (mandatory)	The forward work programme is discussed at Heads of Service meetings ('Penaethiaid') on a monthly basis (standing agenda item). It is also circulated regularly to Corporate Directors and Heads of Services for updates.
2	Finance / Section 151 (mandatory)	
3	Legal / Monitoring Officer (mandatory)	
5	Human Resources (HR)	
6	Property	
7	Information Communication Technology (ICT)	
8	Scrutiny	The Executive Forward Work Programme will inform the work programmes of Scrutiny Committees.
9	Local Members	Not applicable.
10	Any external bodies / other/s	Not applicable.

* *Key:*
Strategic – key corporate plans or initiatives
Operational – service delivery
For information

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F – Risks and any mitigation (if relevant)		
1	Economic	
2	Anti-poverty	
3	Crime and Disorder	
4	Environmental	
5	Equalities	
6	Outcome Agreements	
7	Other	
FF - Appendices:		
The Executive's Forward Work Programme: October 2016 – May 2017.		

G - Background papers (please contact the author of the Report for any further information):

* Key:
Strategic – key corporate plans or initiatives
Operational – service delivery
For information

THE EXECUTIVE'S FORWARD WORK PROGRAMME
Period: October 2016 – May 2017

The Executive's forward work programme enables both Members of the Council and the public to see what key decisions are likely to be taken by the Executive over the coming months.

Executive decisions may be taken by the Executive acting as a collective body or by individual members of the Executive acting under delegated powers. The forward work programme includes information on the decisions sought, who will make the decisions and who the lead Officers and Portfolio Holders are for each item.

It should be noted, however, that the work programme is a flexible document as not all items requiring a decision will be known that far in advance and some timescales may need to be altered to reflect new priorities etc. The list of items included is therefore reviewed regularly.

Reports will need to be submitted from time to time regarding specific property transactions, in accordance with the Asset Management Policy and Procedures. Due to the influence of the external market, it is not possible to determine the timing of reports in advance.

The Executive's draft Forward Work Programme for the period **October 2016 – May 2017** is outlined on the following pages.

* *Key:*
S = Strategic – key corporate plans or initiatives
O =Operational – service delivery
FI = For information

THE EXECUTIVE'S FORWARD WORK PROGRAMME

Period: October 2016 – May 2017

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
			October 2016				
1	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive 17 October 2016	
2	**Council Tax Premiums** Progress report on the estimated additional income to be raised from April 2017 and if relevant, any relevant issues that have arisen to date.		Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		The Executive 17 October 2016	
3	**Syrian Refugees** Progress report regarding the delivery of the resettlement and support programme.	This is a matter for the full Executive in accordance with its decision on 25 April 2016.	Housing	Shan Ll Williams Head of Housing Services Cllr Aled Morris Jones		The Executive 17 October 2016	
4	**Llawr y Dref, Llangefni – Business Case** To consider the results of the consultation process.	This is a matter for the full Executive as it relates to decisions made by the Executive at its meeting held on 26 May 2016.	Housing	Shan L Williams Head of Housing Services Cllr Aled Morris Jones		The Executive 17 October 2016	

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THE EXECUTIVE'S FORWARD WORK PROGRAMME
Period: October 2016 – May 2017

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
5	**North Wales Protocol for the Gypsies and Travellers Community** Adoption of protocol	This is a matter for the full Executive as it relates to the adoption of a joint protocol for North Wales.	Housing	Shan L Williams Head of Housing Services Cllr Aled Morris Jones	26 September 2016	The Executive 17 October 2016	
			November 2016				
6	**2017/18 Budget (S)** To finalise the Executive's initial draft budget proposals for consultation.	This is a matter for the Executive as it falls within the Council's Budget Framework.	Council Business	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones	14 November 2016	The Executive 7 November 2016	
7	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive 28 November 2016	
8	**2017/18 Council Tax Base (S)** To determine the tax base for 2017/18.	This is a delegated matter for the Executive as it falls within the Council's Budget and Council Tax setting framework.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		The Executive 28 November 2016	

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THE EXECUTIVE'S FORWARD WORK PROGRAMME
Period: October 2016 – May 2017

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
9	**2017/18 Council Tax Reduction Scheme** To recommend to the Full Council the proposed scheme for 2017/18.	A collective decision is required to make a recommendation to the full Council as part of the Budget and Council Tax setting framework.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		The Executive 28 November 2016	15 December 2016
10	**Transformation of Library Service** Update on the possible community partnership options for the service from April 2017 onwards.	An update has been requested for the Executive, as it was not possible to hold a consultation, and to accept the Executive's decision on the preferred model for the libraries service from April 2017.	Learning	Delyth Molyneux Head of Learning Cllr Kenneth P Hughes		The Executive 28 November 2016	
11	**Transformation of the Youth Service**	The decision of the full Executive is sought with regard to the preferred model for the youth service from April 2017.	Learning	Delyth Molyneux Head of Learning Cllr Kenneth P Hughes	22 November 2016	The Executive 28 November 2016	

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THE EXECUTIVE'S FORWARD WORK PROGRAMME

Period: October 2016 – May 2017

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
12	**Transformation of the Culture Service** An update on the proposals received before deciding on the options to implement following expressions of interest by groups/individuals.	The service was requested to provide an update for the Executive as it is not possible to accept a decision by the Executive on the preferred options for implementation in Stage 2 of the transformation programme (from April 2016).	Learning	Delyth Molyneux Head of Learning Cllr Kenneth P Hughes		The Executive 28 November 2016	
13	**Housing Anti-Social Behaviour Policy** Approval of policy.	The approval of the Executive is requested as this involves matters that are relevant to the Housing Revenue Account.	Housing	Shan Lloyd Williams Head of Housing Services Cllr Aled Morris Jones		The Executive 28 November 2016	
December 2016							
14	**Write off of Debts in value of over £5,000** Approve write off of debts.	Finance Portfolio Holder and Section 151 Officer.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		Delegated Decision December 2016	

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THE EXECUTIVE'S FORWARD WORK PROGRAMME
Period: October 2016 – May 2017

Updated 09.09.16

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
15	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive 19 December 2016	
16	**Council Housing Garages** Approval of recommendations.	The approval of the Executive is requested with regard to recommendations on the strategic direction and action plan for garages which form part of the Council's housing stock.	Housing	Shan Lloyd Williams Head of Housing Services Cllr Aled Morris Jones		The Executive 19 December 2016	
	January 2017						
17	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive 23 January 2017	
18	**Full Business Case for New School at Bro Rhosyr/Bro Aberffraw** Approval of business case.	The approval of the full Executive is sought before submitting the Full Business Case to Welsh Government.	Learning	Delyth Molyneux Head of Learning Cllr Kenneth P Hughes		The Executive 23 January 2017	

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THE EXECUTIVE'S FORWARD WORK PROGRAMME
Period: October 2016 – May 2017

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
19	**Childcare Sufficiency Assessment** Approval.	The approval of the full Executive is sought before submitting the Assessment to Welsh Government.	Learning	Delyth Molyneux Head of Learning Cllr Kenneth P Hughes		The Executive 23 January 2017	
			February 2017				
20	**Write off of Debts in value of over £5,000** Approve write off of debts.	Finance Portfolio Holder and Section 151 Officer.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		Delegated Decision February 2017	
21	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive 13 February 2017	
22	**2017/18 Budget (S)** Adoption of final proposals for recommendation to the County Council.	This is a matter for the Executive as it falls within the Council's Budget Framework.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones	6 February 2017	The Executive 13 February 2017	28 February 2017
23	**Treasury Management Strategy 2017/18** Adoption of strategy for the new financial year.	This is a matter for the Executive as it falls within the Council's Budget Framework.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		The Executive 13 February 2017	28 February 2017

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THE EXECUTIVE'S FORWARD WORK PROGRAMME
Period: October 2016 – May 2017

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
24	**Financial Reserves** To provide an update on the situation relating to financial reserves.	This is a matter for the full Executive as it provides assurance of current financial position.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		The Executive 13 February 2017	
25	**Discretionary Business Rate Relief Policy for 2017/18** Approve policy for 2017/18.	There is a requirement for a collective decision by the Executive in detailing additional business rates relief to be awarded to charities and non-profit making organisations.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		The Executive 13 February 2017	
26	**Charges for non-residential services 2017/18** Approval.	A collective decision is required as the matter involves material financial considerations.	Adults' Services	Alwyn Jones Head of Adults' Services Cllr Aled Morris Jones		The Executive 13 February 2017	
27	**Standard Charge for Council Care Homes 2017/18** Approval.	A collective decision is required as the matter involves material financial considerations.	Adults' Services	Alwyn Jones Head of Adults' Services Cllr Aled Morris Jones		The Executive 13 February 2017	

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Updated 09.09.16

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
28	**Independent Sector Residential and Nursing Home Fees 2017/18** Approval.	A collective decision is required as the matter involves material financial considerations.	Adults' Services	Alwyn Jones Head of Adults' Services Cllr Aled Morris Jones		The Executive 13 February 2017	
29	**Charges for independent home care services 2017/18** Approval.	A collective decision is required as the matter involves material financial considerations.	Adults' Services	Alwyn Jones Head of Adults' Services Cllr Aled Morris Jones		The Executive 13 February 2017	
30	**Housing Revenue Account Business Plan and Draft Budget 2017-2018** Approval.	The approval of the Executive is requested on the Business Plan and draft capital and revenue budgets.	Housing	Shan Lloyd Williams Head of Housing Services Cllr Aled Morris Jones		The Executive 13 February 2017	
31	**Social Services and Well-being Act Needs Assessment** Statutory approval of regional assessment**.**	Statutory code of Practice: "The local authority and Local Health Board are required formally to approve the population assessment report. This will need to be done by the Board of the Local Health Board and in the case of the local authority will need to	Adults' Services	Alwyn Jones Head of Adults' Services Cllr Aled Morris Jones		The Executive 13 February 2017	28 February 2017

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Updated 09.09.16

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
		be approved by the full Council on submission by the Council's Executive or board. This will ensure that the information contained within the report is considered at the most senior levels within these organisations."					
				March 2017			
32	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive 20 March 2017	
33	**Discretionary Housing Payments Policy 2017/18** Report on administration of policy in 2016/17 and any recommended changes – determine policy.	There is a requirement for a collective decision by the Executive in detailing additional help towards housing costs for some benefit claimants.	Resources	Marc Jones Head of Function – Resources / Section 151 Officer Cllr Hywel Eifion Jones		The Executive 20 March 2017	

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THE EXECUTIVE'S FORWARD WORK PROGRAMME
Period: October 2016 – May 2017

	Subject & *category and what decision is sought	Decision by which Portfolio Holder or, if a collective decision, why	Lead Service	Responsible Officer/ Lead Member & contact for representation	Pre-decision / Scrutiny (if applicable)	Date to Executive or, if delegated, date of publication	Date to Full Council (if applicable)
			April 2017				
34	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive 24 April 2017	
			May 2017				
35	**The Executive's Forward Work Programme (S)** Approval of monthly update.	The approval of the full Executive is sought to strengthen forward planning and accountability.	Council Business	Huw Jones Head of Democratic Services Cllr Ieuan Williams		The Executive …May 2017	

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ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	**Executive/Full Council**
Date:	**19 September, 2016 / 27 September, 2016**
Subject:	**Welsh Language Strategy 2016-2021 (draft)**
Portfolio Holder(s):	**Councillor Ieuan Williams**
Head of Service:	**Annwen Morgan** **Assistant Chief Executive**
Report Author: Tel: E-mail:	**Carol Wyn Owen, Policy and Strategy Manager** **01248 752561** **CarolWyn@anglesey.gov.uk**
Local Members:	**Not relevant**

A –Recommendation/s and reason/s
Recommendation – the Executive are requested to: Make a recommendation to the County Council to approve the Welsh Language Strategy 2016-2021 (draft) and authorise relevant officers, in collaboration with the Portfolio Holder to complete any further editorial work to the draft strategy. **Reasons** The Welsh Language Measure (Wales) 2011 enables Welsh Ministers to set standards of conduct relating to the Welsh Language. In the Compliance Notice on the Final Standards, Standards 145 and 146 relating to the creation of a Welsh Language Strategy were set. In order to ensure compliance, the County Council is required to adopt a five year Welsh Language Strategy and publish it on its website by 30 September, 2016. This Strategy outlines the proposed approach towards promoting the Welsh Language and and facilitating its wider use within the area. It includes a target for increasing or maintaining the number of Welsh speakers by the end of the five year period concerned. It will be necessary, five years after the publication of the Strategy, to publish a revised version and an assessment of its attainment. The Anglesey Strategic Language Forum has been working intentionally over the past few months to create this partnership Welsh Language Strategy (draft) which sets out the vision and ac action plan for the first year. It will be responsibility of the Strategic Language Forum to monitor progress against set targets.

B – What other options did you consider and why did you reject them and/or opt for this option?
No options were considered because of the reasons outlined above.

C – Why is this a decision for the Executive?
Publication of the Welsh Language Strategy 2016-2021 is a statutory requirement and this is the key document that outlines the strategic direction and the implementation steps in relation to the Welsh Language, on a county level, for the next five years.

D – Is this decision consistent with policy approved by the full Council?
Welsh Language Policy.

DD – Is this decision within the budget approved by the Council?
Irrelevant.

E – Who did you consult?		What did they say?
1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	The Welsh Language Strategy (draft) was circulated internally to relevant officers who contributed to the contents. In addition, it was distributed to members of the Language Sub-Group (28-7-16), Heads of Service (28-7-16), members of the County Strategic Language Forum (1-8-16) and its was distributed to the SLT in its meeting on 25 July, 2016.
2	**Finance / Section 151** (mandatory)	
3	**Legal / Monitoring Officer** (mandatory)	
5	**Human Resources (HR)**	
6	**Property**	
7	**Information Communication Technology (ICT)**	
8	**Scrutiny**	The Welsh Language Strategy (draft) was presented to a meeting of the Partnership and Regeneration Scrutiny Committee on 19 July, 2016. A constructive and supportive discussion was held and a number of observations and suggestions were presented (see Appendix 3). It was resolved to approve the Welsh Language Strategy

		2016-2021 (draft) and recommend that the Executive and the Full Council approve the strategy.
9	**Local Members**	
10	**Any external bodies / other/s**	

F – Risks and any mitigation (if relevant)		
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	
6	**Outcome Agreements**	
7	**Other**	

FF - Appendices:
Appendix 1- Welsh Language Strategy 2016-2021
Appendix 2 – Action Plan for Year 1
Appendix 3 – Relevant extract from the draft Minutes for the partnership and Regeneration Committee held on 19 July, 2016

G - Background papers (please contact the author of the Report for any further information):

Welsh Language Strategy
2016 - 2021

DRAFT

Anglesey Welsh Language Strategic Forum

Date of Publication: September 2016

1

The Language Strategic Forum

A Language Forum partnership exists at county level to provide strategic focus for the Welsh language on the island. The Forum is responsible for identifying priorities and formulating this strategy. Membership of the Language Strategic Forum:

Derec Llwyd Morgan - Independent Chair

Betsi Cadwaladr Health Board
Gwynedd and Anglesey Post-16 Education Consortium
Welsh Language Society
Anglesey County Council
Young Farmers
Llandrillo Menai Group
North Wales Police
Medrwn Môn
Menter Iaith Môn
Menter Môn
Môn CF
Mudiad Meithrin
Bangor University
The Joint Planning Policy Unit (Gwynedd and Anglesey)
One Voice Wales
The Anglesey Eisteddfod Court
The Welsh Government
The Welsh Centre for Adults
The Urdd

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Contact details:

Carol Wyn Owen
Language Officer
Democratic Services
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Council Offices
Llangefni
Anglesey
LL77 7TW

Telephone: 01248 752561
Fax: 01248 752132
E-mail : CarolWyn@ynysmon.gov.uk

We are happy to provide this information in alternative formats on request - please use the contact details above.

Mae'r ddogfen hon ar gael yn y Gymraeg / This document is available in Welsh.

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Foreword

The County Language Strategy is submitted before you. The fact that the Isle of Anglesey is required to prepare such a strategy is to be welcomed.

This inclusive strategy is the outcome of the Council, along with several of its partnerships that have met regularly under the name of the Anglesey Language Forum. For this first strategy, the forum agreed to focus on three themes, namely:

- **Children, Young People and the Family**
- **The Workforce, Welsh Language Services, the Infrastructure**
- **The Community**

In the coming years, Anglesey will face many challenges, including linguistic challenges. Similarly, there will be opportunities to strengthen the Welsh language and it is extremely important that we maximise opportunities by working together on the island. We must be realistic by striving to be as proactive as possible.

In addition to the Strategy, an annual Action Plan was prepared, which initially focuses on the most important practical steps, doing so within the available resources. This is the Plan that implements our strategy and during 2016-17, it is intended to monitor the progress of the actions taken at the Language Forum meetings during 2016-17.

Without a doubt, each and every one of us who reads the Strategy and Plan can effortlessly identify many other things that need to be done to ensure that the Welsh language thrives in Anglesey. It is our aim to focus on fewer and ensure that a difference is made.

Our vision for the 2021Census is to see an increase in the number of Welsh speakers and that the percentage increases to at least 60.1% as it was in 2001. Through cooperation and taking practical steps, that is attainable.

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Legislation and policy context

Back in 1993 the Welsh Language Act was passed, which set the principle that Welsh should be treated on a par with English in the conduct of public business in Wales. The main requirements of the act were:

• to force Welsh public bodies to provide services through the medium of Welsh and to prepare a plan to indicate how they intend to use the language
• entitlement to use Welsh in court in Wales
• to create a Language Board to oversee the use of the language by public bodies and to approve public bodies' language schemes.

Based on the law, the Isle of Anglesey County Council adopted the principle of treating Welsh and English on the basis that they are equal and a fourth edition of the Council's Welsh Language Scheme was approved by the Welsh Language Board under Section 14 (1) of the Act on 26 March, 2012.

Eighteen years later, a new legislative framework was created for the Welsh language with the passing of the Welsh Language (Wales) Bill 2011. The Bill includes:

• securing official status for the Welsh language in Wales
• establishing the post of Welsh Language Commissioner
• creating a system of presenting duties in the form of language standards
• creating a provision for promoting and facilitating the use of Welsh

The aim of the new language law is to provide greater clarity and consistency for Welsh speakers in terms of the services they can expect to receive in Welsh. The Bill is based on the following principles:

• Welsh should not be treated less favorably than English in Wales
• Persons in Wales should be able to live their lives through the medium of Welsh if they so wish.

A Living Language: A Language for Living 2012-2017

In 2003, the Welsh Assembly Government published its strategic framework for the promotion of Welsh *'Iaith Pawb: A National Action Plan for a Bilingual Wales'*.

During 2014, the Welsh Government published a draft policy statement, *'A living language: a language for living - Forging ahead'* outlining how they intend to focus on implementing the strategy, *'living language: a language for living'* over the next three years. The strategic aim is to increase the number of people who can speak Welsh and broaden the general use made of Welsh.

To achieve this, the Welsh Government has set six objectives, namely:

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• to encourage and support the use of Welsh within families
• to increase the provision of Welsh language activities for children and young people and increase their awareness of the value of the language
• to strengthen the position of the Welsh language within the community
• to increase opportunities for people to use Welsh in the workplace
• to increase and improve Welsh language services for citizens
• to strengthen the infrastructure for the language, including digital technology.

To realise these goals successfully, the Government has recognized the need for input from a number of organisations across Wales. The principles for realising the vision are based on two areas, namely **'language acquisition'** and **'language use'**. To encourage children to acquire the language, people are encouraged to transfer the language at home and increase the provision of Welsh-medium education. To increase the use of language, emphasis is placed on increasing opportunities for its use at a social level, in the community, in the workplace and through Welsh-medium services. This would, in turn, increase people's confidence and fluency in the language and strengthen the position of Welsh in our communities.

Welsh-medium Education Strategy 2010

The publication of the Welsh-medium Education Strategy in April 2010 was an important milestone in the history of the development of Welsh-medium education in Wales. For the first time, the Welsh Government set out its vision for an *'education and training system that responds in a planned way to the growing demand for Welsh-medium education … and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace.'* The strategy also sets the direction for improving standards of teaching and learning Welsh as a language, and in particular, Welsh as a second language.

The initial period of five years of implementation has now expired and the Welsh Government has published a policy statement entitled, *'Welsh-medium Education Strategy: the next steps'* which outlines the way forward for the development of Welsh-medium education and the Welsh language between 1 April 2016 and 31 March, 2017.

It is also important to remember that the Strategy sits alongside the Welsh Government's Welsh Language Strategy, - *A living language: a language for living* (2012). There is a clear interdependence between the two strategies as an important contribution by the education and skills sector is to be made to support the broader aim of seeing the language thrive and to increase acquisition and use of Welsh.

The Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 relates to improving the social, economic, environmental and cultural well-being of Wales. It will help the relevant public bodies to think more about the long term, work better with people and communities and each other, seek to prevent problems and follow a consistent

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approach. It requires public bodies to ensure they consider the impact of their decisions on people who live their lives in Wales in the future.

'A Wales of vibrant culture and thriving Welsh language' is one of the seven well-being goals within the Act towards which public bodies are expected to realise and make the best contribution. The goal here is described as:

'A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation'.

The Overarching National Policy Statement for Energy – EN-1 (2011)

This National Policy Statement lists the criteria used in deciding on applications relating to nationally significant infrastructure projects. The Wylfa New Nuclear Power Station is such a project. The Statement recommends what the Environmental Statement submitted with the application should focus on. The National Policy Statement (in para 5.12.3) says that Environmental Statements should consider every socio-economic impact, which may include:

• Creating opportunities for jobs and training;
• Providing additional local services and improving local infrastructure, including the provision of educational facilities and facilities for visitors;
• Impacts on tourism;
• The impact of various numbers of workers flowing into the area during different stages of the construction, operation and decommissioning of the energy infrastructure. This could change the dynamics of the local population and may change the demand for services and facilities in the settlements closest to the construction (including community facilities and physical infrastructures, such as energy, water, transport and waste). This could also impact on social cohesion depending on how the population and the services provided are changed by the development;
• Cumulative impacts - if development consent were given for a number of projects in the region and these were developed more or less within the same period, that could create a number of short-term negative effects, for example, a potential lack of construction workers to meet the needs of other industries and major projects in the region.
• Welsh Language Impact Assessment

The National Policy Statement on Nuclear Power Generation: EN-6 (2011)

With specific regard to the Wylfa New Nuclear Station, Volume II of the National Policy Statement states that there is concern about the influence of an influx of workers into the area on the language, culture and welfare.

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A View of the Situation of the Welsh Language on Anglesey

An overview of the local area

Anglesey is counted as one of the strongholds of the Welsh language and the Welsh language is a natural element of everyday life of the island and is a reflection of its traditions and culture. Linked to this is the rich history and Welsh culture that defines the area and its inhabitants. The sustainability of the Welsh language depends on the process of improving Welsh communities by providing ample educational, cultural and social opportunities to use the language on a daily basis. These opportunities are obtained through formal mechanisms such as the education system and language classes for learners and through informal means such as associations, organisations and clubs.

Main 2011 Census results

The most important source of ascertaining statistics regarding the Welsh Language is the Census and the 2011 Census figures show a decrease in the number of Welsh speakers in Anglesey from 38,893 (60.1%) in 2001 to 38 568 (57.2%) in 2011. This reduction of 325 individuals amounts to a fall of 0.8% in the number of Welsh speakers in the County. In 2011, 45.6% were able to speak, read and write Welsh and 10.7% understood Welsh only[1]. 30.4% had no skills. Nevertheless, Anglesey has the second highest rate of Welsh speakers in Wales.

Number of Welsh speakers in Anglesey 2011						
	Population aged three years and over	Speak Welsh but do not read or write it	Speak and read Welsh but do not write it	Speak, read and write Welsh	Another combination of skills	Do not know any Welsh
		%	%	%	%	%
Anglesey	67,403	7	4.3	45.6	1.9	30.4
Wales	2,955,841	2.7	1.5	14.6	2.5	73.3
Source: 2011 Census						

The joint survey between the Welsh Government and the Welsh Language Commissioner, *'Welsh language use in Wales, 2013-15'* below shows the numbers and percentages of people who speak Welsh every day in Anglesey compared to the whole of Wales. We see from the table below the change since the 2004-06 Language Use Surveys.

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[1] Welsh Government, Introduction to the Anglesey Strategic Forum 24/09/13

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Welsh speakers speaking the language every day						
	2004-06		2013-15		Difference	
	Number	Percentage	Number	Percentage	Number	Percentage Point
Anglesey	31,500	87	29,500	77	-2000	-9
Wales	342,300	63	360,900	53	18,600	-9

The survey ' *Welsh language use in Wales, 2013-15'* indicates that there is a clear link between fluency and frequency of use of Welsh. There are more opportunities to speak the language in the areas with the highest concentrations of Welsh speakers, such as Anglesey and it is very important that this strategy identifies further opportunities for residents to use Welsh.

The table below shows that the number of people in Anglesey who can speak Welsh has fallen from 80% in 1951 to 57% by 2011.

Changes in the number and %age of Welsh Speakers since 1951		
Year	Anglesey	Wales
1951	38,443 (80.0%)	714,700 (28.9%)
1961	37,101 (75.0%)	656,000 (26.0%)
1971	37,135 (66.0%)	542,400 (20.8%)
1981	39,229 (61.0%)	508,200 (18.9%)
1991	41,240 (61.9%)	500,000 (18.5%)
2001	38,893 (60.1%)	582,368 (20.7%)
2011	38,568 (57.2%)	562,016 (19%)

Although there was a significant decline in the percentage of Welsh speakers, it is interesting to note that the number of Welsh speakers in 2011 (38,568) is slightly higher than the number in 1951 (38,443). This probably reflects the overall growth in the population as a result of major work developments in the 1960s, namely Wylfa Nuclear Power Station and the Anglesey Aluminium smelting works.

The Survey of *Welsh language use in Wales, 2013-2015,* in collaboration between the Welsh Government and the Welsh Language Commissioner shows a greater reduction in the number of fluent Welsh speakers on Anglesey in 2013-15 than there was in 2004-06. This decrease was 2,600 and coincided with the national trend which saw the largest reductions of fluent Welsh speakers in local authority areas with the highest percentages of Welsh speakers.

A number of demographic factors are responsible for this decline, such as the impact of immigration on the population, a reduction in the numbers of homes for the elderly speaking Welsh and the outward migration of young people to pursue educational courses and careers. In addition, the weak economy and the over-reliance on the public and provider sector and some specific industries along with the unstable housing market contribute to the challenges facing Welsh speakers to remain in their communities.

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The reduction of language transfer within the family may be another factor for the decline and it is critical that this element receives due attention. In addition, proactive steps are necessary to increase the number of pupils receiving a Welsh-medium assessment by the end of the Foundation Stage as this is central to gain confidence to use the language from the very beginning. This strategy will deal proactively with this element.

Country of birth

The percentage of the population born outside Wales increased from 32.4% in 2001 to 33.6% in 2011. In 2011, of those born in Wales, 78.2% could speak Welsh compared with 80.8% in 2001. In 2011, of those born outside Wales, 17.6% could speak Welsh compared to 18.7% in 2001.

Electoral Wards

The proportion of Welsh speakers varies on Anglesey by electoral ward. The highest rates of Welsh speakers can be seen in the most central areas, while the rate tends to decrease lower towards the west of the island, especially around the Holyhead area.

The tables below show the ten highest wards and ten lowest wards by the proportion of people aged 3 and over who could speak Welsh in 2001 and 2011:

Proportion of people (aged 3 and over) able to speak Welsh, by ward, 2001 and 2011 – the highest ten:					
Name of Ward	2001		2011		Change
	Position	Percentage	Position	Percentage	
Cyngar	1	84.7%	1	80.8%	-3.9%
Tudur	2	83.6%	2	80.7%	-2.9%
Cefni	3	83.1%	3	80.5%	-2.6%
Llanfihangel Ysgeifiog	4	78.3%	4	75.8%	-2.5%
Bodffordd	5	77.9%	5	73.3%	-4.6%
Braint	6	77.1%	6	73.2%	-3.9%
Bryngwran	7	76.1%	7	71.2%	-4.9%
Gwyngyll	8	73.9%	8	70.5%	-3.4%
Bodorgan	9	72.7%	10	68.3%	-4.4%
Llannerch-y-medd	10	72.3%	9	69.9%	-2.4%
Source: 2001 Census and 2011 Census					

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Proportion of people (aged 3 and over) able to speak Welsh, by ward, 2001 and 2011 – the lowest ten:					
Name of Ward	2001		2011		Change
	Position	Percentage	Position	Percentage	
Beaumaris	1	39.7%	4	39.5%	-0.2%
Rhosneigr	2 (equal)	42.6%	1	36.0%	-6.6%
Trearddur Bay	2 (equal)	42.6%	2	38.1%	-4.5%
Holyhead – Town ward	4	43.2%	3	39.1%	-4.1%
Maeshyfryd	5	43.7%	7	40.6%	-3.1%
Morawelon	6	45.3%	6	40.4%	-4.9%
Llanbedrgoch	7	45.5%	9	43.9%	-1.6%
Porthyfelin	8	45.7%	5	39.7%	-6.0%
Kingsland	9	48.0%	8	42.9%	-5.1%
Moelfre	10	51.4%	10	52.3%	0.9%
Source: 2001 Census and 2011 Census					

In 2001, there were 10 wards in Anglesey where over 70% of their population spoke Welsh but, by 2011 the number had dropped to 8 wards. The importance of communities with 70% and more of the population aged 3 and over who speak Welsh is noted in *Iaith Pawb*, the Assembly Government's Action Plan for a Bilingual Wales published in 2003. Halting the decline in the number of communities which maintain a relatively high level of linguistic vitality is one of the key targets of the strategy. It is emphasised in *Iaith Pawb* that the aim by 2011 is that: -

• The decline in the number of communities where Welsh is spoken by over 70% of the population is halted

Reference was made in the policy document to the fact that the number of communities where over 70% of their population speak Welsh has decreased over the past decades and that there is a risk that the reduction could threaten the future of Welsh as a living, community language: -

'It could be argued that if the decline were to continue, it could threaten the existence of the Welsh language as it would no longer have the natural environment in which it was spoken in a variety of social situations.'

Since the position of Welsh is more fragile by now, 70% has been accepted as a 'tipping point'. As the term implies, experts in the field of sociolinguistics are of the view that the process of retreating accelerates as the percentage of speakers falls below this level. The decline is then sudden and occurs for many different reasons - mainly due to an increase in mixed language marriages, a reduction in the frequency of use, lack of confidence, the increasing spread of English into Welsh social domains and a perception of the worthlessness of the language in a world that is gradually becoming increasingly uniform and Anglo-American.
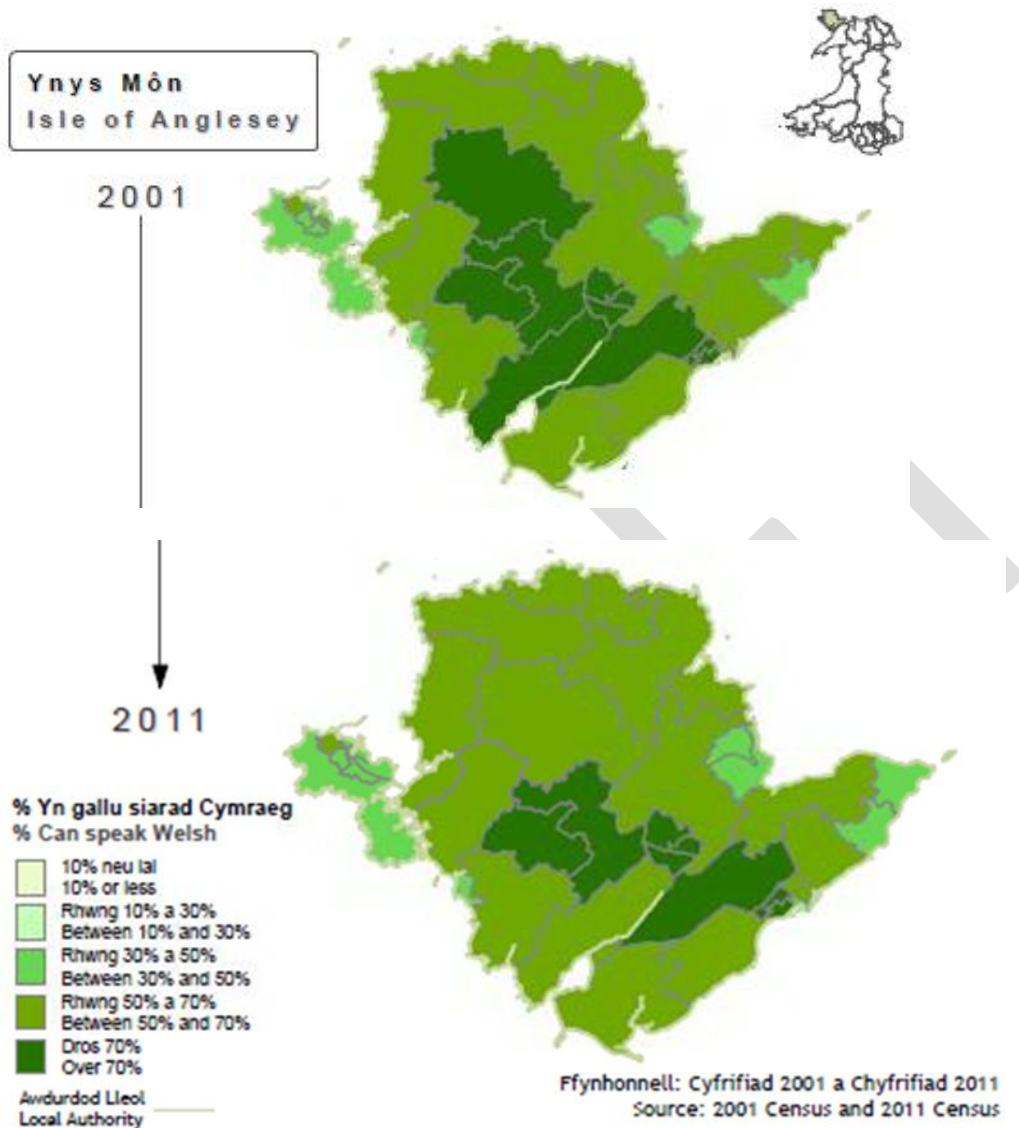
In 2011, there were three wards with over 80% of the population able to speak Welsh and these three wards are located in Llangefni. Cyngar ward was the ward with the highest proportion of Welsh speakers (80.8%), followed by Tudor ward (80.7%) and Cefni ward (80.5%).

The lowest proportion of Welsh speakers in 2011 was in the Rhosneigr ward, with only 36.0% of the population speaking Welsh. The largest decline in the proportion of Welsh speakers was seen in Aberffraw, which decreased from 69.4% in 2001 to 60.4% in 2011.

Looking at the distribution of all the island's wards by the proportion of people aged 3 and over who could speak Welsh, in 2001 there were 27 wards where over half the population was able to speak Welsh but the numbers fall as we look at areas around the coast and seaside towns. 27 of the wards (67.5%) where more than half the population was able to speak Welsh on Anglesey in 2011 were lower than the 31 wards (77.5%) in 2001.

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Canran y Siaradwyr –Rhanbarthau Etholiadol
Percentage of Speakers – Electoral Divisions

Ynys Môn
Isle of Anglesey

2001

2011

% Yn gallu siarad Cymraeg
% Can speak Welsh

10% neu lai
10% or less

Rhwng 10% a 30%
Between 10% and 30%

Rhwng 30% a 50%
Between 30% and 50%

Rhwng 50% a 70%
Between 50% and 70%

Dros 70%
Over 70%

Awdurdod Lleol
Local Authority

Ffynhonnell: Cyfrifiad 2001 a Chyfrifiad 2011
Source: 2001 Census and 2011 Census

Welsh Speakers by age

The percentage of Welsh speakers on Anglesey varies by age category and Figure 1 shows the proportion of the population who can speak Welsh, by age group, in 2001 and 2011. Table 1 on the next page also contains information on the numbers of Welsh speakers by age group for both periods.

As shown in Figure 1, in 2011 relatively higher proportions of the population in the younger age groups could speak Welsh, with the highest proportion in the age group 5-15 years. There is an increase in the proportion of children aged 5-15 who can speak Welsh, from 77.8% in 2001 to 80.1% in 2011, an increase of 2.3 percentage points. It is likely that the slight increase in this age group can be attributed to the success of the County's Education Policy. Despite this increase in the proportion

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who can speak Welsh, a decrease of 924 individuals (12.6%) was seen in the number of Welsh speakers aged 5-15. This is the largest decline in the number of Welsh speakers among all age groups. The fact that there were 1,426 fewer children aged 5-15 in 2011 than in 2001 is likely to contribute significantly to the situation.

An increase of 1.3 percentage points was seen in the proportion of Welsh speakers among the 25-39 age group, changing from 59.0% in 2001 to 60.3% in 2011. Again, this increase in terms of the proportion of Welsh speakers is not the same situation in terms of the number of Welsh speakers. A decrease of 496 individuals (7.0%) was seen in the number of Welsh speakers aged 25-39 over a period of ten years. This is very significant in terms of language planning as this is the age group most likely to raise a family in the coming years. The outward migration of young people to pursue careers as well as the loss of language skills after leaving the education system are likely factors for this decrease.

From this age group onwards, the proportion able to speak Welsh is falling continuously reaching a minimum of 46.8% among the population aged 60-64. This implies that immigration from non-Welsh older people has occurred in this age group. Many of the coastal resorts on the island are seen to be attractive to retire to them.

The proportion is steadily increasing, reaching 51.8% for the population aged 75 and over.

But for the two age groups 5-15 and 25-39 years old, every other age group has seen a reduction in the proportion of speakers, as shown in Table 1 (column 'In percentage points').

Figure 1: Proportion of people (aged 3 and over) who can speak Welsh, by age group, 2001 & 2011

Source: 2001 Census - Table CS146; 2011 Census - Table DC2203WA

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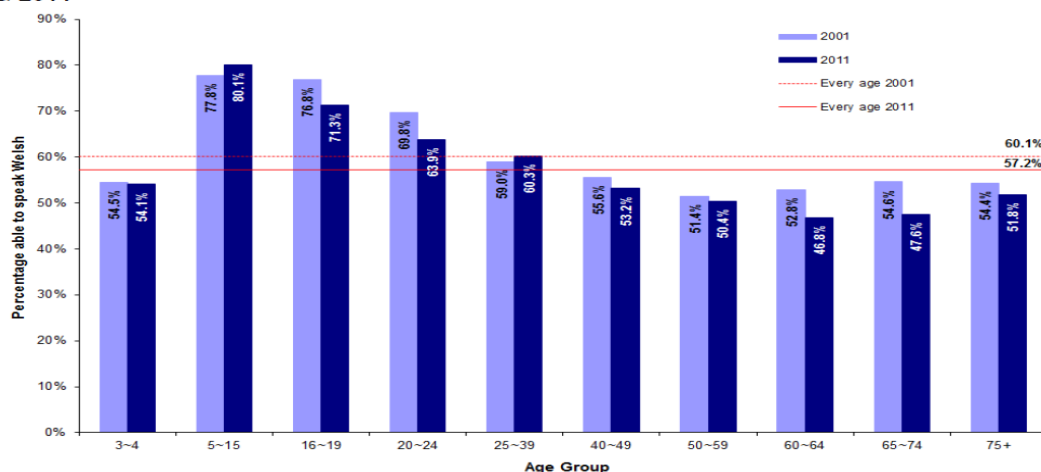
Table 1: Number and proportion of people (aged 3 and over) who can speak Welsh, by age group, 2001 & 2011

Age Group	2001		2011		Change 2001-2011		
	Number	%	Number	%	In number	In number (%)	In percentage point
3-4	797	54.5%	827	54.1%	30	3.8%	-0.4%
5-15	7,318	77.8%	6,394	80.1%	-924	-12.6%	2.3%
16-19	2,371	76.8%	2,196	71.3%	-175	-7.4%	-5.5%
20-24	2,306	69.8%	2,467	63.9%	161	7.0%	-5.9%
25- 39	7,131	59.0%	6,635	60.3%	-496	-7.0%	1.3%
40- 49	4,854	55.6%	4,992	53.2%	138	2.8%	-2.4%
50- 59	5,105	51.4%	4,755	50.4%	-350	-6.9%	-1.0%
60- 64	2,144	52.8%	2,557	46.8%	413	19.3%	-6.0%
65- 74	3,693	54.6%	4,080	47.6%	387	10.5%	-7.0%
75+	3,174	54.4%	3,665	51.8%	491	15.5%	-2.6%
All ages (3+)	38,893	60.1%	38,568	57.2%	-325	-0.8%	-2.9%

Source: 2001 Census - Table CS146; 2011 Census - Table DC2203WA

Migration

There was an increase of 2,922 in the population of Anglesey during the period between 2001 and 2011. The increase was not based solely on natural growth (i.e. births and deaths). The change was mainly due to the impact of immigration. Over the last decade (mid 2001 to mid-2011) an average of 2,350 people has immigrated every year to Anglesey from the rest of the UK. This is equivalent to the population of Valley. People have also been emigrating, but since this is a smaller number than the number immigrating annually, in general, there has been a positive net migration of about 150 people each year.

In Anglesey emigration is at its highest among the age group 15-29 with an average of approximately 180 more people in this age group moving out of the county than moving in[2]. Among the likely reasons for this are full-time students moving to study and recent graduates and young people moving from Anglesey to pursue careers.

Immigration is at its highest among the 45-59 age with an average of 130 more people in this age group moving into the county than moving out. It is likely that the main reason for this is that people are choosing to move to Anglesey to retire[3].

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[2] Welsh Government, An Introduction to the Anglesey Strategic Language Forum 24/09/13

[3] Gwynedd Council on behalf of the Isle of Anglesey County Council (2014), 'Darlun o Sefyllfa'r Gymraeg yn Ynys Môn'

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The Council's aim is to attract back the Welsh speakers who have emigrated, perhaps to study or to pursue careers and raise families. To succeed, we must ensure positive employment opportunities, various social opportunities and high standards of education with Welsh being an essential element of this way of learning, working and living.

Previous plans carried out by the Language Initiative and other partners show the positive impact initiatives that help newcomers and immigrants to assimilate fully into their new communities. Through innovative schemes that present the context and history of the Welsh language, traditions and local culture and enlist the support of local Welsh speakers to acknowledge their Welsh language and identity, the efforts of newcomers to learn Welsh and to be part of the area they settled in can be influenced and supported.

The Strategy's Focus

This strategy's priority areas are designed so that they are aligned with the strategic areas of 'A living language: a language for living - Welsh Language Strategy 2012-2017', namely the Welsh Government strategy. This was done to ensure that there was strategic and consistent cascading from the highest level to the local level. Some of the Government's strategy priority areas have been coupled in this strategy, for convenience, and three priority areas have been identified:

Priority Area 1 - **Children and Young People / The Family**

Priority Area 2 - **The Workplace, Welsh Language Services, the Infrastructure**

Priority Area 3 - **The Community**

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Priority Area 1 – Children and Young People / The Family

The Language Strategy's first priority area is focused on children and young people and family as language transfer from one generation to another, together with education, are seen as two of the most important areas in terms of language planning. The strategy's focus is also on ensuring opportunities for children and young people to use Welsh socially.

Aim:

An increase in the number of families where Welsh is used as the main language with children, with an increase in the opportunities and support for it to be used socially and to ensure progress

Ensuring that all children have the right to be fully bilingual by the age of 16

Increasing the capacity and the use of Welsh as a medium of communication and learning among children and young people in education and in social activities

The desired outcome:

An increase in the number of children and young people who use the language every day at school and socially

An increase in the number of families who use Welsh as the main language with their children

Indicators

100% of schools have identified priority to the Welsh language and the Language Charter within their Development Plans and are experiencing progress

Minimum % receiving a Welsh first language assessment in May 2017:

Foundation Stage	KS2	KS3	KS4
76%	76%	68%	66%

Increasing by 10% (on the basis of the year's cohort) in 3 years the percentage of pupils studying Welsh first language, and further progress of 5% by 2022

Increasing by 5% the percentage of learners who study at least 5 subjects other than Welsh through the medium of Welsh to GCSE by 2020 and further progress of 5% by 2022

Increasing by 5% the percentage of learners aged 16-19 studying further education courses through the medium of Welsh or bilingually by 2020

Increasing the numbers of children taking part in the Welsh-medium swimming lessons

Number of sports and leisure activities that mainstream the Welsh language

See the action plan for year 1. The plan will be updated annually.

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Language transfer

The Welsh Government strategy, *Living Language: A Language for Living 2012-2017* notes the importance of language transfer from one generation to another as a core element in the process of maintaining a language. Increasing the use of Welsh within families is a key priority for the Welsh Government for safeguarding the future of Welsh.
"Welsh is not likely to prosper as a community and social language if it relies solely on the education system as a means of enabling new speakers to learn the language. It needs to be the language of the home to as many children as possible, and no doubt, the acquisition of language in this way is a natural and effective way to become a fluent Welsh speaker"[4]

It is noted in the report *Increasing the number of communities where Welsh is the main language* (Welsh Government, December, 2013) that the profile and status of the language within a community can be important factors in the context of language transfer. This is complemented by an Impact Assessment report: *Growth and Onwards (Bangor University, 2008)* that suggests a link between these factors and the desire of parents to pass the language on to their children.

The 2011 Census figures show that in Table 11 below 80.1% of 3-4 year olds in Anglesey speak Welsh when 2 parents speak Welsh at home. This percentage drops to 47.5% when only one parent speaks Welsh. A further reduction to 20% is seen in households where neither parent speaks Welsh.

The Census figures in Table 11 also show that there was a decrease between 2001 and 2011 from 49.1% to 47.5% of 3-4 year olds speaking Welsh in Welsh-speaking households where two parents speak Welsh and a decrease from 69.8% to 60.8% in households where one parent speaks Welsh. On the contrary, and in accordance with the national trend, the figures show an increase from 15.5% to 20.6% in the number of children aged 3-5 years who speak Welsh in households where two parents do not speak Welsh.

These figures show that it is important to convince parents who speak Welsh of the value of transferring the language to their children and that they need support to enable them to ensure that their children gain the necessary experiences to develop children's language skills from an early age. On a positive note, it can be concluded that the influence of the education system in Anglesey has managed to increase Welsh language skills of children aged 3-4 in households where two parents cannot speak Welsh by 5% during the decade between both censuses. This is one of the Menter Iaith's areas of work and by working with prospective parents, families and young children a link is created with the community, families and partners in the area. by coordinating and hosting Welsh medium activities for families locally the wider vision of Menter Iaith Môn is actualised. Within this priority and to ensure continuation to the TWF project (which has come to an end) a relationship has been formed with Mudiad Meithrin on the Island to attempt establish a new provision such as new 'Ti a Fi' groups.

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[4] Welsh Government (2012), Living Language: a Language for Living – Welsh Strategy 2012-2017 (page 25)

Table 11: Welsh Transfer Rates, 2001 & 2011

One family households with children aged 3-4	Anglesey		Wales	
	2001	2011	2001	2011
Couple – Two adults able to speak Welsh	79.0%	80.1%	82.0%	82.2%
Couple – One adult able to speak Welsh	49.1%	47.5%	39.9%	45.4%
Couple – No adults able to speak Welsh	15.5%	20.6%	8.6%	13.2%
One parent– Adult able to speak Welsh	69.8%	60.8%	55.3%	53.3%
One parent– Adult unable to speak Welsh	25.2%	25.4%	9.8%	14.4%

Source 2001 Census – C0156; 2011 Census - Table DC2601WA

Anglesey's Welsh Education Scheme

According to the 2011 Census, there are 11,861 children and young people aged under 16 living in Anglesey, which corresponds to 17% of the population. Of these, 54.1% of children aged 3-4 years speak Welsh and 80.1% of children aged 5-15 speak Welsh. There has been an increase of 2.3% in the 5-15 age group since the 2001 Census, which is a reflection of the positive influence of the County's Welsh in Education Strategic Plan to develop language skills.

Since September 2004, all children aged 3 years have been offered free half time education. That education can be provided either in a maintained school or at funded locations (Jones, 2012, p 64). The funded locations include approximately 50 Mudiad Ysgolion Meithrin groups on the island. The Isle of Anglesey nursery education's specific objective is to ensure that all children are given a solid foundation in Welsh in order to enable them to achieve the goal of full bilingualism in due course.

The County's Language Education Policy sets the ambitious goal of "ensuring that all pupils in the county have the appropriate language skills in Welsh and English to become full members of the bilingual society of which they are a part." To ensure all schools can achieve this goal, the policy will be reviewed during 2016-2017. There are 47 primary schools, five secondary schools and one special school in Anglesey.

The majority of children who are learning Welsh as a first language at school have been assessed in Welsh at the end of Key Stage 1, or the Foundation Stage since 2011 (the end of year 2).[5]

The number of pupils in the KS1 group (FS from 2012) and the number assessed in Welsh as a first language are shown below:

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[5] Gwynedd Council on behalf of the Isle of Anglesey County Council (2014), *'Darlun o Sefyllfa'r Gymraeg yn Ynys Môn'* (page 35)

	2010	2011	2012	2013	2014	2015
KS1	456/650	469/682	510/678	468/671	520/721	539/755
	70%	**69%**	**75.2%**	**69.7%**	**72.1%**	**71.4%**
*/number assessed/number in the group						

Statistics for 2015 show that 539 aged seven Anglesey pupils have been assessed in Welsh. 89.8% of pupils succeeded in reaching Outcome 5 or better in their assessment:

Outcome 5+	484 / 539	89.8%

There is a variation in the level of the challenge that catchment areas face and this is a contributing factor to the success of promoting the bilingualism of pupils, and the PLASC census data that shows how many pupils speak Welsh at home gives a good idea of the task of schools.

The Education Service recognises the need within this strategy to support primary schools, where the challenge is high to increase the number of pupils receiving a Welsh assessment, such as in the Holyhead area, and to increase percentages reported to the Government.

A target has been set by 2017 to ensure that 76% of seven year old children receive a Welsh (first language) assessment. When collaborating to change the situation of schools where the linguistic challenge is highest, the aim is to increase the number of learners identified as Welsh first language learners as follows:

	2017	2019	2021
FS	76%	84.8%	89.5%
KS2	76%	89.5%	89.5%
KS3	68%	76	89.7%

Further Education

The Llandrillo Menai Group was formed in April 2012 when Coleg Llandrillo and Coleg Menai merged. The Group operates primarily as a provider of further education within four counties in North Wales, namely Anglesey, Conwy, Denbighshire and Gwynedd.

The organisation faces a number of challenges in relation to Welsh-medium education provision such as:

• strengthening the positive perceptions of the organisation as a bilingual provider; raising students' confidence to study through the medium of Welsh;
• Empowering staff capacity and skills to provide through the medium of Welsh;
• Applying pressure on boards to award qualifications in Welsh;
• Increasing awareness of the advantages of Welsh as an employment skill.

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Below are details of the number and percentage of full-time students who are studying and being assessed for at least one module of their courses through the medium of Welsh across the three colleges that are part of the Grŵp Llandrillo Menai (Coleg Meirion Dwyfor (CMD), Coleg Menai (CM), Llandrillo College (CLI):

	2014-2015 Rh/N	2014-2015 %
Number of full-time students at the college	Group 6137	Group 100%
	C Ll 3199	C Ll 52%
	CMD 1207	CMD 20%
	CM 1731	CM 28%
Number and percentage of full-time students studying at least one module of their courses through the medium of Welsh	Group 2503	Group 41%
	C Ll 15	C Ll 0.5%
	CMD 1154	CMD 95.6%
	CM 1334	CM 77.07%

	2014-2015 Rh/N	2014-2015 %
Number and percentage of students being assessed in at least one module of their courses through the medium of Welsh or bilingually	Group 26	Group 0.42%
	C Ll 1	C Ll 0.03%
	CMD 814	CMD 67.4%
	CM 206	CM 11.9%

The Llandrillo Menai Group has established a system to measure and track learners in the post-16 stage who continue to study through the medium of Welsh or bilingually in order to increase and maintain the use of Welsh among post-16 learners in the Further Education sector. This procedure means that the tracking occurs at College level and programme area, which means there is no sharing of data on students who live in Anglesey alone. However, it is relevant to look at the three colleges' data, and in particular Coleg Menai, as this is where most of the students who live on the island are studying their further education courses.

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It is intended to set targets for progress in bilingual provision at each programme area level by September 2016, which will lead to the development of the progress in bilingual provision.

Children and young people's social use of Welsh

Despite the success of the County's Welsh in Education Strategic Plan in developing language skills among children and young people, it is recognised that it is difficult to always measure the use of Welsh outside the classroom environment and in social situations.

The Language Charter, which has been adopted in Anglesey schools, provides structure to lead to an increase in children's social use of Welsh. The Charter requires the involvement of all members of the school community which is the school council, the pupils, the workforce, parents, governors and the wider community in order to ensure full ownership of it. The schools are working towards bronze, silver and gold awards, aiming for Gold over a three year period. At the beginning of the process, a baseline is established with sound evidence of the linguistic situation within the school community involved so that it can develop a single vision for that school in due course. Setting targets and measuring progress is necessary in implementing the Language Charter and all schools will be able to formulate their own actions that are suitable for them. There are 5 steps towards the 'summit' which is the goal the school recognises within its own vision. Depending on the linguistic background of pupils, the targets range from setting up the habit of speaking Welsh, changing attitudes, raising linguistic confidence to influence the numbers of Welsh speakers beyond the school walls and playground to improve and ensure linguistic accuracy. The Language Charter also encourages parents to learn Welsh because of the obvious benefits derived not only from being able to help their children and appreciate their progress, but also to assimilate into the community, improve career opportunities and in attitudes of identity. In that regard, it will cooperate closely with the north-west Wales Welsh Learning Consortium to plan and offer dedicated training for parents.

Many organisations provide opportunities to use Welsh on the island and the aim of the language strategy is to plan with the intention of normalising and mainstreaming Welsh into existing social activities and into some of the new activities. The County Council is responsible for maintaining 26 Youth Clubs, five Open Award Centres in each secondary school's catchment area and a Lunchtime Accreditation Club at Holyhead High School.

The Urdd has 58 branches on the island with 11 community sections providing a range of social opportunities for the children and young people of the island. Set out in the Urdd Gobaith Cymru's Annual Report for Anglesey for 2015-2016 is that 4801 individuals have registered for eisteddfod competitions and 1477 individuals have participated in sports activities over the reporting period in question. An aim of the organisation at a local level is to increase its reach through the use of social media.

There are six Young Farmers clubs in various geographical locations on the island, namely, Bodedern, Dwyran, Llangefni, Llangoed, Penmynydd and Rhosybol.

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The Young Farmers is a rural youth organisation that operates across the country, to meet the needs of rural young people. The Young Farmers offers a variety of educational, training and social programmes, which encourages personal development, community activity, environmental concern and social interactions. The main purpose of the organisation is to create opportunities for the members' ability to shine.

There is Specialist youth staff within Menter Iaith Ynys Môn, working in different areas to develop activities, conduct workshops and sessions and provide various social opportunities. These include weekly workshops led by professional drama tutors within the Anglesey Youth Theatre, a music making project, '*Bocsŵn*', the *'Rhwydwaith Perfformwyr Ifainc'* (Network of Young Performers) which offers an opportunity for young people to organise gigs themselves and '*Prosiect Radio'* (Radio Project) that has placed radio equipment in each of the five secondary schools on the island for broadcasting programmes. There is also the project *'Cyfle: Creu=Cofio'* (Chance: Create = Remember) which is a digital project where young people can create their own film and radio items tracing and explaining elements of the heritage of Welsh on the island. The Language Initiative also provides language awareness presentations to encourage young people to express their views on the Welsh language as well as learning about the social and economic benefits of the language.

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Priority Area 2 – The Workplace, Welsh Language Services, The Infrastructure
The Language Strategy's second priority area focuses on the workplace, Welsh language services and the infrastructure. The objective here is to identify opportunities to plan purposefully to mainstream Welsh naturally into these priority areas.
Aim **To promote and increase the availability of Welsh language services, increase opportunities / expectations to use Welsh in the workplace and work together to identify opportunities to mainstream the language into developments and activities.**
The desired result: Increased use of Welsh as the County Council's language of administration. An increase in the profile of the Welsh language as a catalyst for change by Anglesey County Council and Town and Community Councils.
Indicator An increase in the use of Welsh in the administration of the county council as a spoken/and or written language 100% of language impact assessments are carried out on any housing, economic / business developments Number of language policies by developers and the impact of policy implementation within * month/s % increase in those taking Welsh Learning Courses Number following Welsh Language Learning Courses Increase in employment for local people in the major developments
See the action plan for year 1. This plan will be updated annually.

The language in the workplace

The workplace is one of the key areas which determines the language that people use. A significant number of respondents to the Local Government's consultation on *Living Language: A Language for Living - Welsh Language Strategy 2012-17* agreed "that the workplace has a key role in building the confidence of Welsh speakers to use the language in other areas of their lives ... and that developing the status of the language in the workplace is important in terms of emphasising the value of Welsh-medium education "(Welsh Government, 2012, p.37).[6]

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[6]Gwynedd Council on behalf of the Isle of Anglesey County Council (2014), *'Darlun o Sefyllfa'r Gymraeg yn Ynys Môn'* (page 35)

In 2013, a survey[7] was conducted among more than 4,000 employers in Wales that operated in eight sectors to provide accurate and reliable information about the needs of employers in terms of Welsh language skills. According to the survey, 81% of Welsh speakers used Welsh with colleagues at least occasionally where the employer is supportive of the use of Welsh in most aspects of the operation of the business. The percentage was slightly lower among workers whose employers were not supportive of the use of Welsh in informal circumstances, while 51% said that they spoke Welsh with their colleagues but the employer does not support the language.

In Gwynedd and Anglesey, nine out of ten Welsh speakers in employment said that they speak Welsh with colleagues at least sometimes.

It also appears that those individuals who work for employers who support the use of Welsh in most aspects of the business are much more likely to write something in Welsh. 64% write something in Welsh at work at least sometimes. Nevertheless, nearly a third said they will write something in Welsh at least sometimes in their work, although they did not believe that their employer was supportive of the language. Nearly three-quarters of workers in the public sector believed that their employer was supportive of the formal and informal use of Welsh within the business compared to 41% in the private sector.

If there is to be an increase in the use of Welsh in the workplace, raising awareness of the availability of Welsh services and their prominence is a central part of their usage. According to the survey of employers in Wales held in 2013, workers who spoke Welsh in the public sector were almost three times more likely than workers in the private sector to be offered something from their employers to show that they can speak Welsh. Results of a Research Report on Local Authorities' Welsh Language Services (Beaufort Research Ltd 2015), support the need to raise awareness, i.e. that 80% of fluent Welsh speakers in North Wales agree with the statement *"If I know I can deal with a relevant department of the local authority in Welsh, I will always do that."*

Anglesey County Council is committed to increasing the use of Welsh in its internal administration, both orally and in writing, and the County Council resolved at its meeting on 12 May, 2016 to monitor progress on an annual basis by issuing a report on it to be submitted to the Scrutiny Committee at the same time as the annual report on the implementation of the Welsh Language Policy. The process will begin by establishing a baseline of the number of employees who work through the medium of Welsh within the organisation. It is also intended to review the Council's Language Policy by May, 2018.

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[7] Welsh Government (2015), Welsh language use in Wales, 2013-15

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As part of the language planning process, the Council will identify which oral and written language skills are needed for each job and the language skills of the workforce will be assessed in order to monitor the number of Welsh speakers. In addition, appropriate courses, at all levels, will be provided during working hours for employees of the Council to empower their Welsh language skills.

The Availability of Welsh Language Services

The Welsh Language (Wales) Bill 2011 has created a fundamental shift towards providing language choice and language need, shifting the responsibility for ensuring appropriate services from the user to the provider. The Language Standards brought about by the Bill paves the way for creating rights for Welsh speakers so that they can receive services in Welsh. In addition, the *'Strategic Framework for Welsh Language Services in Health, Social Services and Social Care - More than Words'* was published in the context of the legal requirements of the Bill. The Language Standards and *More Than Words* are attached to the principle of providing the user with the 'proactive offer' of language choice.

The County Council is now subject to the Language Standards and many partner organisations will receive notices of compliance by the Welsh Language Commissioner in due course. This strategy will set out actions for the implementation of the principles of *More Than Words*.

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Priority Area 3 – The Community

The Language Strategy's third priority area focuses on promoting the Welsh language at community level.

The Welsh Government Strategy, *Living Language: A Language for Living 2012-2017* states that specific challenges vary from region to region but are likely to include some common issues. The housing market is unstable on the island with a lack of affordable housing for the local population. In addition, there is a lack of well-paid and stable jobs and an over reliance on the public/provider sector as well as some specific industries such as tourism and agriculture. These are real challenges in terms of retaining young people and families on the island.

Language transfer rates are also a challenge within the community with a low number of parents / carers transmitting Welsh to their children, the low status of the language within the community, lack of opportunities to use the language at a community level and the impact of immigration and emigration levels on the demography of the island. For communities to thrive, it is also important that there are opportunities for the island's residents and immigrants to use the language and to use it socially.

It is acknowledged that the linguistic renewal work must be aligned with the improvement of the social and economic infrastructure.

Aim

Promoting and marketing the value and importance of Welsh

Promote and identify opportunities to strengthen the Welsh language within the communities and identify gaps in provision.

The desired result

Maintain the wards where 70% of the population speak Welsh and increase the percentages of the other, remaining wards.

Indicator

An increase in wards with over 70% speaking Welsh
An increase in wards with over 50% speaking Welsh
Number of activities undertaken to integrate Welsh learners
Number of Welsh in the community or Welsh for the family classes
An increase in the number involved in Welsh-medium volunteer activities
Increased use of the translation app
An increase in the number of meetings held in Welsh within the County Council
Number of visits to the Web site that advertises Welsh-medium activities
Number of developments that comply with the policies of the Local Development Plan
Number of empty houses on the island brought back into use as permanent housing
Number welcome packs distributed to immigrants / downloaded

See the action plan for year 1. This plan will be updated annually.

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Social use of Welsh at a community level

Menter Iaith Môn is active throughout the island ensuring a diverse selection of positive Welsh-medium activities and events are offered for all ages in order that there is recognition of the social and economic value of the Welsh language. The Language Initiative is working in those areas with high numbers of Welsh speakers in order to ensure that these areas of strategic importance to the Welsh language are maintained and flourish.

The Language Initiative also recognises that in order for the Welsh to continue to thrive, there is also a need to identify opportunities to raise residents' confidence to use Welsh confidently in areas with lower numbers of Welsh speakers. According to the results of the 2011 Census, nearly 20% of residents in Holyhead state that they understand spoken Welsh and 60% of people state that they understand Welsh but don't use it. To respond to this challenge, the Initiative has started to work intensively in the Holyhead area by locating an officer in the town in order to work with families, children and young people and the community to identify opportunities to increase the use of Welsh at a social level.

To plan purposefully for the future, the need to create linguistic profiles of all the areas of Anglesey is recognised. Such profiles would identify gaps in provision, the desire among communities to try to secure the Welsh language services locally and strengthen social provision for children and young people to use the language. The exercise would also provide an opportunity to promote Welsh with the business sector and the importance of language transfer within the family.
From working together to identify opportunities to raise residents' confidence to speak Welsh, and identifying and influencing opportunities to create a hive of Welsh social activity, we can work towards the objective that the Welsh language is acknowledged as part of the fabric and infrastructure of the community, creating vibrant communities, and create a powerful link between language-house-work.

The advent of the National Eisteddfod in 2017 is a perfect opportunity to promote Welsh language activities that raise money towards its staging, and throughout the period of this strategy, we want to ensure that the impact and legacy of the Eisteddfod are far-reaching.

The Local Development Plan

The Supplementary Planning Guidance for Planning and the Welsh Language (September 2007) outlines that the moderate stability or growth of the population, combined with a good quality of life, a strong economy, high quality infrastructure and a vibrant social and cultural life, are all central to community cohesion and sustainability. Where the Welsh language is part of the social fabric of the community, its fate and well-being is inevitably bound to the wider prosperity of that community. If a development is likely to be detrimental to any of these aspects, it can also have a detrimental effect on the Welsh language. However, if it is sensitive to the local context, e.g. it supports the local economy, then the impact is much more likely to be positive. The construction and implementation of projects and major developments entails significant work that could ensure investment and wider benefits to the island and its communities.

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As outlined in the Gwynedd and Anglesey Local Development Plan (which is in the deposit stage), to ensure that communities develop in a sustainable way, it is essential, when considering any changes, to consider all the factors influencing the position and that the new development being planned is appropriate and relevant.

Anglesey County Council is working with Gwynedd Council to draw up a Local Development Plan (LDP). The LDP will focus on local issues and objectives, and will do so in accordance with local strategies and an evidence base. It is required under Section 61 of the Compulsory Purchase Planning Act that Local Planning Authorities keep evidence on the current level of the use of Welsh in the area. Information from several sources, including the 2011 Census was collated and analysed. The following diagram provides an overview of the main messages:
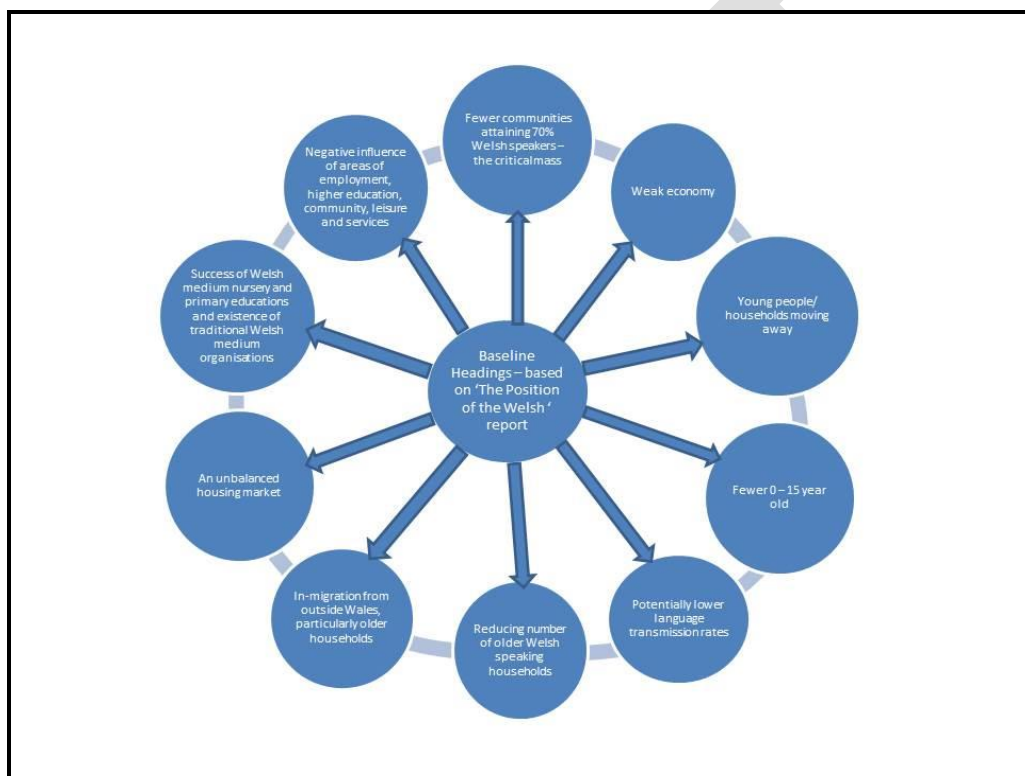
Based on an analysis of the evidence, one of the topics considered in preparing the LDP is how the strategy and policies are likely to affect the use of Welsh and the sustainability of communities. The future of the language will depend on a great many factors, particularly education, demographic change, community activities and a sound economic base to sustain thriving and sustainable communities. Not forgetting that the LDP cannot differentiate on the basis of the linguistic ability of individuals, the land use planning system can contribute to the well-being of the Welsh language in the future by creating the conditions that would allow sustainable communities to thrive. Therefore, it is important that the LDP consolidates strategies such as the Language Strategy to promote the infrastructure (key housing, work places and facilities) to maintain the County's communities.

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Section 70 of the Town and Country Planning Act 1990 makes it clear that it could consider the effects of the use of Welsh, where relevant to the planning application, when determining an application for planning permission. This provision does not give more weight to the Welsh language than to any other relevant consideration at the time of the planning application. The Supplementary Planning Guidance will give guidance to ensure a development that is good enough to be approved, including the use of mitigation measures, adverse impacts and measures to promote positive impacts. Planning conditions and Section 106 agreements can be used, where appropriate for the provision of infrastructure that supports the Welsh language.

Housing

One of the major challenges in Anglesey is to ensure an adequate supply of affordable housing for our residents, quality housing that will lay a solid foundation to enable them to work here on the Island and maintain the use of the Welsh language.

In 2011, the population of Anglesey was 69,751 with this population housed in 34, 183 property dwellings. The main factor defining the affordability of household is income. During 2015, the median income for Anglesey residents in full time employment was £24,721 which is lower than the national average of £29, 016 according to the National Statistics Office.

If we were to look at the median price of property dwellings here on the Island this is £186,229, which is higher than the national average of £162,904. House prices have increased by 21.7% during the period 2011-2015 compared to just under 10% as a national average. This means that house prices on the open market here on Anglesey are 7.5 times the median income compared with the national average of 5.6 times the income.

Looking at the statistics above, it can be seen very clearly that the supply of affordable housing here on the island must be increased to ensure that our young people starting their careers and working life can afford to get an affordable home locally on the island so that employers can employ Welsh speakers within their workforce and that this increases the use of Welsh in business and commerce. Demographic projections show that for the period 2015 – 2026, 2420 additional properties will be required, which equates to 220 per year.

As part of the solution for supplying the additional need for housing, we will take further steps to ensure that we bring as many empty houses as we can back into use as well as build new houses and manage rented housing in private ownership.

When building new houses outside the most urban areas of the county, we conduct a survey on the needs of affordable housing within the county's most rural areas and give consideration to using exception land for the development of affordable housing that would be available with a number of different tenures to address the demand, such as social rented housing, intermediate rent as well as a provision of affordable housing for people who would want to become homeowners.

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For the purpose of ensuring that Anglesey residents are aware of the areas where affordable housing is available we will be using the TaiTeg website to market them.

Tourism

Tourism is a sector that can and has contributed to local prosperity and quality of life on Anglesey. Following the Visit Wales Strategy, *'Partnership for GROWTH 2013-2020'*, success will depend on the work in a way that leads to creating strong and productive partnerships. Visit Vales will work with the industry to help develop and introduce a product in accordance with market needs and create platforms for businesses to promote themselves.

The Isle of Anglesey County Council has adopted a Destination Management Plan for 2016-2020 which is a joint statement for destination management over a specific period of time, defining stakeholder roles and actions. The plan, in parts will concentrate on promoting the Welsh language and its culture and history.

By working together, a successful and sustainable tourism industry can be developed that creates wealth for the island and which uses and maintains its special environment and culture.

Tourism injects £260.45 million of much-needed money (year 2014) into the economy, and supports over 4,000 jobs on the island. In addition, the tourism sector:

• attracts 330,000 walkers on the Coastal Path, generating £14 million
• attracts 1.58 million visitors annually
• checks 2.0 million visitors travelling through Holyhead port annually
• supports services and infrastructure that run across borders and benefit local people e.g. transport links, the range of shops and services and cultural facilities
• helps to promote a positive image of the island to the outside world which, in turn, can attract investment and make people feel better about where they live
• expects a cumulative growth target of 10% by 2020

Energy Island Programme

Over the next 10-15 years the Isle of Anglesey is set to benefit from a potential investment of up to £12bn, through major projects such as the:

• New Nuclear Build at Wylfa which will create 9,200 jobs during the construction phase and numerous local supply chain opportunities;
• New National Grid Transmission Infrastructure to connect the proposed low carbon developments on Anglesey to the mainland network;
• Development of a Tourism Village and Leisure Facilities by Land and Lakes.

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In order to capitalise on the opportunities associated with the potential developments, the Isle of Anglesey County Council established the Energy Island Programme in 2010. The Energy Island Programme is a partnership between public and private sector organisations, including DECC, the Welsh Government and major developers, with the aim of establishing Anglesey at the forefront of energy research and development, production and servicing, bringing with it potentially huge economic rewards.

The aim of the Energy Island Programme is to:

- Help de-risk the substantial private sector investments;
- Make local people more competitive in terms of education and skills to secure job opportunities;
- Develop competitive businesses that are well placed to compete for supply chain contracts;
- Develop competitive infrastructure (sites, premises, utilities, transport etc.)
- Engage with key stakeholders to inform and update, secure feedback and respond to issues and opportunities.

The need to support Welsh communities to thrive is recognised. Consequently, appropriate economic developments should be promoted and economic opportunities provided, including rural areas, to ensure that they are attractive to the existing population and those who would like to return to the area.

Economic, educational and cultural factors and planning decisions on land use all play a key role in considering the situation of the language for the future. In order to improve the situation, it is necessary to take advantage of employment opportunities to reverse outward migration, and thus strengthen the use of the language. People of all linguistic backgrounds can contribute to meeting this economic challenge.

We need a positive attitude to enable sustainable economic development in communities across the island. The aim is to achieve a sustainable balance between economic prosperity and strengthening the number of Welsh speakers among future generations.

Through the EIP, the IACC is committed to:
- Ensuring that local people have the necessary skills and opportunities to take advantage of the anticipated job opportunities (both during construction & operation);
- The provision of relevant education, training and upskilling to ensure that local people can capitalise on all future opportunities;
- Attracting back people who have left Anglesey in search of education and/or employment;
- Ensuring that the location and type of construction worker accommodation, and the number of workers, does not adversely affect the Welsh Language;
- Ensuring that local companies have the necessary certifications/qualifications so that they can compete and take advantage of supply chain opportunities;
- Ensuring that Anglesey has adequate sites & premises (in the most appropriate locations) to attract inward investment and allow local companies to grow.

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Proposed Energy Island Related Developments

CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

YNYS YNNI MÔN
ANGLESEY ENERGY ISLAND

M Magnox

Existing Wylfa Power Station –
460 MW of Low Carbon
Energy End of Generation
2015

S Stena Line

Holyhead Port –
International Strategic Gateway

PŴER NIWCLEAR HORIZON NUCLEAR POWER

Proposed New Nuclear Power
Station with generating capacity
of around 2.7 GW of Low
Carbon Energy

LAND & LAKES Environments for life

Proposed 1100 Unit mixed use
Development of Residential,
Tourism Village and Leisure
Facilities. Stage 1 – Wylfa
Workers Accommodation

SP ENERGY NETWORKS

Electricity Distribution Network
Operator in North Wales -
Connects Smaller Electricity
Producers

morlais **Minesto**

OFFSHORE DEVELOPMENTS
West Anglesey Tidal Current
Demonstration Zone
38km² of Seabed

M SPARC

Proposed Science Park bringing
together academic researchers
and commercial experts.
7.8 Hectares

Coleg Menai

Expansion of campus to include
extension of Energy Centre

orthios

Proposed 299 MW Biomass /
Eco Park providing Energy &
Steam for Hydroponic &
Aquaculture Enterprises

nationalgrid

Connecting Proposed
New Low Carbon Energy
on Anglesey

The Welsh language is integral to the cultural identity and heritage of the island, and the IACC's clear ambition is to encourage and support more of the island's communities and residents to use the language as part of their day to day lives.

The proposed major projects provide a unique and unprecedented opportunity to contribute positively towards the socio-economic transformation of the island (and the wider North Wales region). The IACC sees the development, operation and legacy of these major projects (and their associated developments) as key to transforming the long term sustainability, wellbeing and 'sense of place' of the island and its communities.

The significant opportunities and socio-economic benefits provided by the proposed major projects are of critical importance to the regeneration, vibrancy and diversification of Anglesey, its residents; its economy and culture. It is imperative that the projects are developed, constructed and operated in a coordinated, integrated and informed manner to best influence, shape and support the long term future of Anglesey. The County Council strongly believes that achieving a positive and all embracing 'legacy' is fundamental/ integral to the success and acceptability of the proposed major projects.

Achieving a positive 'legacy' from the proposed developments will be dependent upon:

- The provision of opportunities for local young people to remain on the Island to live and work
- The number, type and scale of supply chain opportunities for local businesses to capitalise upon
- The provision of high quality education, training and upskilling for local people to capitalise on the job opportunities
- Attracting back people who have left Anglesey to seek employment elsewhere
- Attracting investment to enable new companies to base themselves in Anglesey/North West Wales to provide additional job opportunities for local people.
- Ensuring that all opportunities to embrace, promote and support the island's proud cultural heritage and Welsh language are capitalised upon.

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Priority area	General Aim	Objective to be achieved by the end of year 1	Responsibility	Financial Source	Performance Indicator	RAG status
			Year 1			
Children and Young People / Family (e.g. Welsh in the early years, the statutory period of education, social)						
Language charter	Raise the status of the Language Charter across the Isle of Anglesey County Council's services not only within schools but among parents and the wider community	Raise the awareness of all elected members and provide information to the relevant services	- Language Charter Officer, IACC - (Senior School Standards and Inclusion Manager) IACC	- Lifelong Learning IACC - Welsh in Education Grant -Direct Grant from WG for 2016-17- promoting the Language Charter	100% of elected members receiving information on the requirements, in writing or verbally. 90% of schools receiving a bronze award accreditation by September, 2016	
	Ensure that all schools include priorities for developing the Welsh Language and the Language Charter in their School Improvement Plan	The Language Policy of all schools stating that the 'Welsh language is the social language of this school' Schools have undertaken a thorough evaluation of performance against the Language Web and implemented it	- Language Charter Officer, IACC -(Senior School Standards and Inclusion Manager) IACC - School Headteachers - GwE service - Catchment Area Language Coordinators - Strategic Language Forum - Education Language Forum	- School budgets	- GwE monitoring School Improvement Plans - 100% of Schools have identified priorities and are making progress by May, 2017 -90% of schools moving on to the silver award in 2016/17 - Estyn's inspection framework including the social use of the Welsh language	

		Year 1				
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
	Supporting schools to develop the Welsh language skills of teaching assistants and ancillary staff	18 days of upskilling training for a group of 15 assistants in Easter 2017. Language courses in school catchment areas for teaching assistants	-IACC / Anglesey's Strategic Language Forum / Canolfan Bedwyr / Bangor University	Welsh Government funding via a grant to Canolfan Bedwyr. Grant funding to promote the Language Charter, Welsh Government	15 teaching assistants receiving intensive training (January, 2017). Twilight sessions available to other teaching assistants	
	Preparing the way for the Welsh language in Ysgol Cybi	The catchment area schools collaborating on prioritizing the Welsh Language and the Language Charter in the School Improvement Plan	- Language Charter Officer, IACC - (Senior School Standards and Inclusion Manager) IACC - GwE Service - All the key partners - Headteacher of Ysgol Cybi	- School budgets - The Welsh in Education Grant	- 76% Foundation Phase pupils receiving Welsh assessment in May 2017	
	Provide opportunities for parents to learn Welsh to support their children but also to facilitate the assimilation of social and career opportunities	Training programme available that will be clearly and effectively promoted amongst parents	-The North West Wales Consortium for Learning Welsh	The North West Wales Consortium for Learning Welsh and the parents themselves	The consortium's approved indicators including quantitative and qualitative aspects	

Priority area	General Aim	Objective to be achieved by the end of year 1	Responsibility	Financial Source	Performance Indicator	RAG status
Year 1						
Language transmission within the family	Increase the use of Welsh within families of mixed and non-Welsh language	Increase the number of parents who speak Welsh with their children and who come from homes where one parent is able to speak Welsh	- Menter Iaith Môn -Mudiad Meithrin	- Welsh Government	250 parents indicating that they are working on changing their language habits in the home (choose one area to focus on in the first year)	
	Improving families' knowledge of the advantages of the Welsh language by mainstreaming the messages through statutory and private services (including nurseries)	Ensure that field officers, child carers and health visitors promote the importance of language transfer within the family. Identify appropriate training needs	- Welsh Government - Betsi Cadwaladr Health Board - Mudiad Meithrin - Flying Start - IACC		Ensure that 500 families are targeted	
	Raise awareness of parents/guardians of the advantages of the Welsh language Ensure that every group has a bilingual leader	Distribute a leaflet to every prospective parent/guardian by March, 2017 Reorganisation of nursery groups in the Holyhead area by September, 2017	-Menter Iaith Mon - Mudiad Meithrin - Mudiad Meithrin		Increase in number of attendees at nursery groups 100% of the Playgroup Association's leaders are bilingual	

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		Year 1				
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
	Collaboration with partners that attract individuals back to work to Anglesey	Refresh the Energy Island web site and include regular information on work opportunities arising from major developments	-Energy Island Programme Officers		Establish a baseline for the number of people working outside Anglesey	
Education	Review the Isle of Anglesey County Council's Welsh Language Policy in Schools	The County's robust policy setting specific expectations for all schools and their governing bodies and ensuring consistency of action amongst schools.	- IACC - Elected Members - Lifelong Learning IACC	Funding to promote / launch	- Governing Bodies of all schools implementing the Language Policy - 100% of parents receiving the same message about the status of the Welsh language at school, as in every school.	
	Ensuring that all aspects of the Welsh language are mainstreamed in the Foundation Phase and in an equal or higher percentage in Key Stage 2 in all schools	An increase in the number of pupils following a Welsh first language track during their time at secondary schools in the County	- IACC - Lifelong Learning IACC	- Welsh in Education Grant	- 76% of pupils in the Foundation Phase identified as Welsh pupils in the PLASC Census in January 2017 -76% of pupils in each school receiving a Welsh assessment, May 2017	
	Strengthening the support for schools to introduce Welsh Language education for pupils in areas where the challenge for the language is high	Make a case to establish a team of Language Support Teachers, KS, KS2 and KS3, under the	- Lifelong Learning IACC	- Welsh in Education Grant - Have applied to Horizon to	- Positive response from Horizon	

Priority area	General Aim	Objective to be achieved by the end of year 1	Responsibility	Financial Source	Performance Indicator	RAG status
					Year 1	
		supervision of the Language Centres, to support 3-14 years old pupils and to train teachers and assistants in language immersion methods		employ the equivalent of 6 full-time teachers		
	Increasing and maintaining the use of Welsh among post 16 learners in the Further Education sector	Establish a system to assess and track post-16 learners in the further education sector who continue to study through the medium of Welsh or bilingually Share a baseline of Coleg Menai's bilingual provision with the Language Forum An increase of 4% in bilingual provision at Coleg Menai	-Director of Bilingualism and Equality - Llandrillo Menai Group		A procedure been established Baseline distributed by December, 2016 An increase of 4% in bilingual provision at Coleg Menai during the first year (by July, 2017)	
	Reconcile and formalise language categories for all schools on Anglesey with national definitions	Review and agree on definitions for the linguistic provision for all schools on	- Lifelong Learning IACC -GwE		-The Council and schools to adopt consistent and correct definitions in relation to the linguistic provision in accordance with pages 12-	

		Year 1				
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
		Anglesey Update the Council's 'Schools Admissions Handbook' in relation to the language medium of schools			14 of the document *Defining schools according to Welsh medium provision (Welsh Government, 2007)* -The IACC Schools Admissions Handbook and the definitions of actual schools conform with guidance	
	Support schools to move along the language continuum, building upon the IACC's *Strategic Plan for the Welsh Language in Education 2014-17*	Agree on a 5 year timetable to strengthen every school on Anglesey, on a priority basis, commencing with the Holyhead catchment area Review the outcomes of the IACC's *Strategic Plan for the Welsh Language in Education 2014-17* to obtain a picture of the current situation, e.g. how many pupils sit GCSE's through the medium of Welsh	- Lifelong Learning IACC		-98% of Anglesey's primary schools are designated Welsh medium (in 5 years through moving the TR to Welsh medium and moving 1 school from EW) Conduct preliminary discussions with 1 secondary school on Anglesey with the view to it becoming bilingually designated (since the 4 other schools are already bilingual) The Council's two new schools for 2016-2017 are Welsh medium/assess Welsh as a first language	

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		Year 1				
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
The Welsh language socially	Mainstreaming and increasing the use of Welsh in sporting activities	- Provide more swimming lessons in Welsh. 70% currently. - More focus on supporting and increasing the use of Welsh at Holyhead Leisure Centre - Explore the possibilities of providing other courses in Welsh eg fitness courses - Ensure that all public notices and literature within the leisure centres are bilingual	- Commercial Leisure Manager , IACC		- Reduction of 50% in the number of complaints - Establish a baseline for the first year	
	Mainstreaming and increasing the use of Welsh in Youth Clubs	Developing staff skills in the use of Welsh by providing specific sessions at the Youth Clubs	-Principal Youth Officer (Anglesey County Council)	Youth Work Strategy Grant	Increasing the number of staff using the Welsh language in activities	

Priority area	General Aim	Objective to be achieved by the end of year 1	Responsibility	Financial Source	Performance Indicator	RAG status
				Year 1		
	Increase the reach of social media to raise awareness of the Urdd's activities locally	Increasing awareness of local events	-Urdd Officers	Urdd budget	Number of 'likes' and followers	
	Set up a club for learners at Holyhead High School	Increase the use of Welsh among secondary school pupils in the catchment area of Holyhead	-Urdd / Menter Iaith Môn / Youth Service / Young Farmers	Youth Clubs Budgets	Number of attendees	
	The Workplace Welsh language services The infrastructure (eg major developments, Welsh in business, tourism, technology)					
To raise the confidence of staff in using Welsh in the workplace / raise awareness of the potential of technology	Provide opportunities for staff to learn Welsh in order to facilitate their ability to work bilingually, but also to facilitate social assimilation and family support	Training programme available that will be clearly and effectively promoted in workplaces together with a free advisory service for workplaces in order to plan effective training in the workplace	-North West Wales Learning Consortium	North West Wales Learning Consortium and the parents themselves	The consortium's recognized indicators including quantitative and qualitative aspects	

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		Year 1				
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
To ensure that the Welsh language is given a high profile and is a driver for employers and businesses	Ensure that the Welsh language is given due regard in any: (a) major developments where there are mitigations via planning and consent processes (b) any smaller developments in the community	Maintain the awareness of language issues in the implementation of local and national planning policies e.g. training on the new Planning Bill	-Head of Regulation and Economic Development, IACC -Local representatives such as elected members, representatives of Town and Community Councils		All planning applications for retail, industrial or commercial developments where a report to the Planning Committee will have full regard to the impact of the development on the welfare of the Welsh language	
	Commitment of major developers towards Language Policies	Ensure that developers adopt policies and language plans in order to ensure equal status between Welsh and English in the workplace	-Major developers -IACC		Number of language policies by developers and effects of policy implementation in *months	
	Increase work opportunities for local people	Exert pressure on major employers to nsure that a percentage of workers at Wylfa Newydd are local people (decrease migration and ensure children for local schools)	-Horizon -IACC		-Response by Horizon to DCO Application (May, 2017)	

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		Year 1				
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
	Develop a pack on 'The advantages of Welsh in business' for companies investing on the island (including marketing material on the benefits of bilingualism in the private sector and building on the work of the Welsh Language Commissioner), including tourism companies	Distribute the pack to all businesses that come into contact with the Council (enterprises that rent business units)	- Welsh Government - Business Wales - IACC Economic Development Unit		The number of packs that are distributed in the first year	
	Implementing the County Council's Language Policy (May, 2016) and review in 2018	Work towards ensuring that the Welsh Language will be the main administrative language for the Council by, firstly, establishing a baseline of the numbers working through the medium of Welsh, both orally and in writing, by developing a questionnaire for distribution Establish a definition of 'internal administration'	IACC		Current information on Council staff training needs for targeting purposes The number of documents drafted in Welsh The number of 'Welsh essential' appointments	

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Anglesey Language Strategy - Objectives to be achieved by the end of Year 1   Appendix 1

	Year 1					
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
		Agree upon a 5 year rolling programme to targeting areas that require support and concentrate on providing intense support to one service Continue to conduct a comprehensive training programme for staff to improve their Welsh language skills (orally or written) Make an application to Welsh Government for additional resources to support the aim				
	Promote the principles of 'More Than Words'	Provide training on the 'Proactive Offer' to IACC Social Services staff	IACC	Service budget	50% of Social Services staff receiving training on the 'Proactive Offer'	

	Year 1					
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
Visibly promoting the Welsh Language in the community	Producing a web site and welcome packs about the history and culture / bilingual education / advantages of Welsh / opportunities to learn the language for immigrants Customize the County Council's web site to communicate the Welsh Language vision for immigrants	Ensure that information is available to assist immigrants in a positive way	- Welsh Government - Regulation and Economic Development Service, IACC Head of Democratic Services. IACC		Numbers visiting the website in the first year The vision on the Council's website by October 2016.	
	Identifying language champions in Town and Community Councils	Establishing the principle	Town and Community Councils Forum		Establish a baseline in the first year	
	Undertake a joint marketing campaign in conjunction with the National Eisteddfod and ensure community legacy	Dialogue between the Strategic Language Forum and the Executive Committee for the 2017 Eisteddfod in order to identify priorities for the action plan	Relevant agencies		To be prepared on the basis of developing priorities and an action plan	

		Year 1				
Priority area	**General Aim**	**Objective to be achieved by the end of year 1**	**Responsibility**	**Financial Source**	**Performance Indicator**	**RAG status**
		The Community (E.g. housing, the planning process, culture)				
Promote and facilitate learning Welsh for adults	Ensuring opportunities for learning Welsh are widely available across the County	A programme of community courses that will be widely promoted throughout the county	North West Wales Learning Welsh Consortium	North West Wales Learning Welsh Consortium Learning and the learners themselves	The Consortium recognized indicators including quantitative and qualitative aspects	
A pack to raise awareness of volunteering opportunities through the medium of Welsh	Create an information pack on opportunities to volunteer through the medium of Welsh for Welsh speakers and learners	Completing and circulating the pack in 1 year	Medrwn Môn		Increase in the number and use of the packs	
Facilitating the use of translation equipment amongst voluntary organizations and town and community councils	Raise awareness of the phone app for simultaneous translation	Promote and continue to pilot the translation app called " Ear to Ear ", with a view to its wider adoption by organizations, groups and individuals	Business Director - Enterprise Môn		Establish a baseline in the first year	
	Raise awareness of the possibilities / various methods to meet the demand for simultaneous translation in Town and Community Councils	Identify the language used at Town and Community Councils / school governing bodies and establishing a baseline of need	One Voice Wales		The number of organizations that use it	

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Priority area	General Aim	Objective to be achieved by the end of year 1	Responsibility	Financial Source	Performance Indicator	RAG status
		Year 1				
Promote technology to normalize the use of Welsh in the community	Raise awareness of Welsh language work and activities among the residents of Anglesey by establishing Twitter and Facebook accounts and using the web site of the Language Initiative	Key partners to identify points of contact within each organization. Link with community providers	Menter Iaith Môn to co-ordinate and all other partners to feed information		- The number of people visiting the website - The number of people using the twitter account - The number of people using the Facebook account	
Ensure that the language is considered in relevant planning and land use matters	Adopt an LDP which continues to maintain policies for the benefit of the Welsh language, including linguistic impact assessment of development proposals upon submission of planning applications	LDP has been adopted	Head of Regulation and Economic Development-IACC		LDP adopted by the Council in 2016/2017	
	Promote developments that benefit the future of communities and networks o Local housing market o Affordable housing o Job opportunities	- Adopt SPG for Maintaining Sustainable Communities - Maintain awareness of language issues in the implementation of the Local Development Plan policies	Head of Regulation and Economic Development-IACC		SPG for Maintaining Sustainable Communities adopted by the Council	

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Priority area	General Aim	Year 1				
		Objective to be achieved by the end of year 1	Responsibility	Financial Source	Performance Indicator	RAG status
Community facilities	Create linguistic profiles of all the areas of Anglesey to identify the gaps in provision of community opportunities	Creating a linguistic profile of the island	Menter Iaith Môn / community engagement officers	Horizon funding for community engagement officers	General overview in place	
	Ensuring an adequate supply of affordable housing for residents of the Island Take further action to address the number of empty houses on the island in order to return them to local use	Ensure that the Local Housing Market Assessment identifies the need for affordable housing and in which areas of the Island Ensure that the data on the number of vacant homes on the island is correct	Housing Strategy Manager - IACC	Statutory Duty which is being funded through the Council's General Fund	Outcome Agreement targets reached	
	Ensure an additional supply of council houses on the island	30 houses over 3 years	Housing Service	Housing Service Funds.	The location of 10 houses identified in the first year	
	Marketing affordable housing for local residents on the island by using the Tai Teg Housing website	Market 10 affordable homes on the Tai Teg web site	Strategic Housing Development Officer, IACC	No funding required, the system has already been established	Measure against the target which has been set as the objective (identify a specific figure)	

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PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE

Extract for item 6 – Draft Minutes of the meeting held on 19 July 2016

6   **WELSH LANGUAGE STRATEGY 2016 - 2021 (DRAFT)**

Submitted – the report of the Assistant Chief Executive (Partnerships, Community and Services Improvement) in relation to the above.

The Assistant Chief Executive (Partnerships, Community and Services Improvement) gave a background to the Welsh Language Measure (Wales) 2011 with regard to the Welsh Language Strategy. It was reported that the Strategy outlines the proposed approach towards promoting the Welsh Language and facilitating its wider use within the area and targets the increase/maintaining the number of Welsh speakers by the end of the 2021. The Anglesey Strategic Language Forum membership of which was included within the report, has been established to identify priorities and formulating the Welsh Language Strategy. It is intended to create an action plan for the second year before the end of the Strategy's first year. It will be the responsibility of the Strategic Language Forum to monitor progress against set targets. The Assistant Chief Executive stated that the 2011 Census showed a decrease in Welsh speakers on the Island and the Council's vision is to increase the number of Welsh speakers to at least 60.1% by the 2021 Census.

It was further stated that there is a proposal to offer 'welcome packs' to newcomers to the Island explaining the language and culture of Wales. The Chair wished it to be recorded the success of the Welsh Football Team during the European Championship recently and how Wales has been given an enhance profile of the culture and its language.

The Policy and Strategy Manager reported that the Anglesey Language Forum has agreed to focus on three themes :-

- **Children, Young People and the Family**

  Aim :

  - An increase in the number of families where Welsh is used as the main language with children, with an increase in the opportunities and support for it to be used socially;
  - Ensuring that all children have the right to be fully bilingual by the age of 16;
  - Increasing the capacity and the use of Welsh as a medium of communication and learning among children and young people in education and in social activities.

- **The Workforce, Welsh Language Services, the Infrastructure**

  Aim :

  - To promote and increase the availability of Welsh language services, increase opportunities/expectations to use Welsh in the workplace and work together to identify opportunities to mainstream the language into developments and activities.

  The Officer reported that whilst the Authority aims to increase the development of the Welsh language within the workplace it is hoped to increase the profile of the Welsh

language within the Town/Community Councils on Anglesey. The Strategic Plan has identified that a Welsh Language Champion is needed within the Town/Community Councils.

- **The Community**

  Aim :

  - Promoting and marketing the value and importance of Welsh;
  - Promote and identify opportunities to strengthen the Welsh language within the communities and identify gaps in provision.

  The Officer reported that it is important that the Strategic Plan conforms with policies within the Local Development Plan to have an adequate number of housing for local residents so as to increase the linguistic prosperity of the Island. It was also noted that empty homes and affordable housing need to be made available.

The Committee considered the report and raised the following main issues :-

- The need to strengthen opportunities within the local communities to enable people who wish to learn the Welsh language;
- Town/Community Councils should be afforded further resources to allow for the services of a Translator, if required, at their meetings. Resources should also be available to enable agendas and minutes of meetings been bilingual.   The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that whilst agreeing with the comments made, she noted that there are no further resources available at present. She noted that Town/Community Councils may have to consider raising the precept of the Council Tax to address the issue raised. She further stated that Unllais Cymru have noted that they are willing to afford Town/Community Council with a presentation as to how to deal with their meetings and administration bilingually;
- The influx of potential Wylfa Newydd workers living on the Island will impact on the Welsh language statistics. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that dialogue with the owners of Wylfa Newydd has been undertaken to ascertain as to how they intend to protect the Welsh language on the Island when the workers arrive to construct the power station in the future. She further stated that a suggestion has been put to them that they should consider financing 5 dedicated Officers within the catchment areas of the Island to promote culture, sports and the Welsh language;
- Concerns raised with regard to some children choosing not to speak Welsh when they leave primary schools to secondary schools. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that the Education Department have been working with the new Head of Ysgol Cybi in Holyhead and the Heads of the three schools that will amalgamate into the new school have agreed on priorities within their improvement plan which includes the improvements in the literacy of children attending the school. The Holyhead High School has also been part of the improvement plan with regard to the work required to improve the Welsh language within the school. She further stated that School Governors should also be encouraged to priorities the use of the Welsh language within their schools;
- That young people within the Authority's secondary schools be able to be guided into the opportunities that will be created within the Energy Island major protects with regards to administration posts and engineering opportunities. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that the Authority has stated that they would like to see 90% of the apprenticeships afforded opportunities within the Energy Island projects to be bilingual;

- Whilst welcoming the County Council intensions to further enhance the use of the Welsh language within the day to day running of the authority, it was suggested that there is a need to go a further step with regard to having meetings of the Senior Leadership Team, Head of Service and Senior Managers meetings through the medium of Welsh. Specific departments should be targeted to enhance the use of the Welsh language. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that most meetings are conducted through the medium of Welsh but agreed that some departments need to enhance the use of Welsh language. She stated that the Policy and Strategy Manager has been instrumental in guiding staff opportunities to be able to attend courses and activities to enhance and learn the Welsh language;
- The enhancement of the use of the Welsh language within the administration of the Authority would enlighten the young people of the Island to appreciate that there are opportunities within the local authority to use the Welsh language and to keep them on the Island;
- The need for enhancing opportunities to use the Welsh language within Community activities within the Island. Organisations within the communities should consider making applications to the Isle of Anglesey Charitable Trust with regard to enhancing the use of the Welsh language during activities they are responsible for.

Following further deliberations it was **RESOLVED to endorse the Welsh Language Strategy 2016-2021 (Draft) for approval by the Executive and thereafter by the full Council.**

ACTION : As noted above.

ISLE OF ANGLESEY COUNTY COUNCIL	
REPORT TO:	**CORPORATE SCRUTINY & EXECUTIVE COMMITTEE**
DATE:	**SEPTEMBER 12th & 19th 2016**
SUBJECT:	**SCORECARD MONITORING REPORT - QUARTER 1 (2016/17)**
PORTFOLIO HOLDER(S):	**COUNCILLOR ALWYN ROWLANDS**
HEAD OF SERVICE:	**SCOTT ROWLEY**
REPORT AUTHOR: TEL: E-MAIL:	**GETHIN MORGAN** 01248 752111 GethinMorgan@anglesey.gov.uk
LOCAL MEMBERS:	**n/a**

A - Recommendation/s and reason/s
1.1 This is the first scorecard of the financial year 2016/17.
1.2 It portrays the position of the Council against its operational objectives as outlined and agreed collaboratively between the Senior Leadership Team / Executive and Shadow Executive.
1.3 The Committee is requested to scrutinise the scorecard and note the areas which the Senior Leadership Team are managing to secure improvements into the future. These can be summarised as follows –
1.3.1 Overall targets are re-evaluated during Q2 following the publication of comparator data with an emphasis on improving indicators in the lower and lower median quartiles.
1.3.2 Achievable sickness targets for all Services are accepted based on historical data / trends to meet the corporate target of 10 days per FTE and considerable effort is made to tackle specific long term sickness cases.
1.3.3 To continue with the regular service sickness challenge panels with an associated work-plan to keep a focus on improving our sickness management figures

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	1.3.4	the Wales Audit Office work related to sickness is reported through to the Executive in Q3 following the examination of our practise and proposed further improvements based on national best practise adopted.
	1.3.5	An overall view and detailed appreciation of Children's & Learning indicators are analysed further and assurance is gained of adherence to corporate policies and improved performance.
1.4	The Committee is asked to accept the mitigation measures outlined above.	

B - What other options did you consider and why did you reject them and/or opt for this option?

n/a

C - Why is this a decision for the Executive?

This matter is delegated to the Executive

CH - Is this decision consistent with policy approved by the full Council?

Yes

D - Is this decision within the budget approved by the Council?

Yes

DD - Who did you consult?   **What did they say?**

1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	This was considered by the SLT at their meeting on the 1st of September and their comments are reflected in the report
2	**Finance / Section 151** (mandatory)	No comment
3	**Legal / Monitoring Officer** (mandatory)	No comment
4	**Human Resources (HR)**	
5	**Property**	
6	**Information Communication Technology (ICT)**	
7	**Scrutiny**	
8	**Local Members**	
9	**Any external bodies / other/s**	

E - Risks and any mitigation (if relevant)

1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	
6	**Outcome Agreements**	
7	**Other**	

F - Appendices:

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Appendix A - Scorecard Monitoring Report – Quarter 1, 2016/17 & Scorecard
FF - Background papers (please contact the author of the Report for any further information):
• 2015/16 Scorecard monitoring report - Quarter 4 (as presented to, and accepted by, the Executive Committee in May 2016).

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SCORECARD MONITORING REPORT – QUARTER 1 (2016/17)

1.   **INTRODUCTION**

1.1   One of the Council's aims under the Wales Programme for Improvement is to secure the means by which continuous improvement can be evidenced and presented across the board. To that end, on an annual basis, a performance report is drafted to be published by end of October, which demonstrates progress or not (as the case may be).

1.2   This scorecard was developed in parallel to identify and inform Council leaders of progress against indicators which explicitly demonstrates the successful implementation of the Council's day to day work and assists in providing the evidential base from which the performance report is drafted.

1.3   The scorecard continues to develop and embed, reflecting those changes that have been undertaken to traditional systems and practices within the Council. This year's indicators included within the scorecard (similar to last year) have been decided via a workshop on the 28th July, 2016 with the Senior Leadership Team, the Executive and Shadow Executive.

1.4   The scorecard (Appendix 1) portrays the current end of Q1 position and will be considered further by the Corporate Scrutiny Committee and the Executive during September.

2.   **CONSIDERATIONS**

2.1   This is the fourth year of collating and reporting performance indicators in a co-ordinated manner. The Council is seeing trends establish themselves with regards to a number of those indicators and SLT / Scrutiny and Executive comments are having an impact on operational delivery.

2.2   It is important to note that the formulation of this year's scorecard requested –
- further trend analysis
- look back at previous year's performance
- acknowledgement of specific indicators in relation to the quartile positioning
- a new RAG status to include yellow (Red – greater than 10% behind target, Amber – 5 to 10% behind target, Yellow – 0 to 5% behind target, Green on target)

This assists the quarterly analysis and enables performance to be considered using a number of different comparator elements.

2.3 **PERFORMANCE MANAGEMENT**

2.3.1   The scorecard for Performance Management shows performance against indicators outlined and requested by the Senior Leadership Team, Executive and Shadow Executive. Targets for which however, were set at a level prior to the publication of the national comparator data being published on the 7th of September.

2.3.2   At the end of Q1 it is encouraging to note that the majority of indicators are performing well against their targets but we note that 3 indicators that are underperforming as Amber or Red against their annual target for the year.

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2.3.3   Two of those indicators exist within <u>Childrens Services</u> show an underperformance as follows –

(i)   SCC/025 – the % of statutory visits to looked after children due in the year that took place in accordance with regulations Q1 – 82.69% Target – 100, RED. This compares with a performance of 89.97% for the same time period of 2015/16. This indicator was also discussed in the 2015/16 Q4 Scorecard report.

From an excellent level 12 months ago, this Pi has seen a steady deterioration, due to the significant increase in the numbers of looked after children. A number of visits have been late because of this increase in demand. Unfortunately the resources within the service has found it difficult to maintain targets.

Mitigation - to improve these standards for Q2 the following will be acted upon–
- The service is focused on improving its performance as it has recently increased capacity of social workers.
- The trackers system will continue to be used weekly and a system to be devised to ensure visits are completed when staff are on leave or there are sickness absences.

(ii)   PM32 - The % of looked after children who have experienced (1) or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the year to 31 March. Q1 – 6.1%, AMBER.

Although this is high for a single quarter, the reasons for moving school are as part of long term planning for the children e.g. adoption, therapeutic placements; or an individual child's wish to move school and therefore no mitigation is required.

2.3.4   One indicator within <u>Learning</u> shows an underperformance –

(i)   18 – LCL/004: The number of library materials issued during the year is AMBER on the scorecard with a performance of 69k issues compared to a target of 75k issues.

Library materials issued are under target and slightly down on 2015/16 figures (72.5k for the same period) but the library service has set a high annual target for the year (16k above 2015/16 performance) as a mechanism for improvement. This is challenging given the economic and staffing realities.

These figures exclude e-resources which are increasing.

Mitigation – to improve the issues during Q2 16/17 the service will –

- Continue to promote reading and borrowing through engaging in Reader Development Activities. These activities include reading groups for welsh speakers and learners, listening book groups for the visually impaired, a knit & natter group in Beaumaris, summer

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reading challenge for children and going out to see other groups in schools and social groups (e.g. Merched y Wawr etc).

- Launch of the North Wales Library Management System in Q2 should also represent an increase in both visits and issuing of library materials. The system will allow users to borrow and return books into any library in North Wales.

2.3.5 There was agreement at the workshop noted above in 1.3 that officers re-evaluate the Education Performance indicators that can be included on the current year's Scorecard so as to include PI's which can be monitored regularly throughout the year. This piece of work will be undertaken during Q2 and thereafter portrayed in following Scorecard reports.

2.3.6 Whilst the remaining indicators reported for Q1 are all ragged **GREEN** or **YELLOW** within the performance management section it should be noted that this does not mean that our position on a national basis has improved across all areas.

2.3.7 Based on initial 15/16 quartile results it appears that 52.5% of our work related the NSI / PAM indicators have seen an improvement and our ranking on a national basis has increased from 18th in 2014/15 to 12th in 2015/16.

2.3.8 Further analysis of the overall performance can be gained through the Annual Performance Report to be published before the end of October and reported to the Scrutiny and Executive Committee's during September 2016.

2.3.9 As was discussed in the Q4 Scorecard Report for 2015/16, a large amount of the indicators hit their targets for 2015/16, which was encouraging and this is reflected in the improved national standing. If we are to progress and improve our standing as an achieving Council, *the SLT recommends -*

- Targets are re-evaluated during Q2 following the publication of the national comparator data with an emphasis placed on improving indicators in the lower and lower median quartiles*.

2.3.10 During this financial year the scorecard report will now provide an update on the progress of programmes/projects within the Authority. The information related to this can be gleaned from attachment 2. A brief update on some programmes / projects are as follows - :

2.3.10.1 *School modernisation* – Building work has commenced on Ysgol Cybi with a provisional completion date of April 2017. Ysgol Rhyd y Llan has commenced building work in Q1 with a provisional opening date of June 2017. Work has been underway to identify sites for a new school in the Bro Rhosyr / Bro Aberffraw area, these will be cut down and a final site will be agreed in Q2 with the expectation to conduct exploration surveys on the chosen site before final purchase.

2.3.10.2 *Adult Social Care Programme* – The programme has now been amended to reflect the changing strategy and new arrangements are being established to drive delivery. Ty Glas Housing Society, in conjunction with the Council, will begin work on clearing the Ysgol y Bont site in Q2 ready for the construction of the Extra Care Housing Facility, Hafan Cefni.

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2.3.10.3 *Library, Culture and Youth Transformation Programme* – The Library service have been in consultation to agree on the future use of the library service provision for the island. The Youth Service have also been consulting on the future of the service and will be finalising options from the initial consultation for further consideration by service users during Q2. The Culture service invited organisations, businesses and individuals to come forward during Q1 with ideas on the future running of some of our heritage sites.These will be discussed and considered further during Q2.

2.3.10.4 *Leisure Transformation Project* – the commercialisation of our leisure service has established a new brand called MônActif during the year. A restructuring of the leisure service has been completed. Wifi is now available in all leisure centres and new classes (inclusive of swimming) and direct debit payment options have been made available to customers.As part of the development, it is now possible for a parent to track online how their child is developing in their swimming lessons. . A Young Peoples' Forum has been established.

2.3.10.5 *Smarter Working Project* – The project is currently on track to be completed during Q3. Staff from Parc Mownt have all been moved into the Head Office during Q1 and Parc Mownt is now on sale. Staff from the Rovacabin are due to be relocated to Head Office by the end of Q2. The remodelling of the reception is due to be completed by October and Cyswllt Môn is expected to be in place and operational by the end of Q2.

2.4 PEOPLE MANAGEMENT

2.4.1 With regard to People Management, it is noted that the performance of the Council's sickness rates (*indicator 3 on scorecard under people management*) at   end of Q1 shows a slight improvement when compared with last year and its corporate target of 10 days per FTE. This indicates that the projected end of year sickness level (if trends continue as indicated over the past two years) would equate to 11.47 days per FTE.

7

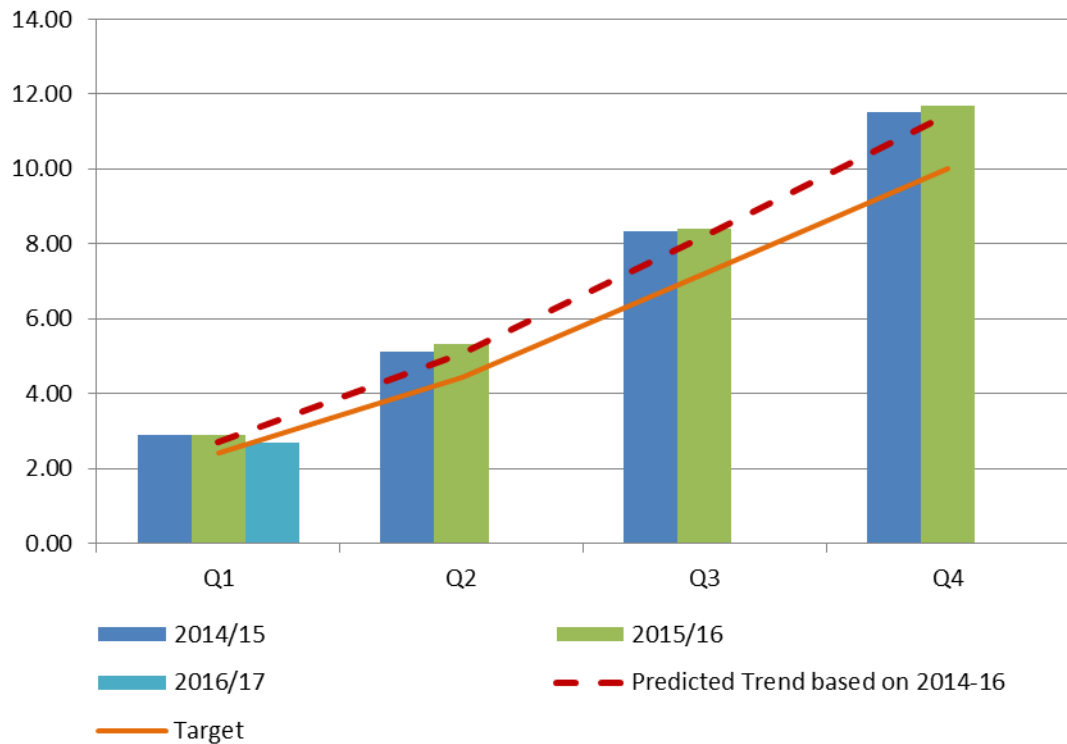## Sickness absence - average working days/shifts lost

Table 1

2.4.2 Sickness absence targets for services across the Authority have been calculated and agreed by the SLT / Penaethiaid as follows –

• Adults –	13 days
• Children's -	10.5 days
• Council Business -	8.5 days
• Regulation & Economic Development -	8 days
• Highways, Waste & Property -	9.5 days
• Housing -	11.5 days
• Learning -	10 days
• Resources -	7 days
• Transformation -	7 days

2.4.3 Point to Note - If all service targets are met above, the Council will meet its sickness absence target of 10 days per FTE. Based on 15/16 figures, this would place the Council just below the Welsh median of 10.2 days sick per FTE.

2.4.4 Service Performance against these targets for Q1 indicate that 3 Services are RED compared to their targets for the quarter:

- Childrens Services – 5.17 Days Sick per FTE (Target 2.63)
- Highways, Waste and Property – 2.77 Days Sick per FTE (Target of 2.38)

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- Learning – 2.83 Days Sick per FTE (Target of 2.5)

2.4.5 One of the main reasons for not achieving our corporate target for 2015/16 was due to an increase in our Long Term Sickness rates which equated to 58% of the total sickness days lost. In this respect, Q1 has seen a significant improvement in comparison with Q1 2015/16, 3000 days sick compared to 4000 days sick respectively (See table 2 below).

LONG TERM SICK DAYS

■ 2014/15 ■ 2015/16 ■ 2016/17

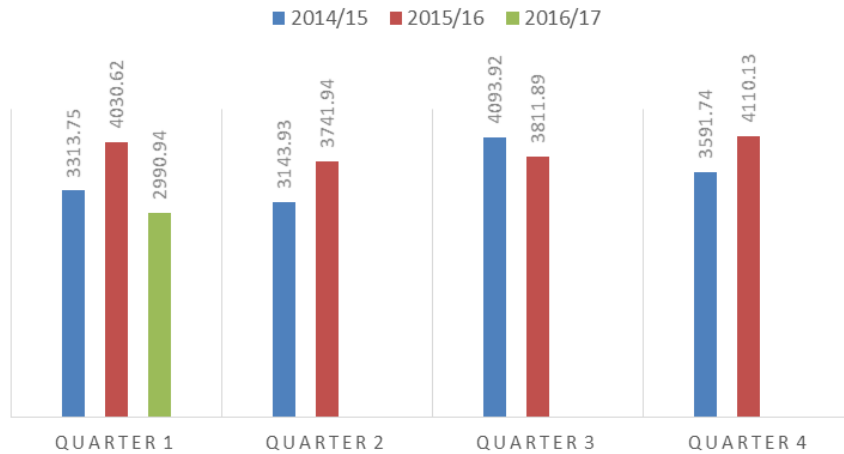|	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
2014/15	3313.75	3143.93	4093.92	3591.74
2015/16	4030.62	3741.94	3811.89	4110.13
2016/17	2990.94			

Table 2

2.4.6 Long Term sickness equated to 49% of our total sickness for Q1 compared to 60% over the same period for 2015/16. A continued drive and need to decrease long term figures is seen as essential to improve our year on year forecast.

2.4.7 With regards to short term sickness our year on year comparison doesn't show the same improvement. Indeed, for Quarter 1 our short term sickness days per FTE have declined from the same period last year by 412 days. This is illustrated below in Table 3.
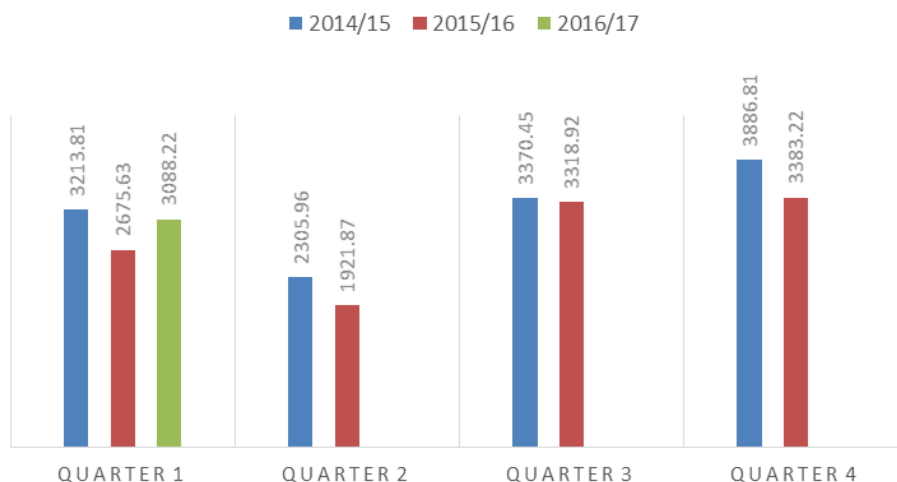
SHORT TERM SICK DAYS

■ 2014/15 ■ 2015/16 ■ 2016/17

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
2014/15	3213.81	2305.96	3370.45	3886.81
2015/16	2675.63	1921.87	3318.92	3383.22
2016/17	3088.22			

Table 3

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2.4.8 Associated with sickness rates is the 'management' of sickness. An integral part of the management process within the Council is staff's compliance with corporate sickness policies which includes the undertaking of return to work interviews and Attendance Review Meetings (*indicators 7 & 8 on scorecard*).

2.4.9 The Council continues to embed this working practice across its services but during Q1 the Return to Work (RTW) interviews within timescale (77%) dropped slightly below the target of 80% for the first time in since Q4 2013/14 (Table 4).

2.4.10 This year, for the first time on the scorecard, the total % of RTW held has been included, which demonstrates those that have been conducted within timescale in addition to those completed outside the timescale. A performance for Q1 of 93% is a healthy result, however, we have set a challenging target of 95% for this indicator.

2.4.11 During Q1 the services which failed to hit the Corporate Target of 80% within timescale were Transformation 50%, Resources 67%, Childrens Services 63%, and Highways, Waste and Property 73%. The total % RTW interviews held (within and out of timescale) shows a similar story to those within timescale (Transformation 50%, Childrens Services 83%, and Regulation & Economic Development 86%). The remaining services are within 5% of the targets.
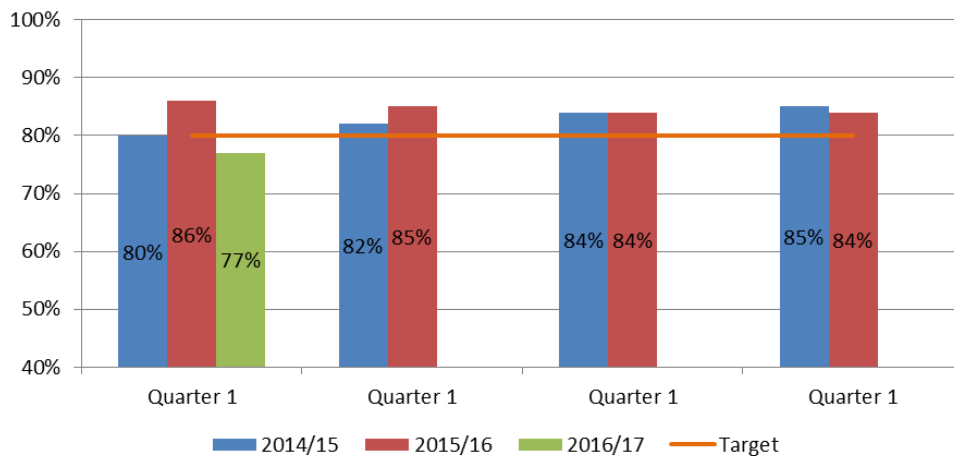
% Return to Work Interviews Held

Table 4

2.4.12 It was recommended by the SLT in 2015/16, that further consideration and focus is given to the management of recurring short-term sickness absence where trigger points are reached and the completion of attendance review meetings (ARM's) are undertaken. There is an additional PI in the new 2016/17 scorecard which takes into consideration all ARMs completed (within and outside of timescale) to ensure that they are being undertaken even if not within the timescale.

2.4.13 At the end of Quarter 1, a total of 75% of ARMs have been completed by the services (excluding ARMs within Schools as information was not available due to the summer holidays). The services who failed to hit the target for this period were Resources (36%), Housing (65%), Transformation (67%) and Regulation & Economic Development (70%).

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2.4.14 The SLT therefore recommends –

- *Achievable sickness targets for all Services are accepted based on historical data / trends to meet the corporate target and considerable effort is made to tackle sickness both short term and long term sickness cases.*

- *To continue with the regular service sickness challenge panels with an associated work plan to keep a focus on improving our sickness management figures*

- *The Wales Audit Office work related to sickness is reported through to the Executive in Q3 following the examination of our practise and proposed further improvements based on national best practise adopted.*

2.5   CUSTOMER SERVICE

2.5.1   This year sees the introduction of 5 new Performance Indicators (items 11-15), specifically looking at the channel shift in communication with the Council. These do not have targets set up for this year, we do however expect an upward trend in all of these indicators during the year.

2.5.2   Two of the new indicators look at the successful launch of AppMôn, where 429 users have installed the App on their mobiles. The users have used the technology to submit 70 reports to us during Q1 (including fly tipping, faulty street lighting, compliments or complaints, broken pavements, sports club database forms and ordering recycling bins).

2.5.3   The remaining indicators focus on the website and on our social media presence. We had 134k unique visits to the website during Q1. Our social media presence has also resulted in a total of 18k social media accounts following us on Facebook (8k followers) and Twitter (10k followers).

2.5.4   Regarding Customer Complaints Management, by the end of Q1 15 Complaints were received and no Stage 2 complaints in Social Services. All of the complaints have received a response and of these complaints 3 were upheld in full (Regulation & Economic Development [1], Highways, Waste & Property [1], and Resources [1]), 3 was partially upheld (Regulation & Economic Development [1], Highways, Waste & Property [1], and Housing [1]) whilst the remaining 8 were not upheld.

2.5.5   A total of 78% of the complaints have been responded to within timescale with 6 late responses (Adult Services [2] Highways, Waste & Property [1], Housing [1], and Childrens Services [1]). This is significantly up from the 64% at the end of 2015/16, however it is slightly below the target of 80%.

2.5.6   The % of FOI requests responded to within timescale performed at 76% at the end of Q1 compared to 67% at the end of 2015/16. In total there was 209 FOI requests in Q1 with 50 late responses. The majority of the late responses came from Resources which equated to 52% of the late responses (74% of the 35 received by the service), Regulation & Economic Development with 16% (29% of the 28 received by the service), and Social Services with 12% (13% of the 45 received by the service).

2.5.7 The Mystery Shop (Items 16-19 on the scorecard) has been pencilled in to take place in Q3. The Mystery Shop will again be undertaken by the Tenants Advisory Group. Findings and recommendations of their report will be reported here for the in Q3.

2.6 FINANCIAL MANAGEMENT

2.6.1 A total overspend of £366k is projected for the year-ending 31 March 2017. £125k of this is on service budgets though it must be highlighted that this in made up of a number of over and underspends. The Services that are still experiencing budgetary pressures are similar to 2015/16 (Children's Services, Waste and Resources) but the Heads of Service are aware of the issues and are working to reduce the level of overspending at the year end. The projected level of overspend is around 0.3% and the Council has a sufficient level of general reserves to fund this level of overspending should it materialise at the end of the financial year

2.6.2 It should be noted that quarter 1 is early in the financial year and items such as the impact of winter maintenance have not been included in the forecast as there is no information available. Forecasts are subject to change as new information becomes available. However with regular scrutiny from SLT and if remedial action is taken by Heads of Services these will help the services manage within the budgets they can control.

2.6.3 Further information on financial management can be seen in the 'Revenue Budget Monitoring Report for Q1' which is an agenda item in this meeting.

3. RECOMMENDATIONS

3.1 The Committee is requested to scrutinise the scorecard and note the areas which the Senior Leadership Team are managing to secure improvements into the future. These can be summarised as follows –

3.1.1 Overall targets are re-evaluated during Q2 following the publication of comparator data with an emphasis placed on improving indicators in the lower and lower median quartiles.

3.1.2 Achievable sickness targets for all Services are accepted based on historical data / trends to meet the corporate target of 10 days per FTE and considerable effort is made to tackle specific long term sickness cases.

3.1.3 To continue with the regular service sickness challenge panels with an associated work-plan to keep a focus on improving our sickness management figures

3.1.4 The Wales Audit Office work related to sickness is reported through to the Executive in Q3 following the examination of our practise and proposed further improvements based on national best practise adopted.

3.1.5 An overall view and detailed appreciation of Children's & Learning indicators are analysed further and assurance is gained of adherence to corporate policies and improved performance.

3.2 The Committee is asked to accept the mitigation measures outlined above.

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Gofal Cwsmer / Customer Service	CAG / RAG	Tuedd / Trend	Canlyniad / Actual	Targed / Target	Canlyniad 15/16 Result	Canlyniad 14/15 Result
01) No of Complaints received (excluding Social Services)	Gwyrdd / Green	-	15	15	59	65
02) No of Stage 2 Complaints received for Social Services	-	-	0	-	5	
03) Total number of complaints upheld / partially upheld	-	-	6	-	21	
04) Total % of written responses to complaints within 20 days	Melyn / Yellow	-	78%	80%	64%	
05) Number of concerns (excluding Social Services)	-	-	44	-	261	71
06) Number of Stage 1 Complaints for Social Services	-	-	13	-	53	
07) Number of Compliments	-	-	189	-	712	521
08) % of FOI requests responded to within timescale	Ambr / Amber	⬆	76%	80%	67%	65%
09) Number of FOI requests received	-	-	209	-	854	894
10) % of telephone calls not answered	Gwyrdd / Green	⬇	14%	15%	12%	
11) No of AppMôn users	-	-	429	-	-	
12) No of reports received by AppMôn	-	-	70	-	-	
13) No of web payments	-	-	-	-	-	
14) No of 'followers' of IOACC Social Media	-	-	18k	-	-	
15) No of visitors to the Council Website	-	-	134k	-	-	
16) % of written communication replied to within 15 working days of receipt (Mystery Shop) (Ch3/Q3)	-	-	-	-	67%	
17) % of written responses in the customers language of choice (Mystery Shop) (Ch3/Q3)	-	-	-	-	100%	
18) % of telephone calls answered bilingually (Mystery Shop) (Ch3/Q3)	-	-	-	-	77%	
19) % of staff that took responsibility for the customer query (Mystery Shop) (Ch3/Q3)	-	-	-	-	90%	

People Management	CAG / RAG	Tuedd / Trend	Canlyniad / Actual	Targed / Target	Canlyniad 15/16 Result	Canlyniad 14/15 Result
01) Number of staff authority wide, including teachers and school based staff (FTE)	-	-	2262	-	2310	2336
02) Number of staff authority wide, excluding teachers and school based staff(FTE)	-	-	1262	-	1303	1362
03) Sickness absence - average working days/shifts lost	Ambr / Amber	-	2.69	2.5	11.68	11.53
04) Short Term sickness - average working days/shifts lost per FTE	-	-	1.37	-	4.89	5.49
05) Long Term sickness - average working days/shifts lost per FTE	-	-	1.32	-	6.79	6.04
06) % of stress related sickness	Gwyrdd / Green	⬆	5%	9%	7%	5%
07) % of RTW interview held within timescale	Melyn / Yellow	⬇	77%	80%	84%	85%
08) % of RTW interview held	Melyn / Yellow	-	93%	95%	-	
09) % of Attendance Review Meetings held	Melyn / Yellow	-	75%	80%	-	
10) Local Authority employees leaving (%) (Turnover) (Annual)	-	-	6%	-	-	
11) % of PDR's completed within timeframe	Gwyrdd / Green	⬆	85.5%	80%	-	
13) % of staff with DBS Certificate (if required within their role)	-	-	-	-	98%	
13) No. of Agency Staff	-	⬆	22	-	26	21
14) Staff Survey (Staff Satisfaction) - TBC						
15) Staff Survey (Staff Satisfaction) - TBC						
16) Staff Survey (Staff Satisfaction) - TBC						

Rheolaeth Ariannol / Financial Management	CAG / RAG	Tuedd / Trend	Cyllideb / Budget	Canlyniad / Actual	Amrywiant / Variance (%)	Rhagolygon o'r Gwariant / Forcasted Actual	Amrywiant a Ragwelir / Forcasted Variance (%)
01) Forecasted end of year outturn (Revenue)	Gwyrdd / Green	-	£114,742,000	-	-	£114,867,000	0.11%
02) Forecasted end of year outturn (Capital)	-	-	£36,742,668	-	-	£31,607,007	-13.98%
03) Salary Year to Date Variance	Coch / Red	-	£20,446,160	£20,038,976	-2.03%	-	-
04) % of Budget spent on Salary	-	-	-	57.09%	-	-	-
05) Cost of agency staff	Coch / Red	-	£39,101	£307,314	87.28%	-	-
06) Budget v Actuals	Coch / Red	-	£30,253,939	£28,780,711	-5.12%	-	-
07) Achievement against efficiencies	-	-	£2,980,000	£2,411,189	-23.59%	-	-
08) Income v Targets (excluding grants)	Coch / Red	-	-£6,574,582	-£6,314,157	-4.12%	-	-
09) Amount borrowed	-	-	-	£110M	-	-	-
10) Cost of borrowing	-	-	-	-	-	£8,189,681	-
11) % invoices paid within 30 days	-	-	-	84.90%	-	-	-
12) % of Council Tax collected (for last 3 years)	-	-	-	98.46%	-	-	-
13) % of Business Rates collected (for last 3 years)	-	-	-	98.66%	-	-	-
14) % of Sundry Debtors collected (for last 3 years)	-	-	-	93.28%	-	-	-
15) % Housing Rent collected (for the last 3 years)	-	-	-	-	-	-	-
16) % Housing Rent collected excl benefit payments (for the last 3 years)	-	-	-	-	-	-	-

Rheoli Perfformiad / Performance Management	CAG / RAG	Tuedd / Trend	Canlyniad / Actual	Targed / Target	Canlyniad 15/16 Result	Canlyniad 14/15 Result	Chwartel 15/16 Quartile
01) SCA/002b: The rate of older people (aged 65 or over) whom the authority supports in care homes per 1,000 population aged 65 or over at 31 March	Gwyrdd / Green	⬆	19.57	22	20.3	22	Isaf / Lower
02) LI/18b The percentage of carers of adults who requested an assessment or review that had an assessment or review in their own right during the year	-	⬇	81.6	-	90.8	93	-
03) PM18 - The percentage of adult protection enquiries completed within statutory timescales	-	-	76.92	-	-	-	-
04) PM19 - The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	-	⬇	2.24	-	-	-	-
05) PM20a - The percentage of adults who completed a period of reablement and have a reduced package of care and support 6 months later (Ch3/Q3)	-	-	-	-	-	-	-
06) PM20b - The percentage of adults who completed a period of reablement and have no package of care and support 6 months later (Ch3/Q3)	-	-	-	-	-	-	-
07) SCC/025: The % of statutory visits to looked after children due in the year that took place in accordance with regulations	Coch / Red	⬇	82.69	100	82.79	100	Canolrif Isaf / Lower Median
08) PM24 - The percentage of assessments completed for children within statutory timescales (42 working days)	Gwyrdd / Green	-	100	100	-	-	-
09) PM32 - The percentage of looked after children who have experienced (1) or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the year to 31 March	Ambr / Amber	-	6.1	15	-	-	-
10) PM33 - The percentage of looked after children on 31 March who have had three or more placements during the year	Gwyrdd / Green	-	1.61	8	-	-	-
11) Attendance - Primary (%)							
12) Attendance - Secondary (%)							
13) No. of days lost to temp exclusion - Primary							
14) No. of days lost to temp exclusion - Secondary							
15) KS4 - % 15 year olds achieving L2+			Dangosyddion Perfformiad Addysg i'w gytuno yn ystod Chwarter 2				
16) EDU/015a: The percentage of final statements of special education need issued within 26 weeks including exceptions			Education Performance Indicators to be agreed during Quarter 2				
17) EDU/015b: The percentage of final statements of special education need issued within 26 weeks excluding exceptions							
18) LCL/001b: The no. of visits to public libraries during the year	Melyn / Yellow	-	68k	70k	289k	285k	-
19) LCL/004: The no. of library materials issued, during the year	Ambr / Amber	-	69k	75k	284k	305k	-
20) The number of applicants with dependent children who the Council secured non-self contained bed and breakfast accommodation	Gwyrdd / Green	⮕	0	-	0	-	-
21) % tenants satisfied with responsive repairs	Gwyrdd / Green	⬆	93.8	92	89.5	92	-
22) Productivity of workforce- % time which is classified as productive	Gwyrdd / Green	⬆	81.5	75	74.6	-	-
23) The average number of calendar days to let lettable units of accommodation (excluding DTLs)	Melyn / Yellow	⬇	26.3	25	33.7	25	-
24) STS/005b: The percentage of highways inspected of a high or acceptable standard of cleanliness	Gwyrdd / Green	-	91.7	94	95.1	95	Canolrif Isaf / Lower Median
25) STS/006: The percentage of reported fly tipping incidents cleared within 5 working days	Gwyrdd / Green	-	97	94	-	95	Uchaf / Upper
26) WMT/009b: The percentage of municipal waste collected by local authorities and prepared for reuse and/or recycled	Gwyrdd / Green	-	66.82	59.5	-	58	Canolrif Isaf / Lower Median
27) WMT/004b: The percentage of municipal waste sent to landfill	Gwyrdd / Green	-	1.4	16.9	-	41	Canolrif Isaf / Lower Median
28) THS/011c: The % of non-principal (C) roads that are in an overall poor condition (annual)	-	-	-	13.5	13.5	15	Canolrif Isaf / Lower Median
29) No. of attendances (young people) at sports development / outreach activity programmes	Gwyrdd / Green	-	24.5k	20k	132k	85k	-
30) LCS/002b: The number of visits to local authority sport and leisure centres during the year where the visitor will be participating in physical activity	Gwyrdd / Green	-	104k	101k	458k	540k	Canolrif Isaf / Lower Median

Update May 2016

RAG: Completed   On Track   Behind Track – needs key decisions/support   Late   (White = not started)

Programmes	Individual Projects			
School Modernisation	Llannau Area	Holyhead Area	Bro Rhosyr & Bro Aberffraw	Seiriol South East – Beaumaris
Older Adult Social Care - Home Improvement Options Project	Extra Care Llangefni	Extra Care Amlwch	Extra Care South of Island	Extra Care Garreglwyd
	Supported Living	Outsourcing of internal home care	Outsourcing Warden Services	
Transforming Libraries, Youth Service, Museums and Culture	Transforming Museums and Culture	Remodelling of Library Service	Review of Youth Services	
Leisure				
Energy Island				
Vibrant and Viable Places				
Single Point of Access				
Affordable Housing				
Local Development Plan (LDP)				
Destination Management Plan (DMP)				
Smarter Working	Assets	ICT	Workforce Development	Contact Môn
Job Evaluation and Single Status				
Resource Link – Northgate (HR)				
Customer Service Excellence				

Update May 2016

RAG: Completed   On Track   Behind Track – needs key decisions/support   Late   (White = not started)

Procurement			
Energy Efficiency			
Civica Improvements			
Policy Management			
Business Continuity			
Business Processes			
ICT Strategy			
Modernise and Co-ordinate the benefits advice service	Welfare Reform	Tackling Poverty	Service Review

ISLE OF ANGLESEY COUNTY COUNCIL	
REPORT TO:	Executive
DATE:	19/9/16
SUBJECT:	**ANNUAL PERFORMANCE REPORT 2015/16 (Draft)**
PORTFOLIO HOLDER(S):	**COUNCILLOR ALWYN ROWLANDS**
HEAD OF SERVICE:	**SCOTT A ROWLEY**
REPORT AUTHOR: TEL: E-MAIL:	**GETHIN MORGAN** 01248 752111 GethinMorgan@anglesey.gov.uk
LOCAL MEMBERS:	**n/a**

A - Recommendation/s and reason/s

1.1 The Council needs to publish a forward looking Annual Delivery Document as soon as practicable after 1 April each year, a document containing the key priorities and Improvement objectives of the Authority's four year Corporate Plan for that particular year

1.2 In addition, the council is also required to prepare and publish its annual Performance Report by 31 October each year - a statutory document which analyses performance over the previous financial year against those improvements and priorities as outlined in the Annual Delivery Document 2015/16 and the Corporate Plan 2013/17

1.3 This paper outlines the drafft of the Performance Report which looks back at the performance of the Council for 2015/16 .

1.4 The Report looks at the council's progress against its Improvement Objectives for 2015/16 as outlined through our 7 key areas in the 2015/16 Annual Delivery Document :-

  1. That we Transform Older Adult Social Care
  2. Regenerate our Communities and Develop the Economy
  3. Improve Education, Skills and Modernise our Schools
  4. We increase Our Housing Options & Reduce Poverty
  5. Transform our Leisure & Library Provision
  6. Becoming Customer, Citizen & Community Focused
  7. Transform our Information and Communication Technologies (ICT)

1.5 The draft looks at the outputs and outcomes against what we said we would deliver during 2015/16 against the above 7 key themes

1.6		A key part of the finalised Performance Report will be an assessment of the Council's performance against its key performance indicators that looks at performance year on year and benchmarked against other local authorities in Wales. The final report will highlight our achievements and areas of weakness as identified by National Strategic Indicators (NSIs) and Public Accountability Measures (PAMs).	
1.7		The Committee is therefore asked :	
		• **To agree that the final version of the Performance Report 2014/15 be published by the statutory October deadline is completed by Officers in consultation with the Portfolio Holder for publication to our website**	

B - What other options did you consider and why did you reject them and/or opt for this option?

n/a

C - Why is this a decision for the Executive?

This matter is delegated to the Executive

CH - Is this decision consistent with policy approved by the full Council?

Yes

D - Is this decision within the budget approved by the Council?

Yes

DD - Who did you consult?		What did they say?
1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	
2	**Finance / Section 151** (mandatory)	
3	**Legal / Monitoring Officer** (mandatory)	
4	**Human Resources (HR)**	
5	**Property**	
6	**Information Communication Technology (ICT)**	
7	**Scrutiny**	
8	**Local Members**	
9	**Any external bodies / other/s**	
E - Risks and any mitigation (if relevant)		
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	

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5	Equalities	
6	Outcome Agreements	
7	Other	

F - Appendices:

Appendix A – Annual Performance Report 2015-16 (Draft)

FF - Background papers (please contact the author of the Report for any further information):

- Annual Delivery Document 2015/16
- Corporate Business Plan 2013-2017

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Isle of Anglesey County Council

ANNUAL PERFORMANCE REPORT 2015/16

Initial 1st draft

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A Word from the Leader

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To be agreed on completion of Performance Report analysis

Councillor Ieuan Williams
Leader

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Performance Report 2015/16 (1st Draft)

ANNUAL PERFORMANCE REPORT 2014-2015

INTRODUCTION

The **aim** for Anglesey Council as stated in our 2013-2017 Corporate Plan is that by 2017 –

"We will be a professional and well-run council, innovative and outward looking in our approach, committed to developing our people and partnerships in order to deliver efficient and effective services of good quality, that are highly valued by our citizens"

We outlined what we would do to deliver our Corporate Plan priorities in our Annual Delivery Document 2015-16. This document will outline how we delivered on our promises over the last twelve months (2015/16) and demonstrates our willingness and drive to discharge our duty of continuous improvement as expected of Local Authorities under the Welsh Government measure 2009.

The seven key areas for improvement during 2015-16, as outlined in both our 4 year Corporate Plan (2013-2017) and our Annual Delivery Document (2015/16) were:-

1. Transform Older Adult Social Care

2. Regenerate our Communities and Develop the Economy

3. Improve Education, Skills and Modernise our Schools

4. We increase Our Housing Options & Reduce Poverty

5. Transform our Leisure & Library Provision

6. Becoming Customer, Citizen & Community Focused

7. Transform our Information and Communication Technologies (ICT)

Within this report we will look back at our objectives under the seven key themed areas and measure how well we actually did, as well as analyse the performance data that demonstrates and supports the achievement of our outcomes both locally and nationally.

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Transform Older Adult Social Care

People are living longer and as such, we expect to see an increase in the number of people over 85 on Anglesey over the next 10 years. The Isle of Anglesey has one of the highest older people's populations in Wales. The number of people with long-term complex conditions including dementia is also increasing. In order to provide the necessary level of support required to meet the growing complexities in demand (in terms of both finance and workforce) the Council has acknowledged that it needs to change the way we deliver adult social care to ensure that services are sustainable now and can remain so for future generations.

How did we do this in 2015/16?

Our Promise: We will develop and establish in collaboration with partners 2 extra care housing schemes in the North and centre of the Island with planning for a further extra care housing scheme in the South of the Island by :
What we said we would do
We will develop and establish, in collaboration with partners, two extra care housing schemes in the North and centre of the Island, with planning for a further extra care housing scheme in the South of the Island by: • Implementing a phased approach in Llangefni by securing build partners, approving final designs and starting work on site; as well as completing preparatory work in the North of the island • Progressing the agenda in the South of the Island with a decision taken on final proposals regarding land sites , approval of a business case, identifying build partners, approval of final designs and start of building work
What we did
• Agreed on a partner to develop Extra Care in Llangefni. Pennaf will commence work on site in Quarter 1 2016/17 with an expected opening date of May 2018 • Completed an assessment of possible land sites in the South of the Island. Final agreement of a land site will be agreed in 2016/17. • The council acknowledges that progress has not been as envisaged in the north of Island but is addressing the issue

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Our Promise: Improve the range and availability of community based services for older people which will reduce the reliance and need for residential care homes by:
What we said we would do
- Implementing the "A Place to Call Home" Action Plan, which will re-focus on the individual and provide Older people with independent advocacy, ensure better quality of care or support as a result of safeguarding issues when moving directly from hospital to a care home or from another care home. This is inclusive of staff training in dementia awareness and access to Mon Enhanced Care   - Developing, agreeing and beginning to implement the 'Community Hub' model , in which the broad range of support and services that are provided by local (and often informal) communities are enhanced and "joined up" so that improved support and care is provided by and through the community that is local to the older person in need   - Further embed the Single Point of Access model which will support more effective access to information, advice and assistance and integrate individuals with other local resources.
What we did
- Progress achieved with training in principles of befriending for service providers. Extended access to independent advocacy has been in place for consultations. Significant staff training in Dementia Awareness has occurred across all sectors.   - Older People's Strategy agreed with the Community Hub model a central element. Action Plan to implement this is being progressed with plans for 2 further hubs in 2016/17   - Single Point of Access (SPOA) remains an established model. GP access via on-line referral will be achieved early in 2016/17. DEWIS, the online information system, being populated locally

Our Promise: Re-develop our re-ablement service to support and help people to get better and regain independence using support plans which are outcome based by:
What we said we would do
- Strengthening the market and implementing a programme to externalise homecare further whilst developing a specialist model of internal provision   - Establishing an agreed model of Local Authority homecare provision which will provide re-ablement and specialist dementia support

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What we did
- Consultation with providers regarding future model for domiciliary care has been completed.   - Local Authority model of homecare continues to be strengthened with 24 hour care now available via the "Night Owls" service.

Our Promise: In partnership with the Health Board, develop joint service delivery and management in particular in relation to dementia, older people services in general and support for carers by
What we said we would do
- Introducing a North Wales specification for the provision of enriched residential care for dementia sufferers   - Embed multi-disciplinary working within our co-located teams in Llanfairpwll, Amlwch and Holyhead to ensure we respond to service users' needs in the community in a timely and efficient way.   - Develop a greater integration of Learning Disability services including consideration of joint commissioning and joint budgets
What we did
- No agreement achieved to introduce the enriched specification on a regional basis to date   - Multidisciplinary teams in place, with models of joint working being strengthened.   - No progress made with regards to LD joint commissioning and joint budgets to date

## Performance Information for Adult Services

The results of relevant Performance Indicators (PI) for Adult Services are outlined in Table 1 (below) and analyses both the result for 2015/16 against the previous year and the quartile position of each PI. In addition this year, the figure in brackets denotes the position of each PI as compared with all 21 other Welsh Authorities

Table 1 PI Description	2014/15	2015/16	Yr on Yr Trend	Quartile 15/16 (All Wales rank)
SCA/001: The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	1.8	6.63	⬇	(18)
SCA/002a: The rate of older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over at 31 March	49.5	43.5	⬇	(N/A)
SCA/002b: The rate of older people (aged 65 or over) whom the authority supports in care homes per 1,000 population aged 65 or over at 31 March	23.28	20.63	⬆	(18)
SCA/007: The percentage of clients with a care plan at 31 March whose care plans should have been reviewed that were reviewed during the year	92.2	93.6	⬆	(2)
SCA/018a: The percentage of carers of adults who were offered an assessment or review of their needs in their own right during the year	92.9	95.3	⬆	(9)
SCA/019: The percentage of adult protection referrals completed where the risk has been managed	91.92	93.18	⬆	(19)
SCA/020: The percentage of adult clients who are supported in the community during the year	79.1			No longer collected

The Performance Indicators for Adult Services show a very slight change between 2014/15 and 2015/16. The PI for the number of adults supported in the community (SCA/020) is no longer collected nationally, and there is a notional anomaly with SCA/002a (The rate of older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over at 31 March) which means that it cannot be used for comparative purposes . Of the remaining 5 PIs, one is in the top quartile and another one is in the upper middle quartile – the only change being a decline in SCA/001: The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over, where we have moved from the upper middle quartile to the lower quartile (from 9th in Wales in 2014/15 to 18th position in 2015/16 , see Table 2). Of the 3 PIs that are in the lower quartile – in   18th, 18th and 19nd positions across Wales – two have improved in performance namely

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SCA/002b: The rate of older people (aged 65 or over) whom the authority supports in care homes per 1,000 population aged 65 or over at 31 March and SCA/019: The percentage of adult protection referrals completed where the risk has been managed).

Table 2
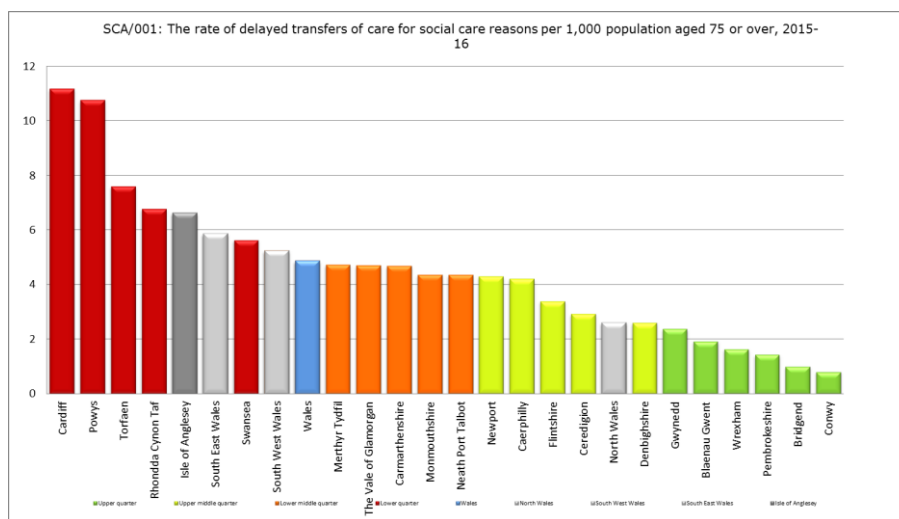
The PI in the upper quartile (SCA/007 :The percentage of clients with a care plan at 31 March whose care plans should have been reviewed that were reviewed during the year) is 2nd throughout Wales in terms of performance, having also increased from 92.2 to 93.6 between 2014/15 and 2015/16..

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Regenerate Our Communities and Develop the Economy

The Council is working to bring local communities, social enterprises, businesses and the public sector together to agree and progress regeneration priorities, and work in partnership to utilise the proposed economic investment to improve quality of life. In order to do this, we need to think creatively, pool resources and work collaboratively to improve the lives and opportunities of local people.

The economy is a significant issue for many with new job creation seen as critical by our citizens to provide a sound base for improving quality of life. Whilst it is acknowledged that the private sector is the main economic driver and wealth creator on the Island, the Council has a role in establishing an environment for growth where local businesses can grow and new businesses can be established and flourish.

The Energy Island Programme and more recently designated Enterprise Zone status provides a once in a generation opportunity to create substantial new jobs as a result of the planned investment and growth potential of the low carbon energy sector We said that we would look at developing schemes which increase employment opportunities for young people, improve infrastructure and support the supply chain. In addition we stated we would continue to support and develop other key sectors, such as tourism, which drive the Island's economy.

How did we do this in 2015/16?

Our Promise: Work with the Welsh Government and other partners to strengthen the competitiveness of the island's economy by improving infrastructure, skills availability and supporting local companies by
What we said we would do
- Developing 10 projects to capitalise upon local and regional regeneration opportunities   - Creating 5 new jobs, safeguarding 10 jobs & supporting 10 businesses in Holyhead (new or existing) through the Holyhead Investment Fund   - Collaborating with the public, private and third sectors to improve opportunities for jobs, growth and increased prosperity   - Maximising European and domestic funding opportunities by submitting external funding applications (including 2014-2020 EU Structural Funds and the Rural Development Plan).

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	• Providing support, guidance and advice to 50 island businesses

What we did

- Developed 15 business cases / feasibility studies to capitalise upon local and regional opportunities

- Created 6 new jobs, safeguarded 46 jobs and supported 12 businesses

- Collaborative work ongoing with the North Wales Economic Ambition Board (NWEAB), disseminating relevant information to North Wales Stakeholders. Utilising a new Client Management System to ensure Anglesey businesses are aware of opportunities, also disseminating information through the Economic Development database.

- 5 projects effectively closed during the 2015/2016 financial year (RDP, Sites & Premises, Anglesey Coastal Environment, Local Investment Fund, SETS), and 7 funding applications submitted to deliver priority service projects / interventions. Ongoing support to the development of projects such as the Menai Science Park. NDA Socio-Economic project effectively managed and implemented.

- 186 Island businesses received support, guidance or advice during the 2015/2016 financial year

Our Promise: Have through its destination management plan support for the visitor economy by working with partners to promote Anglesey's image and distinctive strengths by:

What we said we would do

- Increasing tourism visits by 2% (approx. 30,000) through a targeted marketing and advertising campaign

- Establishing 6 new tourist information points in key settlements on the Island

- Hosting the Aviva Tour of Britain Grant Depart on the 6th of September

- Developing the island's Cruise economy by welcoming Cruise ships to the Port of Holyhead

- Working with partners to develop and promote Anglesey's image and distinctive strengths

- Supporting and assisting five local tourism events

- Effectively managing the Council's Maritime function activities

What we did

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- Whilst the target of 2% was not achieved (actual 0.7%) it should be noted that the numbers still increased from 1,568M in 2013 to 1,579M in 2014. In addition 88 more jobs have been created in the tourism sector between 2013 and 2014. Global marketing for North Wales was vastly reduced as all the regional brands ceased (walking, cycling, golf etc.).

- 6 new Tourist Information Points (TIPs) established

- Aviva Tour of Britain Grand Depart from Beaumaris successfully hosted on the 6th of September 2015

- 24 cruise ships docked at the Port of Holyhead during 2015-16, carrying a total of 11,912 passengers

- Worked collaboratively through the Destination Management Plan with organisations such as the Anglesey Tourism Association and Destination Anglesey Partnership to promote Anglesey's image and distinctive strengths.

- Supported / assisted local tourism events such as Copperfest, Menai Bridge Seafood Festival and Beaumaris Food Festival

- Ensured that we conformed to the requirements of the Port Marine Safety Code.

Our Promise: Work with partners to overcome infrastructure constraints (for example broadband width and mobile technologies) to enable development, investment and job creation

What we said we would do

- Assisting Superfast Cymru as and when required with the marketing and promotion of the Broadband Scheme on Anglesey

- Constructing 3 new business units in Llangefni

- Clearing 0.54 hectares of land in Llangefni for redevelopment

- Collaborating with Scottish Power Energy Network to improve Anglesey's electrical infrastructure

- Working with Welsh Water to identify potential improvements to water and sewerage infrastructure on Anglesey

- Collaborating with private sector developers to ensure the island's residents can capitalise upon local and regional opportunities for jobs, growth and prosperity

- Managing a supply chain programme on behalf of the North Wales Economic Ambition Board (NWEAB) to ensure the region can capitalise upon opportunities arising from the low

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carbon energy sector

What we did

- Co-operated with the Superfast Cymru marketing team to promote the benefits of Superfast Broadband to Anglesey residents and businesses. Activities included disseminating information and sharing information about relevant events.

- Three new business units constructed on the Pen-yr.-Orsedd site on Llangefni Industrial Estate.

- 0.54 hectares of land in Llangefni cleared for redevelopment (old Môn Training site on the Bryn Cefni Business Park)

- Regular meetings with major utility suppliers to identify / mitigate / prevent potential future constraints / barriers for investment

- Work continues on previous engagement with key private sector developers including Hitachi/Horizon to ensure that local labour is utilised wherever possible for the benefit of Anglesey residents.

- Appointed a Regional Programme Manager to the NWEAB role. Activities in relation to the 7 Transformational Regional Projects commenced including infrastructure, business support and databases

Our Promise: Effectively undertake our planning responsibilities in relation to all major projects on Anglesey, ensuring that potential negative impacts are lessened and positive community benefits maximised by

What we said we would do

- Securing adequate and timely funding through Planning Performance Agreements to enable developer contributions to assist statutory planning consenting processes undertaken by the Council

- Maximising the socio-economic benefits of major developments through the statutory planning process

- Co-ordinating and progressing the Energy Island Programme to help secure major energy developments and de-risk the projects

- Identifying, defining and developing Isle of Anglesey County Council's major energy projects vision and legacy aspirations

- Maintaining collaboration with the Department for Energy and Climate Change and Welsh

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Government

What we did
• Secured over £1.4M through Planning Performance Agreements during 2015/2016 to enable developer contributions to assist statutory planning consenting processes to be undertaken
• Adequate and timely funding secured through Planning Performance Agreements. Capacity and resources secured for the Project Management Office. Comprehensive baseline data collected to underpin assessments of impacts relating to Horizon Nuclear New Build and progress made with regards to the structure of the Local Impact Report. Construction Worker Accommodation Position statement being reviewed. Engaged in pre-application discussions with developers on all socio-economic matters relating to major developments.
• Engaged with developers and key stakeholders to provide independent advice and support through the Energy Island Programme Strategic Forum and Advisory Board. Internal STEM Task and Finish Group established to progress STEM agenda on Anglesey. Supported the effective mainstreaming of the EIP Community Health, Cohesion and Safety Work stream activities.
• Renewable energy project at Amlwch Leisure Centre progressed
• Ongoing engagement with major developers on Voluntary Community Benefit Contributions and maintained collaboration with the Department for Energy and Climate Change and the Welsh Government.

Our Promise: Drive community regeneration and develop holistic town and community plans for the island's main settlements, prioritising Holyhead, Llangefni and Amlwch by
What we said we would do
• Maximising local benefits from proposed major projects through non statutory processes and mechanisms (including voluntary community benefit contributions)
• Ensuring that Holyhead fully benefits from all major Economic regeneration opportunities (in line with Welsh Government priorities) by managing and co-ordinating the Vibrant & Viable Places (VVP) Programme
• Levering in £150,000 of private sector investment into Holyhead
• Successfully supporting the Llangefni Town Centre / Regeneration initiative to improve the socio-economic vitality and vibrancy of the town; examples of initiatives include:
• Developing a Green Transport Plan for Llangefni (including walking and cycling);
• Progressing the Llangefni Link Road project – decision on planning application anticipated Spring/Summer 2015

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What we did
- Ongoing engagement with major developers on Voluntary Community Benefit Contributions with Draft Common Approach Document being prepared with Horizon Nuclear Power   - Holyhead Vibrant and Viable Places (VVP) Programmes co-ordinated, quarterly reports and claims produced. Oversaw progress in the People, Places and Homes themes.   £169,421 private sector investment levered into Holyhead through the Holyhead Investment Fund (HIF)   - Llangefni Town Centre Regeneration project continuing to be progressed with a number of activities held in the Town Centre. Green Transport plan aimed at improving the walking and cycling accessibility of the Town being completed with a view to securing funding. Link Road planning approved, funding secured and contractors on-site.

There are no National Performance Indicators for Economic & Community Regeneration

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Improve Education, Skills and Modernise our Schools

The Council wants every child, every young person, every learner, wherever they are, irrespective of background and circumstance to achieve their full potential and be prepared to play an active role as future responsible citizens and community champions. In order to realise this, and to contribute to the Welsh Governments ambitious vision for education in Wales, we must raise the standard of education on Anglesey. In this respect an accepted priority for the Council was to challenge current thinking, encourage innovation and develop a school infrastructure that will drive up standards of teaching and attainment, reduce surplus places, improve educational outcomes for children and young people and be responsive to our socio-economic and community improvement programme. In doing this we have continued to consult and engage widely with parents and the wider community.

How did we do this in 2015/16?

Our Promise: Continue to raise the standards in educational attainment rates and attendance by
What we said we would do
- Making appropriate use of available data to agree challenging targets for all primary and secondary schools in relation to achievement at Foundation Stage, expected level and expected level+1 at FP, KS2, 3 and KS4;   - Using core data sets and national categorisation model to challenge individual school performance;   - Implementing the revised Partnership Agreement to target schools requiring focused support and monitoring as well as schools requiring substantial support. Continuing to develop the role of Elected Members in reviewing progress;   - Utilising a robust escalation process to challenge schools not making sufficient progress, and using excellent practitioners (both local and regional) to secure improvement through the self-improving (school to school) initiative, and focused Challenge Advisor support and challenge for school staff and Governors;   - Embedding Local Authority expectations that schools implement targeted interventions to support all pupils to fulfil their potential, and ensure robust arrangements for standardising and moderating assessments at Foundation Phase, KS2 and KS3.
What we did
- Worked in partnership with GwE to challenge all schools in ensuring robust target setting procedures in order to decrease the gap between targets and performance.   - Improved the effectiveness of the collaboration between the LA and GwE in targeting schools that were a cause for concern.

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- Focused Challenge Advisor support, improved communication and collaboration between local authority and GwE led to an effective process to scrutinise schools on all levels and to hold them to account.

- Shared expectation from LA on schools to improve all pupil performance has led to schools becoming more robust in identifying and providing targeted provision for individualised attainment.

Our Promise: Develop and agree a school modernisation strategy to guide long term decisions which will include opening our special needs school – Canolfan y Bont and the provision of 2 new area primary schools by

What we said we would do

- Beginning construction of a new school in the Llannau area and one in Holyhead - pending appropriate permissions and approvals

- Agreeing approvals and permissions for the Rhosyr (Brynsiencyn / Parc y Bont / Dwyran / Newborough / Llangaffo / Bodorgan) area modernisation programme by April 2016.

- Beginning the consultation process for the Seiriol area (Beaumaris and Llangoed schools, including Llanfaes and Llanddona villages).

What we did

- Construction started in Holyhead in January 2016 and the school is scheduled to open in September 2017.

- Archaeological finds delayed the start of the construction in Llannau School to May 2016 but the school should still open in September 2017.

- Approval by the Executive Committee obtained on October 19, 2015 to build one new school and refurbish 2 others.

- Executive Committee decided in June 2016 to delay this consultation process until after April 2019 for Seiriol area, and a consultation process will be started in the Llangefni area instead.

Our Promise: Adopt and deliver a regional skills strategy which enables Anglesey and North Wales to up-skill its workforce and align itself with future opportunities by

What we said we would do

- Developing further collaboration between Anglesey schools and the Energy Island Programme to ensure the best possible environment for high standard teaching and learning

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for STEM (Science, Technology, Engineering and Maths), and other related skills for employment in the context of future Energy Island and the Regional Skills Ambition Board developments.

- Further developing the Gwynedd and Môn Post-16 Learning Consortium.

- Developing the use of effective post 16 tracking and performance data to identify best practice and improve performance at A and AS level.

- Developing more effective use of e-learning at A and AS level, within the Learning Partnership.

- Continuing to collaborate with Cwmni Prentis Menai to ensure that Anglesey's young people have opportunities to access excellent work-related training and apprenticeships.

- Undertaking a review of the Youth Service to deliver the demands of the Youth Engagement and Progression framework, and ensure a sustainable and efficient youth service for Anglesey.

What we did

- Strategic group meetings held to identify Terms of Reference and areas to develop and a Sub-group met to identify key roles for secondary and primary sector post to promote STEM and Energy Island priorities.

- Ynys Mon and Gwynedd post 16 consortium continues to develop collaborative study areas.

- Performance data is being developed in line with national changes to performance indicators at GCSE and refinement of A and AS level indicators.

- Only very limited further development of e-learning work has been possible during 2015-2016 (one course).

- Collaboration with CLLM, and Cwmni Prentis Menai continues to facilitate opportunities for uptake by Ynys Mon pupils

- The options for the Youth service review is on track and will be presented to the Executive for their decision on the preferred option in November 2016 and be operational by April 2017.
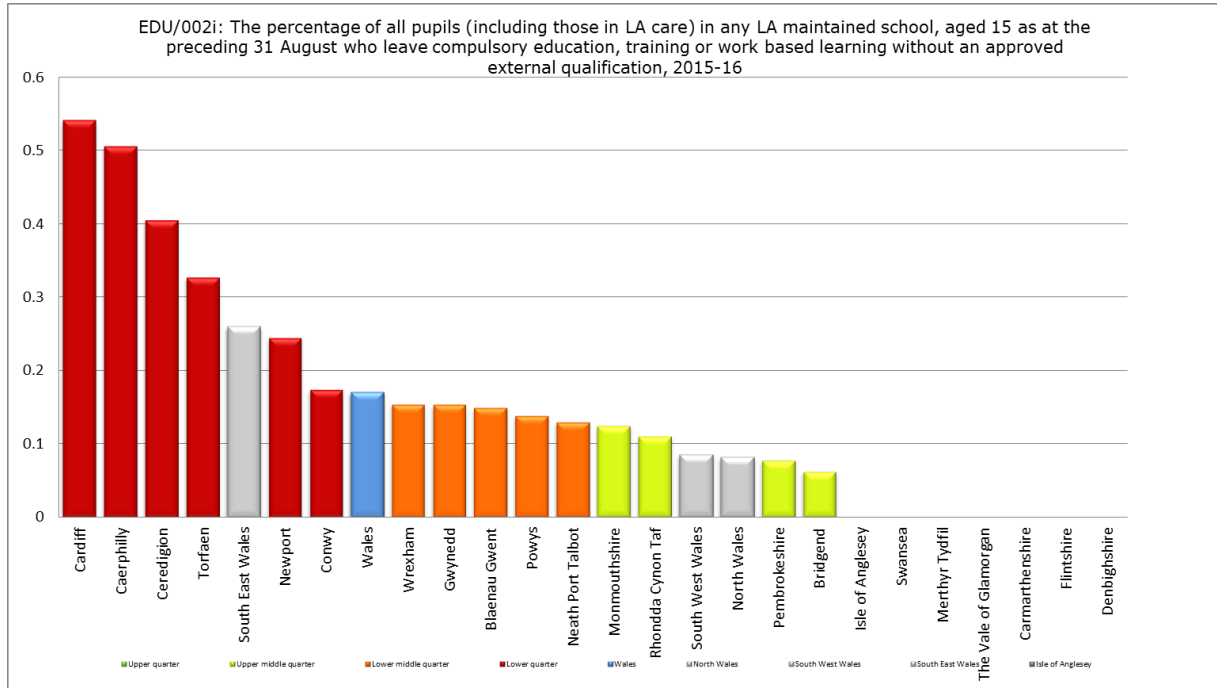
Performance Information for Education

The results of relevant Performance Indicators (PI) for Education are outlined in Table 3 (below) and analyses both the result for 2015/16 (Academic Year 2014/15) against the previous year and the quartile position of each PI.

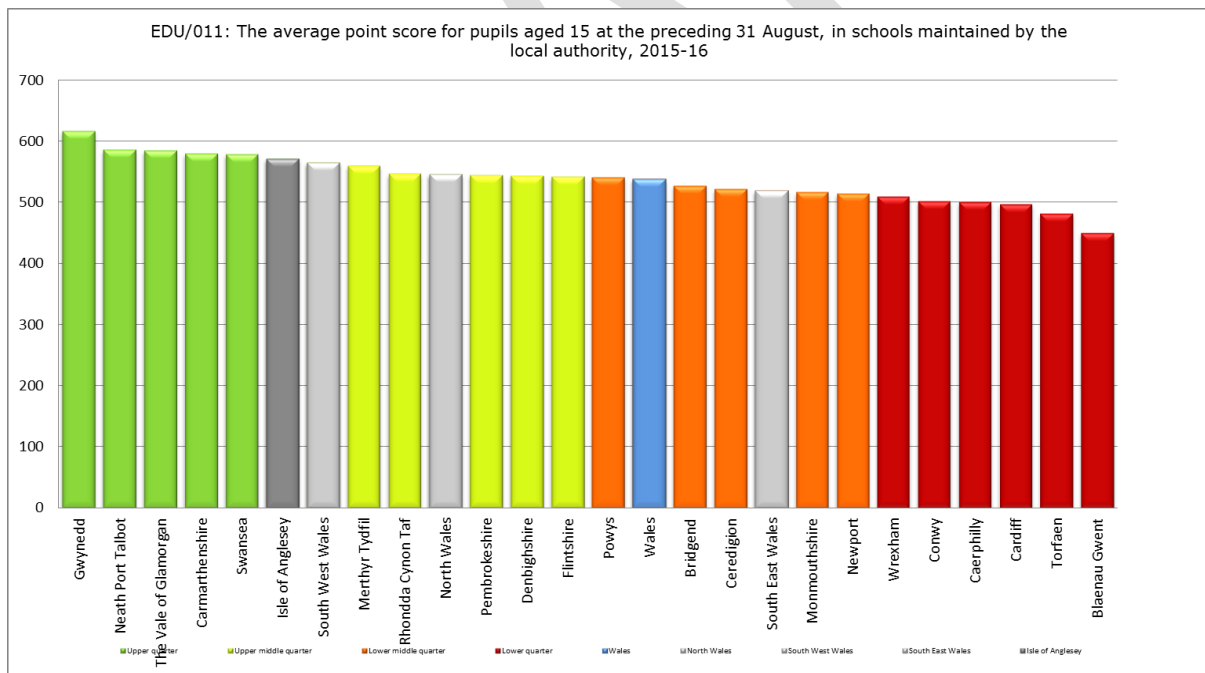| Table 3 PI Description	2014/15	2015/16	Yr on Yr Trend	Quartile 15/16 (All wales rank)
EDU/002i: The percentage of all pupils (including those in LA care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave education, training or work based learning without an approved external qualification	0.3	0.0	⇧	(1)
EDU/002ii: The percentage of pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	14.3	0.0	⇧	(1)
EDU/003: The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	87.8	91.8	⇧	(3)
EDU/004: The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	83.6	84.5	⇧	(9)
EDU/006ii: The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	67.2	64.8	⇩	(3)
EDU/011: The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority	598.3	571.7	⇩	(6)

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EDU/015a: The percentage of final statements of special education need issued within 26 weeks including exceptions	38.5	32.5	⇩	**(21)**
EDU/015b: The percentage of final statements of special education need issued within 26 weeks excluding exceptions	84.6	75.0	⇩	**(21)**
EDU/016a: Percentage of pupil attendance in primary schools	94.6	94.7	⇧	**(17)**
EDU/016b: Percentage of pupil attendance in secondary schools	93.4	93.5	⇧	**(16)**
EDU/017: The percentage of pupils ages 15 at the preceding 31st August, in schools maintained by the local authority who achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	53.8	56.9	⇧	**(12)**

In terms of Education PIs, the overall picture is very positive and shows an overall improvement in 7 out of the 11 relevant PIs between 2013/14 and 2014/15. In addition, 5 of the PIs are now in the upper quartile, which is a signifiacant improvement between 2014/15 and 2015/16. For example, EDU/002i:: The percentage of all pupils (including those in LA care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave education, training or work based learning without an approved external qualification has moved from the bottom quartile to the top quartile to be the best in Wales in 2015/16 (Table 4). We are also pleased that EDU/011: The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority sees us retain our position within the top six authorities in Wales (Table 5)

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Table 4

EDU/002i: The percentage of all pupils (including those in LA care) in any LA maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification, 2015-16

Table 5

EDU/011: The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority, 2015-16

 As a small Local Authority in terms of overall population (as compared to most other local authority areas in Wales) we are aware that small baseline and core figures for some of our PIs can usually lead to quite volatile fluctuations.

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There has been a further decline in the PI which shows the percentage of final statements of special education need issued within 26 weeks excluding exceptions (Table 6), from 84.6% in 2014/15 to 75% in 2015/16.

Table 6
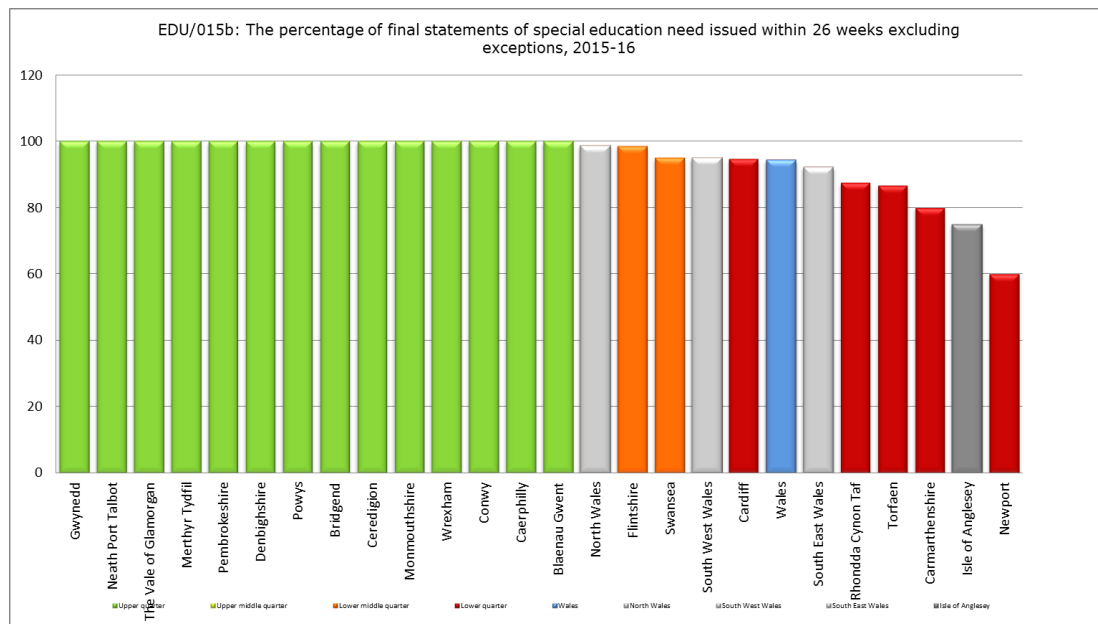
Another example where small fluctuations can lead to quite dramatic quartile changes can be seen in Pupil attendance in primary Schools – where moving from 94.6% in 2014/15 to 94.7% in 2015/16 means moving from the lower middle quartile to the bottom quartile despite a slight increase in performance in the PI itself (EDU/016a and EDU/16b).

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Increase Our Housing Options & Reduce Poverty

Quality and affordable accommodation is important to ensure that all our citizens live in a safe and appropriate home that allows them to find jobs, access leisure amenities, education and to gain associated social and economic benefits that they both desire and deserve. With major global energy companies working towards a significant investment in Anglesey we will continue to work with landlords in the social and private sector to maximise the number and quality of homes for contractors. We said we would continue our efforts to develop the housing market for local people with particular emphasis being placed on working with partners to plan, develop and establish a greater number of affordable housing options for our citizens.

How did we do this during 2014/15 -?

Our Promise: Work with partners to modernise and co-ordinate the benefits advice service so as to improve independence and work towards our anti-poverty strategy and mitigate the effects of welfare reform by:
What we said we would do
- Establishing stronger links between anti-poverty funded programmes e.g. Môn Communities First, Families First, and Flying Start through a Common Outcomes Framework pilot; and maximise community benefits opportunities between Môn Communities First, LIF and Viable and Vibrant Places programme [VVP]   - Providing advice and support services to help households protect and maximise their income   - Awarding discretionary housing payments to households impacted by Welfare Reform   - Leading and supporting the implementation of the Corporate Welfare Reform Action Plan to reduce the likelihood of residents experiencing poverty and homelessness   - Supporting the implementation of Universal Credit, through offering support to new claimants   - Finding ways to overcome landlord concerns about Welfare Reform issues especially payment of Housing Benefit.   - Placing a greater emphasis on preventing homelessness.
What we did
Continued to support the work of preventative intervention programmes such as Families First and Flying Start and promoted the closer alignment with other tackling poverty programmes, Communities First and Supporting People. We took part, as the only Local Authority in North Wales in a Common Outcomes Framework pilot directed by Welsh Government with lessons learnt from this will help drive the workplan for 2016-2017 for closer working, tackling poverty

and promoting better targeting of resources in preventative intervention programmes with children and families.

- Seen great success through getting people into work, training and volunteering placements, through a combination of LIFT, Communities 4 Work, Trac and core work of Communities First.

- Welfare Reform changes require those on low incomes and / or benefits to better manage their own finances to ensure they are able to meet their bills and commitments and Officers have been trained to provide initial advice to assist those struggling to maintain their tenancies and pay priority bills and referring on to more specialist agencies if necessary. We went out to tender to find a partner agency to provide specialist debt caseworker support in the Council and the project officer started in April 2016.

- Supported food-bank initiatives, including hosting collection bins at the main Council building to encourage staff and visitors to make donations. We have worked with the Credit Union encouraging take-up, for people who are unable to open bank accounts and also the Wales Illegal Money Lending Unit encouraging the reporting of loan sharks.

- We have co-ordinated a free school meals take-up campaign by working with schools and parents, to highlight the benefits not only financial for families and the schools but also the nutritional value.

- Continued to deal with a significant number of applications for Discretionary Housing Payments [DHP] from Tenants who are facing a reduction in their Housing Benefit, particularly due to the 'Bedroom Tax'. With a reduction in the DHP budget, there will be less access to emergency funds, therefore better signposting and money management is crucial in financial sustainability. Our in-house welfare benefits unit this year reported a record financial attainment figure for clients helped during the year – the majority of which will be spent in the local economy.

- Launched a new website on benefits, and purchased 8 information kiosks which have been located across the Island.

- A new Tackling poverty policy and action plan will be developed during 2016-2017.

- We have raised awareness of Welfare Reform, particularly the roll-out of Universal Credit affecting Housing Benefit claimants and engaged with partners to ensure that both claimants and landlords are supported through the application process. Universal Credit became live in Anglesey in September 2015 and currently we have 17 claimants. Demand for support and guidance will increase over the next period when Universal Credit is rolled-out to all in receipt of 6 key benefits.

- We have trained staff to help citizens looking for Job search support, making on-line benefit claims, personal budgeting support, and digital inclusion surgeries as part of an agreement funded by the Department of Works and Pension. We have also worked with partners such as CAB and *Nest / Nyth* with regards to a range of tackling fuel poverty initiatives in rural communities.

- Working with Private Rented Sector Landlords and Tenants, we entered into a partnership with

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Wales Co-operative, as part of *Your Money, Your home project*, to support both, and raise awareness of various incentives available (e.g., direct payments of Housing Benefit to Landlords of vulnerable tenants) A presentation was also given by the Financial Inclusion Officer to the Anglesey Landlord Forum, which was attended by in excess of 150 landlords. This resulted in a number of additional referrals.

Our Promise: Increase the affordable housing options island wide and bring empty homes back into use by

What we said we would do

- Completing 24 one and two bed housing units funded through Small Homes grant
- Completing 34 Housing Units through Social Housing Grant Scheme and Housing Finance Grant
- Acquiring an additional 10 Council housing units
- Bringing 60 long term empty properties back into use

What we did

- With our partners, delivered an additional 40 affordable homes, and achieved this through a combination of Welsh Government grants [Social Housing Grant, Small Homes Grant, Housing Finance Grant I and Viable and Vibrant Programme funding], and finance arranged by Registered Social Landlords.

- For the first time in over 30 years the Council acquired 9 ex-Right to Buy Council Houses, which had been empty long-term.

- Through a combination of advice, financial incentives and assistance, and enforcement work, the Council brought an additional 86 properties back into use as much needed family homes.

Our Promise: Explore options to support young people to enter the housing market by

What we said we would do

- Assisting 8 households through Anglesey Home Buy scheme

What we did

- Assisted 6 households to buy their first homes through our Anglesey Homebuy scheme, which is administered by Grŵp Cynefin. We also saw a boost in the figures of applications onto the Tai Teg affordable housing register.

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Our Promise: Work with partners to support apprenticeship opportunities for young people by
What we said we would do
- Creating 10 job opportunities / apprenticeships through the construction of affordable housing schemes   - Creating job opportunities / apprenticeships through our Council housing capital plan, investing over £9.8 million during 2015-2016 on planned maintenance, fire risk management, central heating works, environmental works and remodelling of existing properties
What we did
- Continued to improve and modernise Council Tenants' homes by investing over £6.7m £262,797.11) in capital works. By doing this, evidence shows that such investment improves the health, economic, educational attainment, job prospects, social and environmental prospects for both households and their communities. This would not have been achieved without the close working relationship we have with Tenants, Môn Tenants and Officer Voice, perspective Tenants from the Council's common housing register for social housing, local Elected Members, partners and other services across the Council.   - Through the construction of affordable housing schemes, 3 trainee positions and 4 jobs were created. Through the Council housing capital plan works, 6 apprenticeships and 8 jobs were created

Our Promise: Support those at risk of becoming homeless and homeless individuals to find permanent homes by:
What we said we would do
- Sourcing 10 additional properties from Private landlords per quarter through use of Anglesey Landlord Incentive Package and establishing a comprehensive database of landlords operating on the island   - Increasing the numbers of landlords on Anglesey Housing Services' database by a minimum of 20 per quarter   - Granting Planning Permission for 20 new affordable homes
What we did
Preventing homelessness continues to be a priority for the Council and we have seen the establishment of a new Housing Options Team which provides a more efficient service and has already demonstrated a high success rate for prevention of homelessness. The Team has been actively developing more incentives for local people to access affordable housing for rent in the private rented sector – a possibility for potentially homeless households to prevent becoming homeless, following the Housing (Wales) Act 2014. A number of Landlord incentives

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have been developed including rent in advance and cashless bonds and the introduction of low level housing support for vulnerable tenants.

- By the end of quarter 2, 2015-2016 a total of 45 additional landlords were recruited onto the database and we will continue to work with Private Rented Sector Landlords through the Private Sector Landlord Forum, through the statutory requirement to register with Rent Smart Wales.
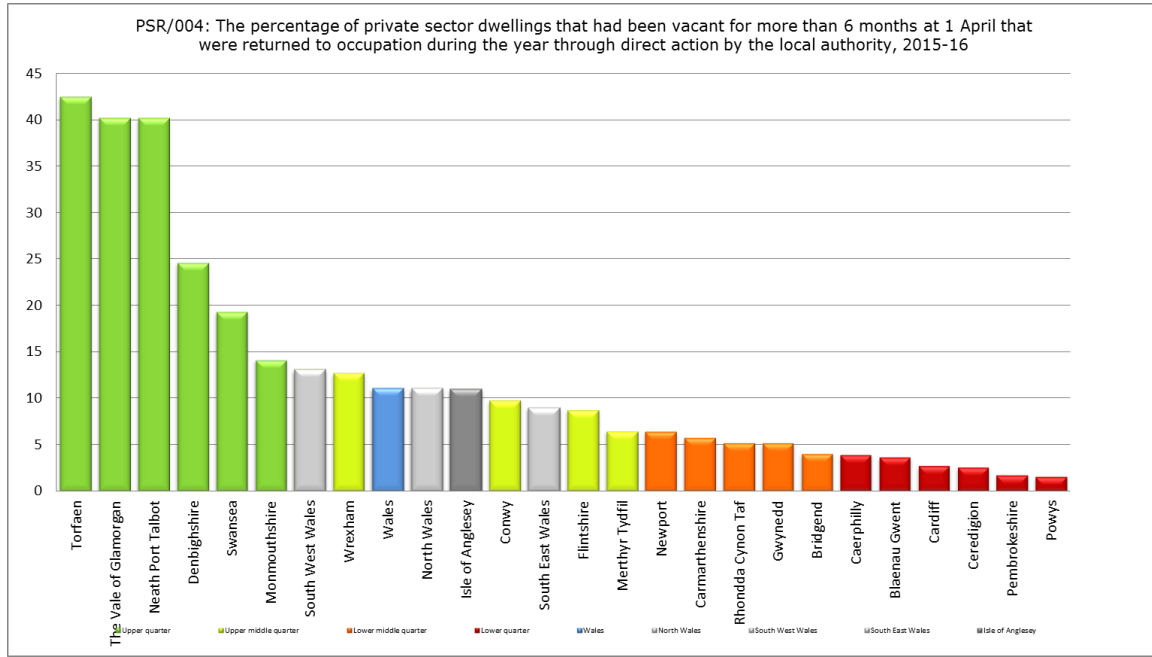
Performance Information for Housing

The results of relevant Performance Indicators (PI) for Housing are outlined in Table 7 (below) and analyses both the result for 2015/16 against the previous year and the quartile position of each PI.

Table 7 PI Description	2014/15		Yr on Yr Trend	Quartile 15/16 (All Wales rank)
PSR/002: The average number of calendar days taken to deliver a Disabled Facilities Grant	229	239	⇩	(12)
PSR/004: The percentage of private sector dwellings that had been vacant for more than 6 months at 1 April that were returned to occupation during the year through direct action by the local authority	13.15	10.98	⇩	(8)
PLA/006b: The number of additional affordable housing units provided during the year as a percentage of all additional housing units provided during the year	39	46	⇧	(8)

There are now only two directly comparable PIs for Housing, and both are related to Private Sector Renewal. We are within the upper middle quartile and around the Wales average for one of these PIs (PSR/004) and have slipped from the upper middle quartile to the lower middle quartile for the other (PSR/002), and both have declined slightly in their performance from 2014/15 (Table 8 & 9)
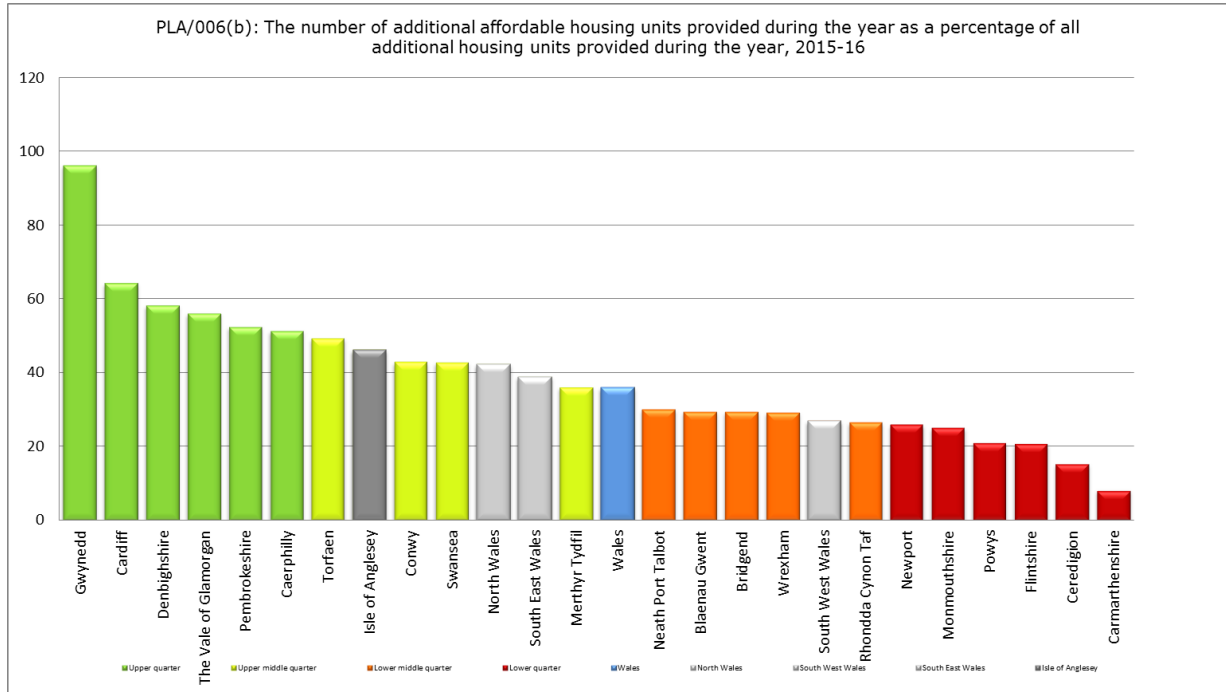
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Table 8

PSR/004: The percentage of private sector dwellings that had been vacant for more than 6 months at 1 April that were returned to occupation during the year through direct action by the local authority, 2015-16

Table 9

PSR/002: The average number of calendar days taken to deliver a Disabled Facilities Grant, 2015-16
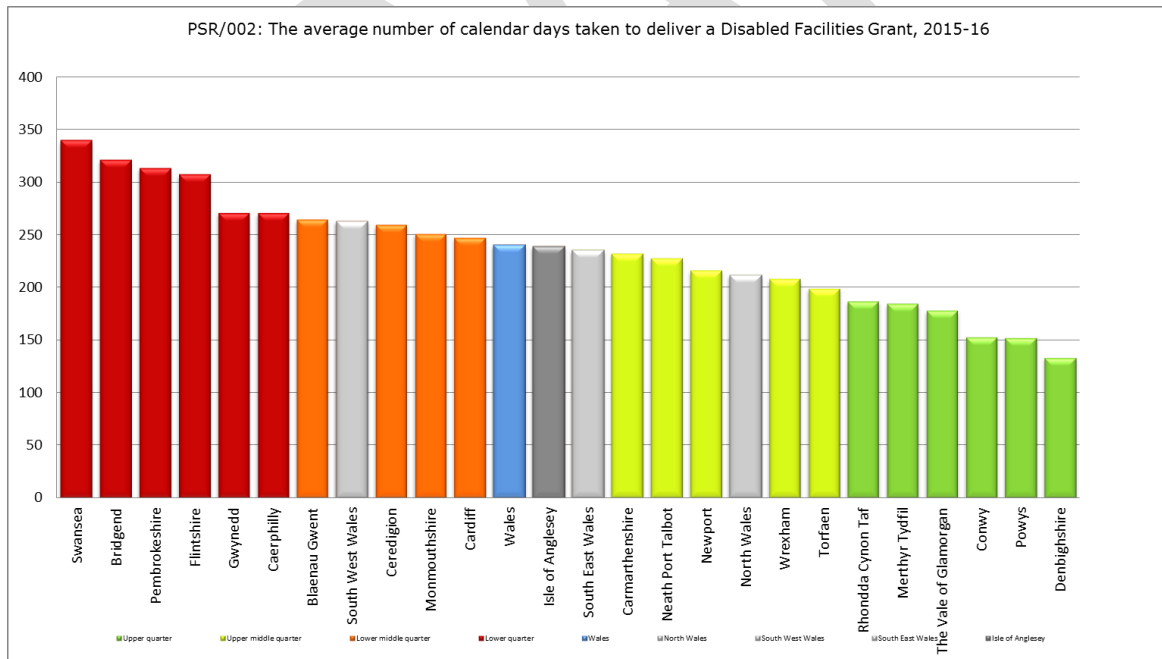
Whilst not a Housing but a Planning PI (Table 10) this still relates to the corporate plan objective of supplying affordable housing and shows that we are in the top quartile, having moved from 11th position to 8TH between 2014/15 and 2015/16.

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Table 10

PLA/006(b): The number of additional affordable housing units provided during the year as a percentage of all additional housing units provided during the year, 2015-16

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Transform our Leisure & Library Provision

We have acknowledged that Sport and leisure facilities play a significant part in the health of the community and in increasing the self-confidence of people. We are working towards adopting a more integrated approach to wellbeing in the future which would enable the role of sport and leisure to be reviewed and re-defined. As the role of community and other groups increase in its provision, we aspire to ensure that our leisure offer is fit-for-purpose and delivering the best value for money possible as we seek to improve the health and wellbeing of our citizens.

We also indicated our wish to have a presence at the heart of communities with our library provision which meant more partnership working and shared premises, to give local people improved, simplified and seamless access to the information and services they need.

How did we do this in 2015/16?

Our Promise: Develop and implement a medium term leisure strategy to guide decision making which will decrease the need for council investment over the life of this plan by
What we said we would do
- Implementing key projects outlined in the 2014 - 2017 Leisure Plan   - Increasing participation numbers at our Leisure Centres   - Investing in more flexible, fit for the future facilities in response to changing customer needs   - Transferring the outdoor facilities in Holyhead to alternative management organisations   - Developing and implementing a Leisure Customer Care Improvement Programme   - Delivering a mix of outreach activities to increase attendances and improve participation
What we did
- Established a Commercial Leisure Manager who has been in post since 1st July 2015.   - New Chip & Pin Capability & Statistical Analysis Software installed in 2015-16. New Homeportal (Parent Portal) in place since January 2016 where parents can now track their children's swimming lesson progress online.   - Capital investment used to refurbish, update facilities (sports hall, pool changing rooms and fitness room) to address negative perceptions and meet customer expectations and demands   - Customer Care Improvement Programme in place which links in to the new Marketing plan.

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- Further review of Sports Development took place following confirmation of Sport Wales's funding priorities for 2016-17.

- Work progressed on the outsourcing of five outdoor facilities in the Holyhead area and Llangefni Golf Course and Driving Range was transferred to third sector in 2015

- Achieved 457,835 participants at Anglesey Leisure Centres during 2015/2016.

- Capital improvements at Holyhead, Llangefni and Amlwch Leisure Centres undertaken. Which included an extension to the Plas Arthur fitness room, development of café at Amlwch Leisure Centre, development of multi-purpose room into weights room at Amlwch, improvement of wet changing facilities at Holyhead Leisure Centre and the main hall surface.

- Progressed work on the outsourcing of five outdoor facilities in the Holyhead area.

- New Leisure Customer Care Improvement Programme adopted and implemented which Increased focus on customer satisfaction and quality of experience when visiting / participating in Anglesey Leisure Centres. Leisure staff has also been trained on Customer Care matters and the social media aspect have been developed further to increase engagement with customers.

- 132,000 young people participated in sports development / outreach activity programmes during 2015/2016. Excellent work is continuing in schools and the Young Ambassadors scheme is flourishing. School Sports survey released in summer 2015 showed that participation figures for youngsters have increased from 38% in 2013 to 50% in 2015.

Our Promise: Interlink our indoor sports hall type facilities with our secondary school provision and explore with external community providers to run the facilities in the evening, weekends and school holidays by
What we said we would do
• Adopting a more commercial approach to the management of facilities and provision of activities at Amlwch, Holyhead, Llangefni and Menai Bridge Leisure Centres
What we did
• Made new and additional Direct Debit options available to customers. Improved facilities at the Leisure Centre offering value for money direct debit packages. Change in opening times and increase of options of fitness classes now sees Leisure Centres responding to requirements of members with substantial increase between April 2015 and March 2016 in Direct Debit income.

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Our Promise: Encourage to develop and support the provision of sport and leisure activities within communities, by communities by
What we said we would do
• Successfully transfer the management of Llangefni Golf Course and Driving Range to alternative management organisation (until April 2017)
What we did
• Llangefni Golf Course and Driving Range transferred to third sector in 2015

Our Promise: Explore options and implement a revised Library provision model by
What we said we would do
• Gaining approval for the initial Library transformation models, undertaking public consultation and agreeing the preferred model for delivery from April 2016. April 2017
What we did
• One round of public consultation has been completed this year, in addition to consulting with community and town councils and other community groups and third parties.
• Approval for the preferred costed models by the Executive early in 2017, if negotiations with interested parties for partnership working have been completed.

| Our Promise: Explore options surrounding the delivery of our cultural heritage sites and implement (if applicable) new management arrangements by |
|---|
| **What we said we would do** |
| • Gaining approval for the initial Heritage transformation models, undertaking public consultation and agreeing the preferred model for delivery from April 2016   April 2017 |
| **What we did** |
| • Offered opportunities for expressing interest and submitting business proposals to community and town councils and other third parties. Further discussions are taking place with community groups to encourage partnership working to ensure sustainability of these sites to the future. Any viable options will be tested and presented to the Executive early in 2017, if negotiations with interested parties for partnership working have been completed. |

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Performance Information for Leisure and Libraries

The only PI for Leisure, and Libraries appear in Table 12 (below) and shows us at 16th poisition in Wales – from 12th position last year with a slight reduction in performance from 8,434 in 20914/15 to 7,457 in 2015/16.

Table 11 PI Description	2014/15		Yr on Yr Trend	Quartile 14/15 (All Wales rank)
LCS/002(b): The number of visits to local authority sport and leisure centres during the year where the visitor will be participating in physical activity, per 1,000 population	8434	7,457	⇩	(16)
LCL/001b: The number of visits to Public Libraries during the year, per 1,000 population	4166	4,053	⇩	(19)

Table 12

LCS/002(b): The number of visits to local authority sport and leisure centres during the year where the visitor will be participating in physical activity, per 1,000 population, 2015-16
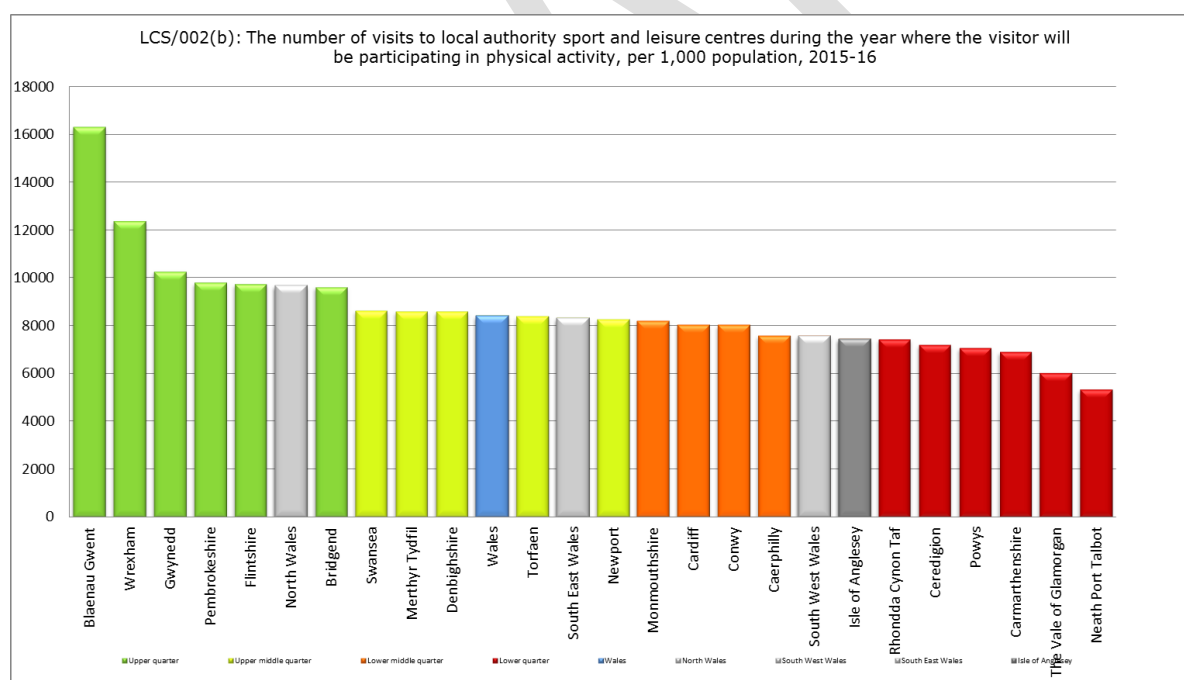
The single PI for Libraries shows a decrease in the number of visits to public libraries from 4,166 to 4,053 per 1,000 population, and sees us stay at 19th position on an all Wales basis.

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Becoming Customer, Citizen & Community Focused

We stated that we still have a long way to go on standardising and simplifying processes and through our work with other Councils we envisaged securing further efficiencies in our supporting functions and better resilience for specialist services and scarce skills. We stated that an essential part of transforming our Council will be listening to what our citizens, service users and businesses think – and acting on it. Over the past two years we have demonstrated a real commitment in improved service provision which will only get better. We also said that we would maximise our bilingual communication techniques through the use of social media such as Facebook and Twitter as well as traditional face to face focus groups, citizen panels and public roadshows.

How did we do this in 2015/16?

Our Promise: Develop, agree and sign up to a robust and valid customer charter which in particular sets out our expectation of staff in dealing with customers
What we said we would do

- Delivering   project to contribute to the corporate aim of establishing an excellent customer, citizen and community focus. Building on the adoption of the customer service charter for the Council. We will be ensuring that all services will be meeting the service charter standards and that monitoring arrangements will be in place to ensure continuity of good practise. The standards will be -
    - o Welcome you when you enter the Council
    - o Aim see those of you with appointments within 10 minutes
    - o Aiming to provide the best possible service within available resources
    - o Solving problems with a 'can do' of attitude
    - o Answer telephone calls within 5 rings when our facilities are open
    - o Respond to the call bilingually and then in your preferred language
    - o Aim to answer your letters, faxes or e-mails within 15 working days
    - o Encourage communication via email

- Developing a tool to attract and retain a flexible workforce to meet our expectation and values for our organisation going forward. Recruiting the right people and modifying the attitudes of existing staff through value alignment questions for new and existing staff

- Developing and strengthening our engagement with and involvement of Anglesey citizens in the Council's decision making and accountability processes by Supporting the 4 year "Gwrandewch/Listen" Community Voices Project partnership so as to increase engagement of individuals and communities of interest in the design and delivery of public services on Anglesey

What we did

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- The Council conducted a customer services themed mystery shopper exercise during quarter 3 of 2015/16. The findings of this exercise were mainly positive and an action plan was created to address certain shortfalls. The intention is to repeat the exercise during 2016/17.

- During the year work was undertaken in collaboration with a group of managers to prepare and refine a suite of rotational questions which will form the basis of the value alignment tool 'Putting People First'. A pilot of the tool will be conducted during 2016/17

Our Promise: Explore the quality of the buildings in which customers receive their service, aiming to achieve a consistent standard across the Council that presents the right image for the services available

What we said we would do

- The smarter working programme consolidating our main and some outlying receptions to provide a one stop shop approach to serve customer needs at the point of contact.

What we did

- The Smarter Working Programme is currently re-modelling the Councils main reception to establish the One Stop Shop, entitled "Cyswllt/Contact Môn"

- All internal receptions will be closed and "Cyswllt Môn" will be first point of contact for the Authority

- Generic Advisors have been employed to support, advise and signpost within Cyswllt Môn, which is due to open Autumn 2016

- Relocated the Learning Service (Education) into the Main Council building making it more accessible to our customers in a modern office environment.

Our Promise: Ensure the promotion of the Welsh language and Welsh culture through the implementation of a developed Welsh Language strategy

What we said we would do

- Identifying the main priorities for the Welsh Language Strategy through regular meetings of the Welsh Language Forum

What we did

- The Welsh Language Measure (Wales) 2011 enables Welsh Ministers to set standards of conduct relating to the Welsh Language. In the Compliance Notice on the Final Standards,

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Standards 145 and 146 relating to the creation of a Welsh Language Strategy were set. In order to ensure compliance, the County Council is required to adopt a Welsh Language Strategy and publish it on its website by 30 September, 2016.

- This Strategy will outline the proposed approach towards promoting the Welsh Language and facilitating its wider use within the area. It will include a target for increasing or maintain the number of Welsh speakers by the end of the five year period concerned.

- The Anglesey Strategic Language Forum has been working intentionally over the past few months to create a partnership Welsh Language Strategy (draft) which sets out the vision and an action plan for the first year. The intention is to create an action plan for the second year before the end of the Strategy's first year. It will be necessary, five years after the publication of the Strategy, to publish a revised version and an assessment of its attainment. It will be the responsibility of the Strategic Language Forum to monitor progress against set targets

There are no National Performance Indicators for this section

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Transform our Information and Communication Technologies (ICT)

We stated that in transforming our services, the Council's resources will be used more efficiently and effectively to achieve targets identified and plan accordingly. We proposed to become a 24/7 organisation by using channels such as websites and social media, methods already being used by our customers to access many of their other personal or business needs such as banking or shopping. This way, our customers could access what they need to, when they need to, wherever they are and in the language they prefer.

All interaction, internal and external, will be enabled electronically. Face to face and other routes will exist, for those who need it. By changing the systems it will free staff up to get on and 'do their job' within clear boundaries and using processes which are robust yet agile. Our systems will support our priorities and rigorous rationalisation will ensure that those that do not are no longer used.

How did we do this in 2015/16?

Our Promise: Enable staff to access the computer systems they need securely from any location
What we said we would do
Implementation of the Smarter Working Programme that will include the development of robust and sustainable solutions to enable remote access which will mean that staff will be able to work more flexibly to meet the needs and demands of our customers.
What we did
- A range of new technologies have been successfully implemented to deliver the aspirations of the council in relation to Smarter Working. The emphasis has been to ensure that the technology is responsive to changing demands from services and customers and that the technology can be accessed or deployed from any location.   Some of the technologies delivered over the past 12 months: - Wi-fi flooded across council buildings   - Easy Public and visitor access through NetMON   - Secure Follow Me Printing   - Microsoft Lync (Skype)   - Citrix and Secure Remote Access   - Etarmis for remote clocking on/off   - Mobile working and Bring Your Own Device (BYOD)   - Mobile Iron/EE contract   - Electronic Document Management

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	➤	Strategy in place

Our Promise: Enable customers and citizens to communicate with the Council electronically over the web at a time and place convenient to them by

What we said we would do

- Developing and enhancing the single financial assessment service.
- Establishing e-forms system for Social Care & Corporate use.
- Establishing e-form systems for Revenue & Benefits and review for corporate use.
- Developing further the use of e-forms for members to register interests, e forms for electoral registration and administration of elections.

We expect that this will empower our customers to access our services when they need them most in the way that they want to receive it.

What we did

- APPMôn has been implemented to provide citizens with a comprehensive, bilingual self-service mobile application, which can be used to contact the council, report issues, access information and news updates and submit applications.

- Bilingual Eform technology has been implemented successfully to deliver the council's aspirations in relation to Channel Shift and Customer Excellence and Bilingual Social Care forms for both public and professional use in cooperation with Health and Medrwn Môn

- Project started to implement online booking and payment for Leisure Services

- Project started to implement online payments for school meals

Our Promise: Ensure services use technology more widely to provide more efficient and effective service delivery by

What we said we would do

- Driving the following initiatives forward : –
  - o Financial Management system
  - o Dynamic Web enabled Human Resource system
  - o Performance & Project Management system
  - o Records Management system
  - o Systems that facilitate Remote Access
  - o Recruitment and retention tool (RRT)

What we did

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- The IT Division supported the re-launch of the Financial Management System

- Following the review of the HR/Payroll system ICT coordinated the moving forward of this project with the supplier and internal stakeholders to ensure we had a specification of requirements that was accepted by the supplier and met the needs of the organisation. A new contract is in place and the formal implementation of the project will begin during 2016/17.

- A Electronic Document and Records Management Strategy is in place in order to take forward EDRMS within the organisation and has a pragmatic approach to ensure it meets the business needs whist being cost effective.

- A sophisticated, secure remote access solution has been implemented and will be rolled out during 2016/17

- Work started to make Geographical Information system (GIS) corporately available using open source best of breed application technology. This is part of a wider strategy to make GIS information more widely available throughout the organisation.

- Work underway to integrate the Local Land and Property Gazetteer (LLPG) with back office business systems which is part of a wider strategy towards the LLPG being a corporate asset with the aim of achieving a single, consistent, authority wide address database

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Our Promise: Seek out and embrace emerging ICT technologies to meet current and future needs of the Council and the Island's citizens by

What we said we would do

- Reviewing, re-drafting and adopting a comprehensive ICT Strategy document that will outline the authority's approach to and use of technology to ensure service delivery and secure business improvements
- Developing and delivering a robust backup solution to support the business critical IT systems which will under-pin the Authority's transformation

What we did

- IT are developing and delivering a robust Disaster Recovery solution to support the business critical IT systems which will under-pin the Authority's transformation. We are also replacing the corporate backup solution with a more comprehensive solution.

- The authority has procured a replacement mobile telephony provider which provides far better data coverage across the island and reduced data and telephony costs.

- Housing services are currently using mobile technology which was successfully deployed

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during this period which enables staff to go directly to jobs or clients without the need to continuously visit Council locations to collect new information / job cards.

- The organisation's aging core infrastructure has been replaced with state of the art advanced technologies, procured efficiently with significant cost benefits that will provide the bedrock of infrastructure to support a forward programme of digital services planned by the Council.

There are no National Performance Indicators for this section

Financial Performance

Revenue Budget

The Council's revenue budget for 2015/16 was set at £124m (£126m in 2014/15). The budget was set against a challenging financial settlement of grant support from the Welsh Government and a challenging savings and efficiencies target of £4.3m was implemented in order to set the budget within the available resources.

The budget was closely monitored and controlled throughout the year and reported to the Executive in accordance with approved Council procedures. Overspend was reported early in the financial year (Qtr2) and projected to be £980k.The budgets for 2015/16 included required savings of £4.3m which have in general been achieved. An additional £500k was released from general balances during the year to meet financial pressures within Children's Services and this along with further savings within corporate budgets, low demand for contingency budgets and one off accounting adjustments resulting in an outturn underspend of £1.8m.

Capital Expenditure

Capital expenditure relates to the cost of providing or enhancing assets or other spending where the benefits last beyond the financial year in question. In February 2015, the Council approved a capital programme of £23.7m for 2015/16. There was also a brought forward commitment of £4.0m from 2014/15 and additional schemes, including the buyout from the HRA subsidy regime, added during 2015/16 of £30.5m, bringing the total Capital budget for 2015/16 of £58.2m. The major projects or schemes to commence during the year were the Llangefni Link Road and the Acquisition of Existing Properties for the HRA. The only major project to be completed during the year was Sites and Premises (Phase 1.

The Executive considered a capital out-turn report at its meeting of 31 May 2016, which showed that the Council actually spent £44.0m on capital projects in 2015/16 with the majority of the slippage rolled forward to 2016/17.

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Further Information

To find out more about anything in this document or to make any comments please contact:

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 This document is available on tape, in braille and on the Council's website:
http://www.anglesey.gov.uk/corporateplan

Further information may also be obtained as follows:
Policies, plans and strategies published by the Council can be accessed at: www.anglesey.gov.uk

 The Annual Improvement Report (AIR) is available on the Council's website by clicking on this link:
www.anglesey.gov.uk/airwao

 Audit and Inspection Reports produced by the Council's Regulators are available from their respective websites, as follows:

•Wales Audit Office:
www.wao.gov.uk
•Care and Social Services Inspectorate Wales:
 www.cssiw.org.uk
•Estyn:
www.estyn.gov.uk

If you do not have access to the internet, or would like to obtain a document that is not listed above, please contact the Council via the contact details outlined at the top of this page.

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Note: Rank (in brackets) denotes PI position against 22 Welsh Local Authorities

PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
PAM	CAM/037: The percentage change in the average Display Energy Certificate (DEC) score within local authority public buildings over 1,000 square metres	Highways, Waste & Property	<	-	2	7.8	↑	**(3)**
PAM	CHR/002: The number of working days/shifts per full-time equivalent (FTE) local authority employee lost due to sickness absence	Human Resources	<	12.48	11.5	12	↓	**(19)**
NSI/PAM	EDU/002i: The percentage of all pupils (including those in LA care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave education, training or work based learning without an approved external qualification	Education	<	0.00	0.3	0.0	↑	**(1)**
NSI	EDU/002ii: The percentage of pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	Education	<	0.00	14.3	0.0	↑	**(1)**

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PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
NSI/PAM	EDU/003: The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	Education	>	87.98	87.8	91.8	↑	**(1)**
PAM	EDU/004: The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	Education	>	81.46	83.6	84.5	↑	**(9)**
NSI	EDU/006ii: The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	Education	>	61.75	67.2	64.8	↓	**(3)**
NSI/PAM	EDU/011: The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority	Education	>	593.55	598.3	571.7	↓	**(6)**
NSI	EDU/015a: The percentage of final statements of special education need issued within 26 weeks including exceptions	Education	>	59.09	38.5	32.5	↓	**(21)**

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PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
NSI	EDU/015b: The percentage of final statements of special education need issued within 26 weeks excluding exceptions	Education	>	100.00	84.6	75.0	↓	(21)
PAM	EDU/016a: Percentage of pupil attendance in primary schools	Education	>	94.41	94.6	94.7	↑	(17)
PAM	EDU/016b: Percentage of pupil attendance in secondary schools	Education	>	93.24	93.4	93.5	↑	(16)
NSI	EDU/017: The percentage of pupils ages 15 at the preceding 31st August, in schools maintained by the local authority who achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	Education	>	54.20	53.8	56.9	↑	(12)
NSI	LCL/001b: The number of visits to Public Libraries during the year, per 1,000 population	Libraries	>	4024.47	4,166.4	4,053	↓	(19)
NSI	LCS/002(b): The number of visits to local authority sport and leisure centres during the year where the visitor will be participating in physical activity, per 1,000 population	Economic & Community Regen	>	8767.29	8,434.0	7457.0	↓	(16)

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Performance Report 2015/16 (1st Draft)

PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
NSI/PAM	PLA/006b: The number of additional affordable housing units provided during the year as a percentage of all additional housing units provided during the year	Planning & Public Protection	>	83.97	39.2	46	↑	(8)
PAM	PPN/009: The percentage of food establishments which are 'broadly compliant' with food hygiene standards	Planning & Public Protection	>	93.38	97.0	98.67	↑	(1)
NSI/PAM	PSR/002: The average number of calendar days taken to deliver a Disabled Facilities Grant	Housing	<	213.11	229.5	239.00	↓	(12)
NSI	PSR/004: The percentage of private sector dwellings that had been vacant for more than 6 months at 1 April that were returned to occupation during the year through direct action by the local authority	Housing	>	11.98	13.1	10.98	↓	(8)
NSI	SCA/001: The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	Adult Services	<	0.55	1.8	6.63	↓	(18)
NSI	SCA/002a: The rate of older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over at 31 March	Adult Services	>	54.41	49.5	43.51	↓	(N/A)

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PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
NSI	SCA/002b: The rate of older people (aged 65 or over) whom the authority supports in care homes per 1,000 population aged 65 or over at 31 March	Adult Services	<	25.30	23.3	20.63	↑	(18)
PAM	SCA/007: The percentage of clients with a care plan at 31 March whose care plans should have been reviewed that were reviewed during the year	Adult Services	>	87.86	92.2	93.6	↑	(2)
PAM	SCA/018a: The percentage of carers of adults who were offered an assessment or review of their needs in their own right during the year	Adult Services	>	91.28	92.9	95.3	↑	(9)
NSI/PAM	SCA/019: The percentage of adult protection referrals completed where the risk has been managed	Adult Services	>	88.89	91.9	93.18	↑	(19)
NSI	SCC/002: % of children looked after at 31 March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March	Childrens Services	<	20.00	18.5	17.40	↑	(18)
NSI/PAM	SCC/004: The percentage of children looked after on 31 March who have had three or more placements during the year	Childrens Services	<	7.79	3.4	9.3	↓	(10)

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Performance Report 2015/16 (1st Draft)

PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
NSI	SCC/011b: The percentage of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the Social Worker	Childrens Services	>	55.06	63.9	74.1	↑	(2)
PAM	SCC/025: The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations	Childrens Services	>	90.54	93.5	82.8	↓	(16)
NSI	SCC/033d: The percentage of young people formerly looked after with whom the authority is in contact at the age of 19	Childrens Services	>	100.00	50.0	57.10	↑	(22)
NSI	SCC/033e: The percentage of young people formerly looked after with whom the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19	Childrens Services	>	85.71	100.0	100.00	↔	(1)
NSI	SCC/033f: The percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at the age of 19	Childrens Services	>	42.86	100.0	75.00	↓	(6)
NSI	SCC/037: The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	Childrens Services	>	135.80	288.6	269.00	↓	(9)

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PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
NSI	SCC/041a: The percentage of eligible, relevant and former relevant children that have pathway plans as required	Childrens Services	>	77.78	78.3	68.2	↓	(22)
PAM	SCC/045: The percentage of reviews of looked after children, children on the Child Protection Register and children in need carried out in line with the statutory timetable	Childrens Services	>	95.68	94.5	91.6	↓	(13)
PAM	STS/005b: The percentage of highways inspected of a high or acceptable standard of cleanliness	Highways, Waste & Property	>	96.34	96.3	95.1	↓	(12)
NSI	STS/006: The percentage of reported fly tipping incidents cleared within 5 working days	Highways, Waste & Property	>	95.55	95.9	98.49	↑	(2)
NSI	THS/007: The percentage of adults aged 60+ who hold a concessionary bus pass	Highways, Waste & Property	>	70.73	72.5	73.20	↑	(21)
PAM	THS/012: The percentage of principal (A) roads, non-principal (B) roads and non-principal (C) roads that are in overall poor condition	Highways, Waste & Property	<	11.71	10.9	8.9	↑	(14)
NSI/PAM	WMT/004b: The percentage of municipal wastes sent to landfill	Highways, Waste & Property	<	44.11	43.2	16.87	↑	(13)

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PI Type	Description	Service	Direction	2013/14	2014/15	2015/16	15/16 Trend	15/16 Quartile & Rank
NSI/PAM	WMT/009b: The percentage of municipal waste collected by local authorities and prepared for reuse and/or recycled, including source segregated biowastes that are composted or treated biologically in another way	Highways, Waste & Property	>	54.37	55.2	59.50	↑	(13)

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ISLE OF ANGLESEY COUNTY COUNCIL

REPORT TO:	**EXECUTIVE COMMITTEE**
DATE:	**19 SEPTEMBER 2016**
SUBJECT:	**MEDIUM TERM FINANCIAL PLAN 2017/18 – 2019/20**
PORTFOLIO HOLDER(S):	**COUNCILLOR H E JONES**
HEAD OF SERVICE:	**MARC JONES – HEAD OF FUNCTION (RESOURCES)**
REPORT AUTHOR: TEL: E-MAIL:	**MARC JONES** **2601** **rmjfi@ynysmon.gov.uk**
LOCAL MEMBERS:	**n/a**

A - Recommendation/s and reason/s

The Council is required to put in place a robust system to monitor and control its revenue budget and a key element of that system is a Medium Term Financial Plan. The plan sets out the Council's budget strategy over the next three year period and sets out the assumptions which will be taken forward to the annual budget setting process.

The Executive are requested to note the contents of the plan and to approve the assumptions made.

B - What other options did you consider and why did you reject them and/or opt for this option?

N/A

C - Why is this decision for the Executive?

Responsibility for determining the Council's budget strategy is delegated to the Executive

CH - Is this decision consistent with policy approved by the full Council?

Yes

D - Is this decision within the budget approved by the Council?

N/A

DD -	Who did you consult?	What did they say?
1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	TBC
2	**Finance / Section 151** (mandatory)	n/a – this is the Section151 Officer's report
3	**Legal / Monitoring Officer** (mandatory)	TBC
4	**Human Resources (HR)**	
5	**Property**	
6	**Information Communication Technology (ICT)**	
7	**Scrutiny**	
8	**Local Members**	
9	**Any external bodies / other/s**	

E -	Risks and any mitigation (if relevant)	
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	
6	**Outcome Agreements**	
7	**Other**	

F - Appendices:
Appendix 1 – Medium Term Financial Plan Appendix 2 – Detailed 3 year estimate Appendix 3 – Plan Assumptions
FF - Background papers (please contact the author of the Report for any further information):

MEDIUM TERM FINANCIAL PLAN 2017/18 – 2019/20

1. INTRODUCTION

1.1. The Medium Term Financial Plan sets outs the Council's likely resource requirement for the next three financial years and details how the Council plans to balance the resource requirement with the funding available.

1.2. Predicting the future is difficult in any circumstances but at present it is very difficult given the uncertainty over the economy, the implications of the referendum decision to leave the European Union and the recent change in the Government's policy to achieve a budget surplus by 2020.

1.3. The plan takes account of known changes and makes assumptions of the main factors that impact on the Council's revenue budget (pay costs, pensions, general inflation, Welsh Government funding, demographic and demand pressures).

2. THE COUNCIL'S BUDGET STRATEGY TO DATE

2.1. The British economy began to decline following the banking crisis in 2008 and the current Government began its programme of financial austerity in 2010. Although this reduced the level of increases in central government funding to Welsh local authorities, funding continued to grow until 2013/14, although the growth was insufficient to meet all cost pressures and represented a real cut in funding.

2.2. From 2014/15 onwards the Council has seen cash reductions in the grant it receives from the Welsh Government. This is shown in Table 1 below:-

Table 1
Change in the Council's Aggregate External Finance 2014/15 – 2016/17

Year	RSG £'m	NNDR £'m	Total AEF £'m	% Change
2013/14	78.74	22.03	100.77	-
2014/15	75.11	22.04	97.15	-3.6%
2015/16	71.70	21.99	93.69	-3.6%
2016/17	70.62	21.31	91.93	-1.9%

2.3. This represents an overall reduction in the AEF of 8.8% between the 2013/14 level and the 2016/17 level.

2.4. In order to mitigate the effect of this loss, the Council has increased the Council Tax at a higher rate than inflation over the same period. However, as the proportion of AEF to Council Tax is approximately 3:1, each 1% decrease in AEF requires a 3% increase in Council Tax in order to achieve the same level of funding. The levels of Council Tax have increased as follows since 2013/14:-

Table 2
Increase in Council Tax since 2013/14

Year	Total Council Tax Debit £'m	Band D Equivalent £	% Change
2013/14	28.48	939.15	-
2014/15	29.47	981.41	+4.5%
2015/16	30.96	1,025.57	+4.5%
2016/17	32.11	1,061.46	+3.5%

2.5. The reduction in AEF and the increase in Council Tax has changed the balance between the amount of funding which is received in Government grant and the amount generated through local taxation. The amount of funding generated via Council Tax in 2016/17 is 26%, compared to 22% in 2013/14. This is shown in Table 3 below:-

Table 3
Council Funding since 2013/14

Year	Total AEF £'m	Total Council Tax Debit £'m	Total Funding £'m	% Council Tax to Total Funding
2013/14	100.77	28.48	129.25	22.0%
2014/15	97.15	29.47	126.62	23.2%
2015/16	93.69	30.96	124.65	24.8%
2016/17	91.93	32.11	124.04	25.9%

2.6. For a number of years prior to 2013/14, Services have been required to implement savings. These, initially, were based on a percentage of the net budget and resulted in a number of unused and underspent budgets being reduced. This was sufficient to achieve the required savings but, as time has moved on, the ability of services to achieve the required level of savings by this method has become more and more difficult. It has now reached a point where any additional savings will require the transfer of services to other providers or stopping the provision of some services.

2.7. The level of savings approved by the Executive as part of the annual revenue budget since 2013/14 is shown in Table 4 below:-

Table 4
Analysis of Savings by Service 2013/14 – 2016/17

Service	2013/14 £'000	2014/15 £'000	2015/16 £'000	2016/17 £'000	Total £'000
Schools	0	0	0	988	988
Education & Culture	356	811	670	320	2,157
Adult Services	500	1,261	407	335	2,503
Children's Services	312	352	184	143	991
Community Regeneration	175	414	394	147	1,130
Housing	66	117	137	74	394
Environmental & Technical	1,014	2,216	1,492	730	5,452
Regulation	200	308	80	111	699
Council Business	70	152	31	56	309
Resources	50	212	104	72	438
Transformation	49	183	226	84	542
Corporate Budgets	70	237	600	400	1,307
Total	**2,862**	**6,263**	**4,325**	**3,450**	**16,910**

2.8. It should be noted that the normal inflationary pressures and individual growth bids have been funded from the savings generated to give the net reduction of £5.21m between 2013/14 and 2016/17 (a 4% cash reduction).

2.9. In addition to the reduction in the Council's core budget, there have also been cuts to revenue grants over the same period. Although the number of grants have reduced over the years with grants either being absorbed into the RSG or smaller grants being merged together, the Council is still reliant on 5 major grants, the details of which are shown in Table 5 below:-

Table 5
Main Revenue Grants Received 2013/14 – 2016/17

Grant	2013/14 £	2014/15 £	2015/16 £	2016/17 £	% Change since 2013/14
Supporting People	3,052,211	2,899,599	2,643,866	2,643,866	-13.4%
Single Environment Grant	1,728,290	1,712,884	1,808,988	1,734,760	+0.4%
Post 16 Education Grant	3,028,523	2,723,166	2,625,911	2,564,687	-15.3%
Education Improvement Grant	3,811,147	3,558,975	3,259,357	3,098,283	-18.7%
Bus Service Support Grant	465,677	490,512	490,512	490,512	+5.3%

3. NATIONAL AND LOCAL BUDGET PRESSURES

3.1. National budget pressures arise due to circumstances outside the Council's control but impact on the costs faced by the Council. Recent examples of changes that have had a significant impact on the Council's revenue budget include:-

i. **National Insurance Contributions**

In April 2016, the Government changed the regulations relating to state pensions and removed the contracted out category of national insurance contributions. This resulted in the Council's national insurance contributions increasing by £1.3m in 2016/17.

ii. **Council Tax Reduction Scheme**

The Council Tax Reduction Scheme was introduced by the Welsh Government in 2013/14 to provide financial assistance to help residents pay their Council Tax. This system replaced the previous Council Tax Benefits system. The assistance the Council receives from the Welsh Government does not increase year on year and as the Authority's Council Tax increases, the financial burden that falls on the Council increases. This change has increased the Council's costs in 2016/17 by £600k compared to 2013/14.

iii. **Social Services & Well Being Act 2015**

The Act limits the sum the Council can charge clients who require a short stay in a care home. It is estimated that this change will reduce the Council's income by approximately £300k in 2016/17.

iv. **National Living Wage**

Although the introduction of the national living wage in April 2016 was not a direct cost increase on the Council, as the Council's staff were paid above this level prior to the change, the change has increased costs for our main contractors, notably residential and domiciliary care. This resulted in a higher than inflation increase for these contracts in April 2016. This is an issue which is impacting all of the 6 authorities across North Wales.

v. **Reduction in Specific Grants**

As stated above, the Council is still reliant on 5 major grants. As these grants are cut, it is difficult for the Council to reduce the services initiated when the grant commenced. As a result, the Council has to make up the difference in order for the service to continue to be provided at the same level.

vi. **Pension Costs**

The Council makes employer contributions into two main pension schemes. The Teachers' Pension Scheme, which is a national scheme, and the Local Government Superannuation scheme, which is administered by Cyngor Gwynedd on the Council's behalf. Although we have some influence over the Local Government scheme, the employer's contribution rate is governed by the results of triennial valuations and these can lead to increases in pension contributions which are outside the Council's control.

vii. **Apprenticeship Levy**

The Government have proposed to introduce an Apprenticeship Levy from April 2017 to fund the creation of apprenticeships in England and Wales. The Levy will be charged on all employers who have a pay bill in excess of £3m per year. The levy will be calculated as 0.5% of the pay bill, less a £15,000 allowance. For Anglesey, this would result in a levy charge of £275,000 in 2017/18. The levy is included in the Finance Bill 2016 which is currently going through the final parliamentary stages. It is unclear how the funds raised by the levy will be allocated to Wales and how employers will access the funding.

3.2. Local pressures arise from decisions taken by the Council or changes in the demand for Council services. The local pressures that have impacted on the 2016/17 budget and will influence future budgets include the following:-

i. **Increased demand for Children's Services**

During 2015/16, the caseload within Children's Services saw a significant increase. This required the Council to increase the Children's Services budget by £500k in 2016/17. The Executive also approved the funding of an Edge of Care Team to provide support to parents in order to reduce the number of children requiring costly intervention. Funding for 2016/17, 2017/18 and 2018/19 has been allocated, although it is clear that the Service will be held to account to deliver the reduction in future care costs which the investment is designed to achieve.

ii. **Reduction in the Workforce**

The Council has embarked on a process to reduce the workforce and, although this produces long term savings for the Council, there is a need to fund the redundancy costs in the short term. £500k was allocated in the 2016/17 budget to meet these additional one-off costs.

iii. **Modernising Business Processes**

In order to deliver efficiencies and reduce administration costs, the Council needs to invest in technology to improve its business processes. The Council has allocated £1m from its general reserves in 2016/17 to fund projects that will reduce administration costs and generate future savings or improve customer services. This investment has been made on the clear expectation that the investment will result in a reduction in administration costs and this will be reflected in future service budgets. In addition, £50k was allocated to the I.T. service in order that the service has sufficient capacity to deal with the additional workload.

iv. **Impact of Job Evaluation**

The outcome of the job evaluation process was funded in 2016/17 from the core budget and the use of earmarked reserves. However, it did create a pressure which will feed through into 2017/18. A number of staff who had been in post for a number of years would have reached the top of their old scale and, therefore, did not receive an annual increment. However, those staff who were regraded upwards would have been placed on the bottom of the new scale with the new scale having 3 pay points. For the purpose of increments, the member of staff would have been placed on the new scale from 1 April 2015 and received subsequent increments in April 2016 and April 2017. Therefore, the level of increments for 2017/18 will be higher than applies in a normal year. Based on the number of staff who formed part of the job evaluation process and the assumption that one third were placed on a higher scale, this additional incremental cost will amount to approximately £900,000 in 2017/18, but the level will then fall to a much lower level from 2018/19 onwards.

v. **County Council Election**

In 2017/18, the elections for the County Council will take place. As this is not an annual cost, it is provided for in the budget as and when the election takes place. A sum of £150,000 has been allocated to meet the cost of the election in May 2017.

4. **INFLATION**

4.1. Inflation is the rate at which the prices for goods and services are expected to rise. The two main measures of inflation are the Consumer Price Index (CPI) and the Retail Price Index (RPI). Although there is a link between these measures of inflation and the actual inflation the Council faces, e.g. they are built into some of the Council's main contracts as the method to increase the annual prices, there are also other significant areas of expenditure which experience higher levels of inflation.

4.2. The budget process, therefore, examines the estimated inflation over a number of different areas of expenditure and these inflation factors are built into the annual budget. It should be noted that the Welsh Government settlement is a cash figure which is not indexed linked in any way from one year to the next.

4.3. Types of Inflation

4.3.1. Pay Inflation
Council staff's pay is mainly governed by two national pay agreements covering local government staff and teachers. The Government has restricted pay awards to 1% over the last 3 years and current information suggests that this policy will continue for the lifetime of this plan, however there may be pressure to increase the pay award in 2019/20 as the level of general inflation is anticipated to rise. As a result, 1.5% has been allowed as the pay award in the final year of the plan.

4.3.2. Prices
There are currently two main recognised measures of general price inflation, Consumer Prices Index (CPI) and Retail Prices Index (RPI). Although both measure price inflation, they are calculated by different methods and CPI is now recognised as the more accurate and reliable method. CPI is lower than RPI by approximately 1%. In times when inflation is high, it can vary significantly between different commodities, but when it is low, the differences are small and this general indicator provides a reasonable assumption for inflation. For the purposes of this plan, CPI has been used as the general assumption.

4.3.3. Energy
The inflation relating to energy costs (electricity, gas and oil) has been more volatile in recent years with prices increasing rapidly followed by a fall in prices, even when the CPI and RPI continue to rise. Given the level of expenditure on energy, it is reasonable to include a separate assumption for energy. However, prices have currently stabilised and inflation assumed to be in line with CPI.

4.3.4. Contract Inflation
The Council have a number of significant service contracts (School Meals, Highway Maintenance, Refuse Collection, School Transport etc.) where the inflation adjustment is set out in the contract terms and conditions and can vary from the general prices inflation. A separate assumption has been allowed for each of the main service contracts based on the definition in the contract.

5. CHANGES IN DEMAND

5.1. In addition to price increases, costs may change as the demand for services change. This can range from changes in pupil numbers, to demand for elderly care services, a change in the number of children coming into the statutory care process, homelessness cases, amount of waste sent to landfill etc.

5.2. The assumptions relating to changes in demand are based on:-

(i) available data e.g. future pupil numbers, projected refuse disposal tonnages;

(ii) planned service changes – introduction of an Edge of Care team within Children's Services;

(iii) current trends – homelessness cases and out of county school placements where the demand for services has levelled out over the last two years.

6. INCOME

6.1. The Council's current income budget (excluding RSG, NNDR and Council Tax) currently amounts to £36m, which is made up of grants and reimbursements from public bodies £21.5m, fees and charges set by statute or regulated by the Government £2.2m and fees and charges where the Council has the discretion to set the fee or charge £12.4m.

6.2. It has been the Council's policy over recent years to increase the discretionary fees and charges by 5% each year. It is becoming increasingly more difficult to continue with this policy, with inflation much lower than 5%, and in particular for those services where the Council is competing with the private sector e.g. Leisure. From 2017/18, the assumption has changed and the increase in non-statutory income will be aligned to the assumption of the increase in Council Tax.

7. CONTINGENCIES AND LEVIES

7.1. The 2016/17 budget contains contingency budgets totalling slightly in excess of £2m which cover a number of areas, including a budget to meet future redundancy costs, budgets to fund specific posts and projects in HR, Procurement and ICT, budgets to cover uncertainties in respect of domiciliary care costs and a general contingency. Given that the majority of the contingencies are for specific projects, it is possible to determine when these costs fall out of the budget.

7.2. The North Wales Fire and Rescue Authority set a levy which is included in the Council's Revenue budget. It is for the Fire and Rescue Authority to determine the increase in the levy each year and the final decision of the Fire Authority may differ from the Council's assumption. The levy has fallen slightly every year since 2011/12 and, for 2016/17, was approximately the same level as it was in 2009/10. Based on current information, it is assumed that there will be a higher than inflation increase in 2017/18 (current indications that this could be 4%) with inflationary increases in 2018/19 and 2019/20.

8. PROJECTED STANDSTILL BUDGET FOR 2017/18 – 2019/20

8.1. Taking into account all the known budget pressures and the inflationary and other assumptions, it is possible to determine a standstill budget for the period 2017/18 to 2019/20. The standstill budget being the revised costs of continuing to provide services to the same level, delivered in the same way as they are delivered in 2016/17. The estimated standstill budget for the next three year period is shown in Table 6 below:-

Table 6
Projected Standstill Budget 2017/18 to 2019/20

	2017/18 £'m	2018/19 £'m	2019/20 £'m
Previous Year Final Budget	**124.04**	**127.94**	**128.78**
Funded from Reserves in Previous Year	3.31	-	-
One Off Costs and Contingencies falling out of the budget	(2.12)	(0.64)	(0.34)
New Budget Pressures	0.66	-	-
Incremental Drift and Pay Adjustments	0.32	0.07	0.07
Pay Inflation	0.74	0.76	1.15
Main Council Contracts – Inflation and Volume Changes	0.38	0.63	0.73
Changes in Demand Led Services	0.14	0.09	0.05
Non Pay Inflation	0.58	0.94	1.26
Income Increases	(0.61)	(0.99)	(1.12)
Capital Financing Costs	0.50	(0.02)	(0.08)
Estimated Standstill Budget	**127.94**	**128.78**	**130.50**

8.2. The estimated standstill budget represents a cash increase of 5.2% over the 3 year period.

8.3. More detail on the standstill budget and the assumptions that support the plan are attached as Appendix 1 and 2.

9. AGGREGATE EXTERNAL FINANCE AND COUNCIL TAX

9.1. The estimated standstill budget is funded from the level of aggregate external finance received from the Welsh Government (Revenue Support Grant and NNDR Pool Funding) and from the Council Tax raised locally.

9.2. The Government's Comprehensive Spending Review in November did provide some encouraging signs that the level of funding that Wales would receive would not reduce as sharply as in the previous years. How this would translate to the Local Government settlement determined by the Welsh Government was not detailed in the 2016/17 settlement and much will depend on the funding provided to the NHS in Wales.

9.3. Since November, there have been 2 main changes which will impact on the UK Government's spending plans. Firstly, the estimated growth figures for the economy are unlikely to be achieved and the results of the EU referendum increase the uncertainty surrounding the future performance of the economy. This uncertainty has resulted in the second change i.e. the UK Government have now dropped their intention to achieve a budget surplus by 2020. This may result in increased government spending funded from additional borrowing. This increased borrowing may only bridge the funding gap caused by lower economic growth but it could translate to higher government spending and a better settlement for Wales. The situation will become clearer once the provisional settlement for 2017/18 is received in October 2016.

9.4. The Welsh Local Government Association (WLGA) undertook some modelling work on the likely impact on the Local Government settlement over the next three years based on the level of protection the Welsh Government will give to the Health budget. The result of the modelling exercise is shown in Table 7 below:-

Table 7
Possible Changes in AEF – 2017/18 to 2019/20

	Weak Protection for Health Budget	Moderate Protection for Health Budget	Strong Protection for Health Budget
2017/18	+ 0.2%	- 0.6%	- 2.0%
2018/19	+ 1.5%	- 1.0%	- 2.6%
2019/20	+ 1.5%	- 0.9%	- 2.7%

9.5. For the purposes of the Medium Term Financial Plan, it has been assumed that the AEF will be reduced by 0.6% in 2017/18 followed by a reduction of 2.6% and 2.7% in 2018/19 and 2019/20 respectively. A 1% change in the AEF equates to approximately £900,000 in funding.

9.6. Over the past 3 years, the level of increase in Council Tax has ranged between 3.5% and 4.5%, which is higher than inflation but has been necessary to partly make up for the reduction in AEF. Although this is a decision for Members to take, in light of the potential reductions in AEF it will be necessary to continue with the policy of above inflation increases in Council Tax. For the purposes of the plan, an assumed increase of 3% has been allowed for in 2017/18 with further rises of 4% in the subsequent two years.

9.7. Based on these assumptions the estimated total funding would be as shown in Table 8 below:-

Table 8
Estimated Council Funding – 2017/18 to 2019/20

	2017/18 £m	2018/19 £m	2019/20 £m
AEF Brought Fwd	91.928	91.376	89.000
Council Tax Brought Fwd	32.109	33.072	34.395
Total Funding Brought Fwd	**124.037**	**124.448**	**123.395**
In year change in AEF	(0.552)	(2.376)	(2.403)
In Year change in Council Tax	0.963	1.323	1.376
Total Funding Carried Fwd	**124.448**	**123.395**	**122.368**

10. BRIDGING THE FUNDING GAP

10.1. The funding gap is the difference between the estimated standstill budget (Table 6) and the estimated funding available (Table 8). This is summarised in Table 9 below:-

Table 9
Estimated Funding Gap

	2017/18 £m	2018/19 £m	2019/20 £m
Estimated Standstill Budget	127.94	128.78	130.50
Savings Brought Forward	-	(3.49)	(5.38)
Revised Standstill Budget	**127.94**	**125.29**	**125.12**
Estimated Funding	(124.45)	(123.40)	122.37
Annual Savings Requirement	**3.49**	**1.89**	**2.75**
% Savings Requirement	**2.7%**	**1.5%**	**2.2%**

Note – The savings brought forward figure is a cumulative figure of the previous year(s) annual savings requirement.

10.2. In reality, there are a number of budgets included in the standstill budgets which cannot be reduced or are very difficult to reduce, these include :-

Fire Authority Levy - £3.19m in 2016/17;
Capital Financing Costs - £8.45m in 2016/17;
Council Tax Reduction Scheme - £5.80m in 2016/17;
Contingencies - £2.04m in 2016/17 (reductions have been allowed in the plan already).

It will, therefore, be necessary to find the required savings of £8.13m over 3 years from service budgets, totalling £104.5m (2016/17 budget). This equates to savings of 7.8% over 3 years.

10.3. The Council's efficiency strategy in previous years has been to reduce service budgets by requesting services to review existing budgets and to reduce the overall net budget by:-

Deleting unused budget headings;
Reducing staffing costs through restructuring and voluntary redundancies;
Increasing fees and charges in excess of the rate of inflation;
Identifying new sources of income;
Reducing administration costs through investment in information technology;
Reducing costs through better procurement of goods and services;
Stopping grants to the voluntary / third sector;
Reducing the sums invested in the maintenance of assets;
Rationalising Office space, thereby reducing office accommodation costs.

10.4. The strategy has been successful and the Council has not only been able to set a balanced budget each year without having to rely on the use of general balances, it has also been able to deliver the proposed savings which is evidenced by the fact that the Council has invariably underspent its revenue budget each year. This has also been achieved whilst still protecting the budgets for Schools and Social Services.

10.5. However, as we move into the next three years, the scope to generate the required level of savings by these methods alone is much reduced and the Council is now changing its strategy in order to continue to deliver the required savings. The methods under consideration include:-

Using the Council's general balances to allow for further investment in business processes and information technology. The investment will generate revenue savings in the future;

Seeking to transfer the provision of some services away from the Council, to Town & Community Councils, the third sector, voluntary community groups or private individuals;

Examining alternative methods to provide the service, including creating other bodies controlled by the Council to deliver services – trusts, local authority trading companies;

Stopping the provision of some non-statutory services.

10.6. A number of the smaller corporate services have now been reduced to a point where funding budget reductions are not possible as the services will no longer be able to deliver the minimum level of service required. As a result, services which have received protection from budget reductions in previous years will now be expected to contribute towards the savings targets.

10.7. The revenue budget of each service has been reviewed by Members and Senior Officers and this has resulted in the identification of approximately £1.9m further savings in 2017/18 and £2.7m over the next three year period. However, this is considerably short of the estimated savings requirement and further work over the coming months will be required to achieve the level of required savings.

10.8. Work has already commenced to review the way some services are provided (Youth Services, Libraries, Adult Social Care) and further work is required to convert the recommendations made into the required changes within the required timescale.

11. CONCLUSIONS

11.1. The future funding of Local Government in Wales is very uncertain at the present time and accurately forecasting future funding levels is difficult.

11.2. To achieve the future required savings, the Council will be required to take more difficult decisions, including considering stopping providing non statutory services, closing facilities (schools, residential homes, libraries) and continue to increase the contribution that the residents of Anglesey have to make to the services they receive, through higher fees and charges and higher Council Tax bills. These decisions may not be fully supported by Members, and will be unpopular with the taxpayers of Anglesey, but they need to be taken in order to ensure the future financial viability of the Council.

Revenue Expenditure	2016/17 £'000	2017/18 £'000	2018/19 £'000	2019/20 £'000
Delegated Schools Budgets				
Teachers Pay	20,407,410	20,611,484	20,817,599	21,129,863
Non Teaching Pay	3,522,095	3,304,816	3,337,864	3,387,932
National Insurance	2,571,580	2,597,296	2,623,269	2,662,618
Teachers Pensions	3,271,500	3,304,215	3,337,257	3,387,316
Non Teaching Pensions	608,200	614,282	620,425	629,731
Cleaning	1,327,210	936,482	955,212	978,137
Energy	1,181,200	1,133,952	1,090,862	1,051,591
NNDR	742,730	750,157	765,160	783,524
Other non staff related expenditure	4,789,670	4,837,567	4,934,318	5,052,742
Pupil Number Adjustment	-	182,700	245,000	263,900
Funded by Education Reserves	- 400,000	-	-	-
Total Delegated Schools Budgets	**38,021,595**	**38,272,951**	**38,726,966**	**39,327,354**
Non School Staffing Costs				
Teachers Pay	1,042,660	1,053,087	1,063,617	1,079,572
Non Teaching Pay	32,859,960	33,024,031	33,404,772	33,956,593
National Insurance	2,914,300	2,973,021	3,007,802	3,057,994
Teachers Pensions	143,470	144,905	146,354	148,549
Superannuation Pension Contributions	6,573,890	6,698,554	6,776,397	6,888,954
Car Allowances	677,080	677,080	677,080	683,851
Historic Pension Costs	1,128,370	1,139,654	1,151,050	1,168,316
Other Staff Costs	850,230	858,732	875,907	896,929
Apprenticeship Levy	-	274,967	278,119	282,770
Funded by JE Reserve	- 2,916,390	-	-	-
Total Staffing Costs	**43,273,570**	**46,844,031**	**47,381,098**	**48,163,527**
One Off Costs				
County Council Elections	-	150,000	-	-
Edge of Care Team	-	240,000	240,000	-
Total One Off Costs	**-**	**390,000**	**240,000**	**-**
Main Council Contracts				
Refuse Collection	3,077,540	3,139,091	3,233,264	3,343,194
Refuse Disposal	949,980	959,480	969,075	972,951
Landfill Tax	1,397,050	1,397,050	1,397,050	1,388,668
Highway Maintenance	4,191,890	4,275,728	4,404,000	4,553,736
School Meals	2,044,280	2,085,166	2,147,721	2,220,743
School Transport	2,304,330	2,350,417	2,420,929	2,503,241
Public Service Bus Contracts	1,908,750	1,946,925	2,005,333	2,073,514
Residential Placements	6,851,150	6,919,662	7,058,055	7,227,448
Homecare Contracts	3,301,850	3,334,869	3,401,566	3,483,203
Total Main Council Contracts Costs	**26,026,820**	**26,408,386**	**27,036,991**	**27,766,698**
Other Demand Led Services				
Children's Placements	2,310,860	2,253,089	2,253,089	2,250,835
Out County School Placements	1,047,760	1,058,238	1,079,402	1,105,308
Homelessness	259,580	262,176	267,419	273,837
Total Demand Led Services	**3,618,200**	**3,573,502**	**3,599,910**	**3,629,981**
Other Council Expenditure				
NNDR	946,130	955,591	974,703	998,096
Energy	1,265,730	1,215,101	1,168,927	1,126,846
Premises Costs Non Schools	3,166,810	3,198,478	3,262,448	3,340,746
Transport Costs	290,010	292,910	298,768	305,939
Supplies and Services	24,173,575	24,415,311	24,903,617	25,501,304
Members Allowances	682,200	689,022	695,912	706,351
Fire Service Levy	3,190,810	3,318,442	3,384,811	3,466,047
Other Levies	3,370	3,370	3,370	3,370
Council Tax Reduction Scheme	5,800,370	5,974,381	6,213,356	6,586,158
HRA Recharge	- 621,950	- 628,170	- 640,733	- 656,110
Contingencies	2,038,927	974,576	497,328	406,864
Capital Financing Costs - MRP	3,843,422	4,265,859	4,180,017	4,178,857
Capital Financing Costs - Interest	4,608,535	4,683,850	4,750,025	4,667,991
Total Other Council Expenditure	**49,387,939**	**49,358,723**	**49,692,550**	**50,632,457**
TOTAL GROSS EXPENDITURE	**160,328,124**	**164,847,592**	**166,677,514**	**169,520,016**
Income				
Grants / Public Bodies Reimbursements	- 21,594,520	- 21,810,465	- 22,246,675	- 22,780,595
Statutory Income	- 2,251,710	- 2,274,227	- 2,319,712	- 2,375,385
Non Statutory Income	- 12,444,440	- 12,817,773	- 13,330,484	- 13,863,703
	-	-		
Total Income	**36,290,670**	**36,902,466**	**- 37,896,870**	**- 39,019,683**
TOTAL NET EXPENDITURE	**124,037,454**	**127,945,127**	**128,780,644**	**130,500,333**
Savings Brought Forward from Previous Year	-	-	- 3,495,959	- 5,384,357
REVISED TOTAL NET EXPENDITURE	**124,037,454**	**127,945,127**	**125,284,685**	**125,115,976**

Revenue Expenditure	2016/17 £'000	2017/18 £'000	2018/19 £'000	2019/20 £'000
Funded By:				
Revenue Support Grant	- 70,619,353	- 70,195,637	- 68,370,550	- 66,524,545
Non Domestic Rates	- 21,308,694	- 21,180,842	- 20,630,140	- 20,073,126
Council Tax	- 32,109,407	- 33,072,689	34,395,597	- 35,771,421
TOTAL FUNDING	- 124,037,454	- 124,449,168	- 123,396,287	- 122,369,092
Savings Required	-	3,495,959	1,888,398	2,746,884

		APPENDIX 3	
	Final Assumptions		
	2017/18	2018/19	2019/20
Teachers Pay Award	1.0%	1.0%	1.5%
Teachers Pension	0.0%	0.0%	0.0%
NI Rates	0.0%	0.0%	0.0%
Non Teaching Pay Award	1.0%	1.0%	1.5%
Non Teaching Pension	0.0%	0.0%	0.0%
Staff Turnover Adjustment	-1.5%	0.0%	0.0%
Car Allowance Inflation	0.0%	0.0%	1.0%
CPI	1.0%	2.0%	2.4%
RPI	2.0%	3.0%	3.4%
Energy Inflation	1.0%	1.2%	1.4%
Energy Usage	-5.0%	-5.0%	-5.0%
Non Statutory Income	3.0%	4.0%	4.0%
Children's Placement Caseload	-3.5%	-2.0%	-2.5%
Out County School Placements	0.0%	0.0%	0.0%
Homelessness Caseload	0.0%	0.0%	0.0%
Refuse Disposal Tonnage	-1.0%	-2.0%	-3.0%
CTRS Caseload	0.0%	0.0%	2.0%
Interest Rates Increase	0.0%	0.5%	1.0%
Fire Levy	4.0%	2.0%	2.4%
Other Levies	0.0%	0.0%	0.0%
AEF Projections	-0.6%	-2.6%	-2.7%
Council Tax Increase	3.0%	4.0%	4.0%
Refuse Collection	2.0%	3.0%	3.4%
Refuse Disposal	2.0%	3.0%	3.4%
Landfill Tax	1.0%	2.0%	2.4%
Highway Maintenance	2.0%	3.0%	3.4%
School Meals	2.0%	3.0%	3.4%
School Transport	2.0%	3.0%	3.4%
Public Service Bus Contracts	2.0%	3.0%	3.4%

ISLE OF ANGLESEY COUNTY COUNCIL

REPORT TO:	EXECUTIVE COMMITTEE
DATE:	19 SEPTEMBER 2016
SUBJECT:	REVENUE BUDGET MONITORING, QUARTER 1 2016/17
PORTFOLIO HOLDER(S):	COUNCILLOR H E JONES
HEAD OF SERVICE:	MARC JONES
REPORT AUTHOR: TEL: E-MAIL:	BETHAN HUGHES OWEN/CLAIRE KLIMASZEWSKI 01248 752663 Bethanowen2@ynysmon.gov.uk
LOCAL MEMBERS:	*n/a*

A - Recommendation/s and reason/s

1. In March 2016, the Council set a net budget for 2016/17 with net service expenditure of £124.037m to be funded from Council Tax income, NNDR and general grants.

2. The budget for 2016/17 included required savings of £3.46m. These have been incorporated into the individual service budgets and achievement or non-achievement of these is reflected in the net under/overspends shown.

3. This report sets out the financial performance of the Council's services for the first quarter of the financial year which relates to the period 1 April 2016 to 30 June 2016. The projected position for the year as a whole is also summarised.

4. The overall projected financial position for 2016/17 including corporate finance and the Council Tax fund is an overspend of £366k. This is 0.3% of the Council's net budget for 2016/17.

5. It is recommended that:-

   (i) The position set out in respect of financial performance to date is noted;
   (ii) Any surplus income from Planning Major Developments be vired to an earmarked reserve at year end to fund the Authority's support of major developments in future years.

B - What other options did you consider and why did you reject them and/or opt for this option?

n/a

C - Why is this a decision for the Executive?

This matter is delegated to the Executive.

CH - Is this decision consistent with policy approved by the full Council?

Yes

D - Is this decision within the budget approved by the Council?

Yes

DD - Who did you consult?		What did they say?
1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	1st September 2016
2	**Finance / Section 151** (mandatory)	n/a– this is the Section 151 Officer's report
3	**Legal / Monitoring Officer** (mandatory)	TBC
4	**Human Resources (HR)**	
5	**Property**	
6	**Information Communication Technology (ICT)**	
7	**Scrutiny**	
8	**Local Members**	
9	**Any external bodies / other/s**	
E - Risks and any mitigation (if relevant)		
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	
6	**Outcome Agreements**	
7	**Other**	

F - Appendices:

- Appendix A - Revenue Budget Monitoring Report – Quarter 1, 2016/17
- Appendix B – table of forecast revenue outturn 2016/17
- Appendix C – Summary of Contingency Budgets 2016/17

FF - Background papers (please contact the author of the Report for any further information):

- 2016/17 revenue budget (as recommended by this Committee on 1 March 2016 and adopted by the County Council on 9 March 2016).

REVENUE BUDGET MONITORING – QUARTER 1 2016/17

1. **General Balance – Opening Position**

   1.1 The provisional outturn for 2015/16 resulted in general balances at the start of the current financial year of £8.412m, a healthier position than previously expected. £1m of this has been allocated to an improvement project reserve as approved by the Executive on 1 March 2016. This leaves a balance of £7.412m. However, it is important to note that this figure is unaudited and may be subject to change following completion of the external audit. The final audit report is due to be completed by 30 September 2016.

2. **Projected Financial Performance by Service**

   2.1 The details of the financial performance by service for the period and the projected out-turn position for each is set out in this Appendix. An overspend of £125k on services is predicted at 31 March 2017. In addition an overspend of £110k is estimated on Corporate Finance and a shortfall of £131k is predicted on the collection of Council Tax. The total revenue forecast for 2016/17 is an overspend of £366k. The table below summarises the significant variances (£100k or higher).

Summary of projected variances at 31 March 2017 based upon financial information as at 30 June 2016	(Under) / Overspend £000
Children's Social Care	270
Planning and Public Protection	(110)
Waste	145
Corporate - Other Services	(167)
Resources – excluding benefits granted	131
Resources – benefits granted	(228)
Corporate Finance	110
Council Tax Collection	131
Other (total of variances less than £100k)	84
Net over/(under) spend on services	366

3. **Explanation of Significant Variances**

   3.1 Lifelong Learning

   3.1.1 Central Education

   3.1.1.1 This service was underspent by £20k (1.9%) at the end of quarter 1. The forecast for the year-end is an underspend of £62k (less than 1%). The forecast underspend is mainly a result of a number of minor compensating over and underspends.

3.1.1.2 Individual budgets projected to overspend by the end of the financial year include: an overspend of £60k on the contribution to Cynnal and £60k on school transport. Budgets where significant underspends are projected include an underspend of £80k on youth services and £125k on administration and staffing recharges to grants. Officers will continue to monitor the budgets and activities on a regular basis to ensure any significant variance from this projection is identified and the related risks or opportunities flagged up at the earliest opportunity.

3.1.2 Culture

3.1.2.1 This service was £30k (8.8%) underspent during the period, with the forecast outturn for the year being an underspend of £46k. Museums and Galleries are expected to underspend by £10k and Library Services are expected to underspend by £30k.

3.2 Adults Social Care

3.2.1 This service was £77k (1.4%) underspent for the period, with the forecast outturn for the year as a whole being a predicted overspend of £16k (less than 1%).

3.2.2 The elements within the forecast outturn variance are as follows:-

- ➢ Services for the Elderly: forecast overspend of £15k;
- ➢ Physical Disabilities (PD): forecast overspend of £31k;
- ➢ Learning Disabilities (LD): forecast overspend of £275k;
- ➢ Mental Health (MH): forecast overspend of £206k;
- ➢ Provider Unit: forecast underspend of £473k; and
- ➢ Management and Support: forecast underspend of £38k.

3.2.3 The most significant budgetary pressures are in learning disabilities and mental health services.

3.2.4 Since 59% of the Service's budget is demand-led, work is continuously on-going on predicting future costs of this demand-led budget. The year-end prediction at each month-end is based on the latest available information on each adult placement. Indeed, the circumstances can change from one week to the next. This volatility makes predicting the year-end position extremely difficult and can result in large swings from one period to the next.

3.2.5 In order to attempt to manage overspends, allocation of placements is closely managed through weekly placement panels. Senior staff scrutinise proposed placements, influence care and attempt to ensure that both the outcomes for service users are achieved and the most efficient service possible proposed for individuals. Where there are opportunities to propose more cost-effective service options, these are acted upon. Generally, the level of low level service offered is minimal. Attempts to restrict access to residential, nursing, domiciliary or day care services for eligible service users would potentially place the department in breach of its statutory duties. Where replacement posts in areas that do not directly deliver statutory services requests to recruit to these posts they will be subject to careful consideration. It is of note that the majority of posts are service delivery posts in care homes, day centres or provide assessment or access services in the form of social work, occupational therapy and reception posts.

3.3 Children's Services

3.3.1 The service was overspent by £14k (less than 1%) during the period and is projected to be overspent by £270k (3.6%) for the year as a whole. This includes a projected overspend of £297k for Looked-after-Children (LAC).

3.3.2 The projections are based on :-

- a worst case assumption on the demand/costs for Looked After Children based on the service costs/demand/likely demand for the future.

- assumptions relating to case decisions/developments. These are far from predictable and individual circumstances can, and do, change.

Based on the information available at this point, and assumptions relating to case decisions/developments, a best possible projection has been made.

Cost of LAC are by nature demand led and can vary between £3 – 10k per week in specialist provision

3.3.3 The Local Authority is having to meet the cost of court directed interventions e.g. Parent and child residential/supported accommodation assessments, supervised contact and other specialist assessments which are also unpredictable and demand led. The Public Law Outline requires that these assessments are in place pre proceedings also – which is placing a demand on the team budgets.

3.3.4 The Executive, at its meeting of 25 July 2016 approved the release of additional funding to Children's Services to fund the Edge-of-Care team. This team will provide a preventative approach to the delivery of the wellbeing of children and reducing the number of Looked-after-children on Anglesey. £100k has been set aside for 2016/17 from contingencies and £241k will be added to the service's budget for 2017/18 and 2018/19. The service expects to start to see the benefits of this project in terms of cost avoidance from Q4 in 2016/17.

3.4 Housing (Council Fund)

3.4.1 This service was underspent by £106k (24%) during the period. The service is expected to be within budget at the end of the financial year. The main variances relate to Supporting People grants and the Homelessness budget. The Supporting People expenditure will be in line with the budget by the end of the financial year. The Homelessness budget is demand led and we are currently predicting expenditure to be in line with the budget by the financial year end but, at this early stage, it is difficult to accurately forecast the expenditure.

3.5 Regulation and Economic Development

3.5.1 Economic and Community (includes Maritime and Leisure)

3.5.1.1 The Service overall was underspent by £21k at the end of quarter 1 (2.8%). The service is projected to be overspent by £50k (2.5%) by 31 March 2017.

3.5.1.2 The Economic Development element of the Service is forecast to be within budget at year-end.

3.5.1.3 The Maritime service is expected to be within budget at year-end. It is expected that the income targets will not be achieved but these will be compensated through remedial action taken by underspending within supplies and services.

3.5.1.4 The forecast for the Leisure service at year-end is an overspend of £50k. This is to take into account the closure of Holyhead Leisure Centre during the summer period for essential maintenance work and repairs following storm damage last financial year. It does not currently include any element of further risk associated with income under-achievements.

3.5.2 Planning and Public Protection

3.5.2.1 This service was £120k underspent (18.0%) during the period and is projected to be £110k (4.4%) underspent by the year-end.

3.5.2.2 Most of the budgets within Planning and Public Protection are underspending with the exception of Planning Delivery Wales, Environmental Health and Trading Standards which are estimated to overspend slightly. The significant underspend forecast is in Planning Control (£100k). The underspend in this area is due to increased income, a trend which is continuing from 2015/16. The Major Development section is also underspending by £100k due to surplus income. However, the Executive is asked for this to be transferred to an earmarked reserve to support implementation of major developments in the future.

3.5.2.3 It is intended, over the next quarter, to split the Planning Control budget into two separate budgets, one for the day-to-day routine planning control work and another for the major development work. This will provide a better estimate of the underlying on-going budget position for Planning Control which will allow for a more accurate budget for 2017/18.

3.6 Highways, Waste and Property

3.6.1 Highways

3.6.1.1 This service was £152k (7.8%) overspent during the period and is projected to be £80k (1.3%) overspent by the year-end. This forecast outturn does not include any prediction on the Works Budget as this budget is affected by winter maintenance requirements and any storm damage.

3.6.1.2 The estimated overspend is largely due to estimated shortfalls in income budgets in Maintenance Management (£50k); in car parking income of (£25k) and an overspend of £5kin Lighting Management.

3.6.1.3 The service continues to try to reduce this overspend and an update on remedial action taken will be reported at quarter 2.

3.6.2 Waste

3.6.2.1 The waste service was £317k (19.4%) overspent at the end of this Quarter. The service is predicted to overspend by £145k at the end of the financial year. This forecast excludes the impact of moving to three weekly collection from 1 October 2016 due to uncertainty around tonnages collected. The budgetary impact of this will assessed and reported during quarter 3 budget monitoring.

3.6.2.2 Costs are exceeding budget on the Penhesgyn Transfer Station due to agency costs and repairs and maintenance costs. This site is projected to overspend by £60k by year-end. There is shortfall of income collected from Penhesgyn Electricity Generation Site which is estimated to under achieve the target by £85k for the financial year.

3.6.3 Property

3.6.3.1 Property Services overspent by £22k (14.3%) during the quarter with office rationalisation, electrician, plumbing, repairs and maintenance being the main budgetary pressures. However, the service is taking action to reduce the overspend and is forecast to achieve a balanced budget by 31 March 2017.

3.7 Transformation

3.7.1 The Transformation function overspent by £267k (34%) during the period, much of which will be funded later in the year from earmarked reserves and from grants which will bring the overspend back to a balanced budget. An overspend of £100k in ICT will be offset by predicted underspends in the Corporate Transformation team (£50k) and the Anglesey and Gwynedd Partnership (£50k).

3.7.1.1 The ICT function's budgets are under-pressure due to the significant activity in relation to the smarter working projects. In addition a restructure of the function is also creating budgetary pressures as the function requires a structure and resources to meet the needs of the Council and the smarter working agenda. The function is therefore predicting an overspend of £100k as mentioned above.

3.7.1.2 The HR function is predicting a balanced budget for the financial year.

3.7.1.3 The Corporate Transformation function is predicting an underspend of £100k due to an underspend in Corporate Transformation team of £50k arising from vacancies and the Anglesey and Gwynedd Partnership is estimated to underspend by £50k.

3.8 Resources

3.8.1 Benefits granted, which includes the Council Tax Reduction Scheme, overspent by £12k during the period, however, this function is forecast to underspend by £228k by the end of the financial year as the current caseload is lower than the original estimate when the budget was set.

3.8.2 The remainder of the Resources Function budget showed an overspend of £254k by the end of the period. The function is forecast to overspend by £131k by the end of the financial year. The key budgetary pressures relate to accounting consultancy (£30k); bank charges (30k); overspend on staffing in Revenues and Benefits (£25k); software support, cash system and new burdens (£40k) and a savings to be found against tendering (£61k) which is not achievable from the bank retendering exercise.

3.9 Council Business

3.9.1 The function is £70k (21%) underspent as at 30 June 2016 and an underspend of £62k (4.1%) is predicted for the financial year. The more signifcant reasons for this is due to an expected underspend in Committee Services (£30k) and land charges over-achievement of income.

3.10 Corporate and Democratic Costs

3.10.1 The function was underspent by £10k during the period. An underspend of £5k is projected at year-end

3.11 Corporate Management

3.11.1 The function was £18k underspent at the end of this Quarter. However an underspend of £100k is projected for the financial year due to savings arising from the restructuring of Strategic Management.

4. Corporate Finance

4.1 Corporate Finance is expected to overspend by £110k at year-end. This is due to a shortfall on the Corporate savings target of £200k relating to Smarter Working. An original target of £300k was set as savings and, although the savings that can be clearly linked to the project, closure of offices can be credited against this budget, other savings in staff administration and general administration costs are being realised within service budgets and not accounted for against this target. That is not to say that that the Smarter Working project will not deliver the £300k savings envisaged at the outset.

4.2 There is also a significant shortfall on interest receivable on the Authority's bank deposits (£100k), which has worsened by the cut to the official bank rate from 0.50% to 0.25%. It is recommended that this budget is reviewed for 2017/18 for a more realisic budget. These overspends are offset in part due to reduced borrowing costs due to the Authority's use of balances rather than external borrowing on the capital programme. This internal borrowing, however, may not be possible into the future due to the significant capital projects, particularly in relation to the 21st Century Schools programme.

4.3 Appendix C summarises the financial position on contingency budgets at the end of this Quarter. A total contingencies budget of £2.038m was approved as part of the 2016/17 budget. A net £60k has been vired to services to fund specific projects or budgetary issues approved by the Section 151 Officer. A review of budgets during quarter 1 identified that 3 posts within one service had been funded twice, the over funding has been removed from the service budget and is held within the general contingency. £795k has been committed from contingencies and it is expected that the remaining £1.304m will be fully spent by year-end in accordance with the necessary approvals for use of contingency budgets. However, it should be noted that the general contingency is in place to meet unforeseen costs during the year and it is difficult to predict the demands on this budget. For the purposes of this report,we have predicted that the general contingency will be fully utilised although this will be reviewed during the remainder of the financial year.

5. Collection of Council Tax

5.1 The Council Tax Fund budget is determined using the estimated collectable debt for the current year only based on the tax base figure set in November 2015. It does not provide for arrears collected from previous years, adjustments to liabilities arising from previous years (exemptions, single person discounts etc), changes to the current year's taxbase or the provision for bad and doubtful debts. These changes cannot be estimated and, invariably, lead to a difference between the final balance on the Council Tax Collection Fund and the original budget. The current projection is that the Council Tax Fund will underachieve the target figure by £131k. Although it is estimated that the actual Council Tax collected will exceed the budget by £252k, this will not be sufficient to cover the increase in the provision for bad and doubtful debts which is currently projected to be £383k.

6. **Budget Savings 2016/17**

   6.1 Budget savings of £3.06m were removed from service budgets for 2016/17 with an additional £400k of savings from voluntary redundancies held as a contingency. It is difficult at this early stage to accurately assess whether all savings will be fully achieved, but early indications are that there are no significant issues arising which are preventing services from delivering the budgeted savings. It should be noted that some projects are not planned to commence until later in the year and delays in commencing these projects may result is a shortfall in the achieved savings.

   6.2 Some staff who were identified for release under the voluntary redundancy programme have yet to be released as it is necessary to undertake a restructure within some teams and the release of staff is prevented until those restructures are complete.

7. **Conclusion**

   7.1 A total overspend of £366k is projected for the year-ending 31 March 2017. £125k of this is on service budgets, though it must be highlighted that this in made up of a number of over and underspends. The Services that are still experiencing budgetary pressures are similar to 2015/16 (Children's Services, Waste and Resources) but the Heads of Service are aware of the issues and are working to reduce the level of overspending at the year end. The projected level of overspend is around 0.3% and the Council has a sufficient level of general reserves to fund this level of overspending should it materialise at the end of the financial year.

   7.2 It should be noted that quarter 1 is early in the financial year and items such as the impact of winter maintenance have not been included in the forecast as there is no information available. Forecasts are subject to change as new information becomes available. However, with regular scrutiny from SLT and if remedial action is taken by Heads of Services these will help the services manage within the budgets they can control.

PROJECTED REVENUE OUTTURN FOR THE FINANCIAL YEAR ENDING 31 MARCH 2017 – QUARTER 1

Service/Function	2016/17 Annual Budget	Q1 2016/17 Budget	Q1 Actual & Committed spend	Q1 2016/17 Variance	Q1 Estimated Expenditure to 31 March 2017	Q1 Estimated Outturn 31 March 2017
	£'000	£'000	£'000	£'000	£'000	£'000
Delegated Schools Budget	38,422	9,231	9,231	0	38,422	0
Lifelong Learning (Non - Schools, Culture)	10,494	2,920	2,870	(50)	10,432	(62)
Adult Services	22,343	5,400	5,323	(77)	22,359	16
Children's Services	7,443	1,851	1,865	14	7,713	270
Housing	869	444	338	(106)	869	0
Highways, Waste & Property						
Highways	6,618	1,935	2,087	152	6,698	80
Property	1,230	(154)	(132)	22	1,230	0
Waste	6,296	1,637	1,955	317	6,441	145
Regulation & Economic Development						
Economic	2,001	746	725	(21)	2,051	50
Planning and Public Protection	2,555	665	545	(120)	2,445	(110)
Corporate Transformation	3,532	787	1,054	267	3,532	0
Benefits Granted	5,913	1,915	1,927	12	5,685	(228)
Resources	3,843	1,227	1,481	254	3,974	131
Council Business	1,512	331	261	(70)	1,450	(62)
Corporate & Democratic costs	948	236	226	(10)	943	(5)
Corporate Management	722	180	161	(18)	622	(100)
Total Service Budgets	**114,741**	**29,351**	**29,916**	**566**	**114,866**	**125**

Service/Function	2016/17 Annual Budget	Q1 2016/17 Budget	Q1 Actual & Committed spend	Q1 2016/17 Variance	Q1 Estimated Expenditure to 31 March 2017	Q1 Estimated Outturn 31 March 2017
	£'000	£'000	£'000	£'000	£'000	£'000
Levies	3,194	796	2,996	2,200	3,194	0
Capital Financing	8,302	0	236	236	8,214	(88)
Discretionary Rate Relief	60	0	0	0	58	(2)
General & Other Contingencies	1,979	0	0	0	1,979	0
Funding and use of Reserves	(4,238)	0	0	0	(4,038)	200
Total Corporate Finance	**9,297**	**796**	**3,232**	**2,436**	**9,407**	**110**
Total Budget 2016/17	**124,037**	**30,146**	**33,148**	**3,003**	**124,172**	**235**
Funding 2016/17						
NNDR	(21,309)				(21,309)	0
Council Tax	(32,109)				(31,978)	131
Revenue Support Grant	(70,619)				(70,619)	0
Total Funding 2016/17	**(124,037)**				**(123,906)**	**131**
Total outturn including impact of funding					**366**	**366**

Summary of the Financial Position on Contingency Budgets 2016/17 as at Quarter 1

	Original Budget £	Virements £	Amended Budget £	Committed to date £	Current Remaining Un-Committed £
Improvement	400,000.00	29,190.00	429,190.00	0.00	429,190.00
General Contingency	317,927.00	123,050.00	440,977.00	155,000.00	285,977.00
Salary and Grading	500,000.00	-11,205.00	488,795.00	0.00	488,795.00
Cost of Change	136,000.00	-80,570.00	55,430.00	15,000.00	40,430.00
NNDR Allow disc rate	60,000.00	0.00	60,000.00	0.00	60,000.00
Earmarked Contingency	625,000.00	0.00	625,000.00	625,000.00	0.00
Total contingency budgets	**2,038,927.00**	**60,465.00**	**2,099,392.00**	**795,000.00**	**1,304,392.00**

ISLE OF ANGLESEY COUNTY COUNCIL

REPORT TO:	EXECUTIVE COMMITTEE
DATE:	19 SEPTEMBER 2016
SUBJECT:	BUDGET MONITORING REPORT FIRST QUARTER 2016/17 - CAPITAL
PORTFOLIO HOLDER(S):	COUNCILLOR H E JONES
HEAD OF SERVICE:	MARC JONES (EXT. 2601)
REPORT AUTHOR: TEL: E-MAIL:	GARETH ROBERTS 01248 752675 GarethJRoberts@ynysmon.gov.uk
LOCAL MEMBERS:	n/a

A -	Recommendation/s and reason/s

- It is recommended to note the progress of expenditure and receipts against the capital budget.
- It is recommended to approve the change in capital project for the waste management scheme, to purchase a new telehandler and Weighbridge (Section 6).

B -	What other options did you consider and why did you reject them and/or opt for this option?

n/a

C -	Why is this a decision for the Executive?

- This report sets out the financial performance of the Capital budget for the first quarter of the financial year.
- Budget monitoring is a designatied Executive function.

CH -	Is this decision consistent with policy approved by the full Council?

Yes

D -	Is this decision within the budget approved by the Council?

Setting of the annual Capital Budget.

DD -	Who did you consult?		What did they say?
	1	Chief Executive / Strategic Leadership Team (SLT) (mandatory)	
	2	Finance / Section 151 (mandatory)	n/a – this is the Section151 Officer's report
	3	Legal / Monitoring Officer (mandatory)	
	4	Human Resources (HR)	
	5	Property	
	6	Information Communication Technology (ICT)	
	7	Scrutiny	
	8	Local Members	
	9	Any external bodies / other/s	
E -	Risks and any mitigation (if relevant)		
	1	Economic	
	2	Anti-poverty	
	3	Crime and Disorder	
	4	Environmental	
	5	Equalities	
	6	Outcome Agreements	
	7	Other	

F -	Appendices:
	Appendix A - Capital Budget Monitoring Report – Quarter 1 2016/17 Appendix B – Summary of the Capital Project's Expenditure to date against the Capital Budget, and the Projected Expenditure at Year-End

FF -	Background papers (please contact the author of the Report for any further information):
	• 2016/17 Capital Budget, as recommended by this Committe on 1 March 2016; • 2016/17 Treasury Management Strategy Statement approved by the Full Council on 10 March 2016; and • 2015/16 Capital Outturn Report 2015/16, that went to this Committee on 31 May 2016.

1. INTRODUCTION

1.1 This is the Capital Budget monitoring report for the first quarter of the financial year, and allows Members to note the progress of Capital Expenditure and Capital Receipts against the Capital Budget.

1.2 In March 2016, the Council approved a Capital Programme for non-housing services of £26.933m for 2016/17 and a Capital Programme of £11.636m for the HRA, and in May 2016, the Council approved Capital Slippage of £7.792m to be brought forward from 2015/16. Since the budget setting process, there has been additional schemes added onto the programme, most of which are grant funded which amounted to £4.551m. Included in this are grant schemes such as the Viable and Vibrant Places capital grant of £3.148m, Road Safety Grant of £0.105m and Safer Route in Communities grant of £0.108m. This brings the total Capital budget for 2016/17 to £50.912m.

2. PROGRESS ON EXPENDITURE 2016/17

2.1 Below is a summary table of the Capital expenditure to 30 June 2016, the profiled budget to 30 June 2016 and the proposed funding of the Capital Programme for 2016/17.

Service	Annual Budget £'000	Profiled Budget £'000	Actual Expenditure £'000	Committed Expenditure £'000	Total Expenditure £'000	% Profiled Budget Spend	% Annual Budget Spent
Housing General Fund	2,000	487	315	6	321	66	16
Housing HRA	14,169	2,125	1,224	227	1,451	68	10
Lifelong Learning	12,776	1,087	1,089	42	1,131	104	9
Economic and Regeneration	5,696	96	63	5	68	71	1
Highways	10,973	1,457	1,183	248	1,431	98	13
Waste Management	628	350	13	344	357	102	57
Property	1,128	200	272	13	285	143	25
Transformation	1,653	210	224	30	254	121	15
Planning	975	6	3	-	3	55	0
Adult Services	914	25	30	-	30	121	3
Total	**50,912**	**6,044**	**4,417**	**916**	**5,333**	**88**	**10**
Funded By:							
Capital Grant	24,611						
Capital Receipts	6,575						
Supported Borrowing	2,189						
Unsupported Borrowing	6,030						
Revenue Contribution	10,666						
Reserves	500						
Insurance	340						
Total Funding	**50,912**						

2.2 The Profiled budget spent to the end of the first quarter is 88%, however, only 10% of the annual budget has been spent to date. The reason for this is that a number of the capital schemes are weighted towards the last quarter of the financial year. There are risks with some Capital projects, and these are highlighted in Section 3.1.2 of this report. Some Capital schemes are well underway with the majority of the profiled budget for quarter 1 being spent. Some Capital Schemes have yet to commence, but their budget is profiled towards the latter part of the financial year. These schemes and their profile can be seen in Appendix B.

2.3 The Housing Revenue Account has spent 68% of its profiled budget, and only 10% of the annual budget. However, it is currently estimated that the budget will be spent in its entirety come the end of the financial year. During Q1, expenditure has predominantly been in connection with contracts procured during 2015/16 i.e. carried forward commitment. It is anticipated that new planned maintenance contracts procured during Q1 and anticipated tender results expected during Q2 will fully commit the budget for 2016/17.

2.4 The smallholdings programme of improvements, financed from the ring-fenced capital receipts from the sale of smallholdings and rental income, has been extended for an additional year. Expenditure on this programme continues to exceed the funding through sales and rental income. A deficit of £1.281m was brought forward from 2015/16, capital receipts to the end of the first quarter amounted to £0.260m, with expenditure of £0.277m incurred to date. As a result, the deficit now stands at £1.298m. There are further sales projected for 2016/17 and, if these sales are completed, it will be sufficient to cover the current deficit.

3. <u>FUNDING</u>

3.1 Capital Grants

3.1.1 There are a number of Capital Grant schemes in the Capital Programme for 2016/17. There are some schemes that are yet to commence such as the Road Safety Grant with a budget of £0.105m and the Safer Routes In Communities with a budget of £0.108m, but it is expected that this grant allocation will be fully spent by the end of the year.

3.1.2 There are five schemes that carry significant risk with regards to the Capital Grant funding, which are as follows:-

- The 21st Century Schools project – At the end of the first quarter, the Capital Grant for this project was claimed in full with no issues to report. However, this is such a large scheme with a total budget this year of £12.274m, it does carry a significant risk. Should we encounter adverse weather conditions over the winter months or unforseen issues with the sites, it could delay the progress of these schemes. Any problems could lead to profiled spend not achieving targets in future quarters, which could result in funding being lost.

- Vibrant and Viable Places (VVP) Grant - the capital budget for 2016/17 amounts to £3.148m. At the end of the first quarter, only £0.238m has been spent, although most of the scheme's budget is heavily profiled towards the second half of the financial year. It is expected that the grant will be fully spent by the end of the year but, given the level of expenditure required in the second half of the financial year, there is a risk that the expenditure requirement will not be reached and that grant funding will be lost.

- Llangefni Link Road scheme – The current budget for the Llangefni Link Road scheme is £3.732m. Archeological finds have been discovered on the site which has delayed the progress of the scheme. Additionally, there is still land to be purchased, which carries its own risk. At the end of the first quarter, the total expenditure was £1.066m, and it is currently expected that the budget will be fully spent.

- Beaumaris Flood – Following completion of the Coastal Element in February, phase two of the Beaumaris Flood Alleviation Scheme involves the fluvial element of the works. This has been delayed by residents' objections and failure to reach agreement with a landowner. The Welsh Government have recently adjudicated (in our favour) on the objection and we are currently awaiting legal advice on a way forward in the light of this. Negotiations are still ongoing with the landowner; however, these are proving slow and inconclusive. Welsh Government have indicated that they have allocated funding for these works but as yet, due to the difficulties described above, a Grant Award has not been made. Welsh Government is also currently considering the design review that has been undertaken in the light of fluvial flooding in December last year. Subject to Legal advice on the objection and favorable consideration by Welsh Government on the design review, it is possible that some works on part of the scheme (not involving Landowner consent) could be started later this financial year crossing over into next financial year.

- Strategic Infrastructure Holyhead & Llangefni - Following considerable delays over the past 12 months, the Llangefni and Holyhead Sites and Premises projects were endorsed by the North Wales Economic Ambition Board in July as priority schemes for the region. As such, IoACC have now been invited into the formal application process by WEFO to submit full business plans under P4.4 ERDF for both schemes. Work is ongoing with final business plans likely to be submitted in early September. Current risks for the schemes include securing the full funding package and potential Brexit implications with regard to timing. Discussions are ongoing with relevant departments of Welsh Government to secure the remaining match funding – a further progress report will be submitted in September. Recent announcements from WG indicate that any schemes approved before this year's Autumn Statements will be underwritten by the Government even if the UK was to leave the EU prior to project completion.

3.2 Capital Receipts

3.2.1 The Capital Receipts for this year to date and the budgeted Capital Receipts are:-

	Budget 2016/17 £'000	Received to 30-Jun-16 £'000	Projection to 31-Mar-17 £'000
Housing HRA:			
Right to Buy Sales	565	102	565
Land Sales	0	0	0
Private Sector Housing:			
Sales of plots	0	0	0
Repaid charges	0	0	0
Repaid grants	0	0	0
Council Fund:			
Smallholdings	2,285	260	2,285
General	1,480	136	1,480
Industrial	380	0	380
Schools	1,865	0	1,865
Total	**6,575**	**497**	**6,575**

3.2.2 The projected Capital Receipts at 31 March 2017 is £6.575m, with only £0.497m being received at 30 June 2016 (7.6%). This was mainly from the sale of one smallholding (£0.260m), one property in Holyhead (£0.115m) and one Right to Buy (£0.102m). The forecasted Capital Receipts include £1.675m for the sale of former school sites , £0.320m for Parc Mount and £2.025m on various Smallholdings

3.2.3 The Capital Receipts budget for the Housing Revenue Account Right to Buy is based on the HRA 30 year plan and it is forecasted that 8 properties will be sold in this financial year.

3.2.4 Since the end of the quarter, the Authority has received significant Capital Receipts, with the land at Cefn Du, Gaerwen bringing in receipts of £0.600m and two right to buy properties bringing in £0.146m of capital receipts.

4. PROJECTED ACTUAL EXPENDITURE 2016/17

4.1 Below is a table with projected Expenditure at 31 March 2017 and the revised funding:-

Service	Annual Budget £'000	Projected Expenditure £'000	Projected Under / Over Expenditure £'000	% Variance
Housing General Fund	2,000	2,000	-	-
Housing HRA	14,169	14,288	119	1
Lifelong Learning	12,776	13,482	706	6
Economic and Regeneration	5,696	3,492	- 2,204	- 39
Highways	10,973	8,627	- 2,346	- 21
Waste Management	628	579	- 49	- 8
Property	1,128	962	- 166	- 15
Transformation	1,653	1,246	- 408	- 25
Planning	975	690	- 285	- 29
Adult Services	914	529	- 385	- 42
Total	**50,912**	**45,895**	**- 5,016**	**- 10**

Funded By:	Annual Budget £'000	Projected Funding £'000	Variance	% Variance
Capital Grant	24,611	19,504	- 5,107	- 21
Capital Receipts	6,575	6,575	-	-
Supported Borrowing	2,189	2,189	-	-
Unsupported Borrowing	6,030	6,001	- 29	- 0
Revenue Contribution	10,666	10,786	120	1
Reserves	500	500	-	-
Insurance	340	340	-	-
Total Funding	**50,912**	**45,895**	**- 5,016**	**- 10**

4.2 As can be seen from table 4.1(above), the forecast underspend on the Capital Programme for 2016/17 is £5.016m, with this being potential slippage into the 2017/18 Capital Programme. The funding for this slippage will also slip into 2017/18, and will be factored in when producing the Treasury Management Strategy Statement for 2017/18. The main projects that are forecasted to be underspent are the Holyhead Strategic Infrastructure, Llangefni Strategic Infrastructure and the New Highways to Wylfa Newydd, as can be seen in Appendix B. The reasons for the underspend in the Holyhead Strategic Infrastructure and the Llangefni Strategic Infrastructure are detailed in section 3.1.2 of this report. The New Highways to Wylfa Newydd is forecasted to underspend due to the Nanner Road Project coming in under the predicted cost and the online works are not as advanced as initially estimated.

4.3 The Capital Finance Requirement forecasted at 31 March 2017 is £131.395m, which is the underlying need for the Authority to borrow to be able to fund its Capital Programme. The External borrowing currently stands at £110.741m, meaning the Authority essentially needs to borrow £20.651m, either internally or externally, to fund the current Capital Programme. If this borrowing is undertaken externally, the authority will still be within its authorised borrowing limits as per the 2016/17 Treasury Management Strategy Statement (Appendix 11).

5. FUTURE YEARS

5.1 On 10 March 2016, the Full Council approved a Capital Programme for 2016/17 for the non housing services and the HRA. Included in this report was the forecast expenditure for these approved schemes in 2017/18 onwards. In 2017/18, this amounted to £17.822m for the non housing services including £5.568m for the 21st Century Schools and £4.918m for the New Highways in relation to Wylfa Newydd. The HRA forecast was £7.676m. In 2018/19, these approved schemes amounted to £30.382m for both the non housing services and the HRA. This included £7.150m for and Extra Care Home in Llangefni, £5.876m for the New Highways in relation to Wylfa Newydd and £4.718m for the 21st Century Schools. This forecast was based on the Capital Bids submitted in September 2015, therefore, these forecast figures will need to be revised and updated for the Capital Bid process for 2017/18 due to commence shortly. During this process, there will also be an inviatation for new Capital Bids to be submitted for new capital schemes to commence during 2017/18.

6. CHANGE IN CAPITAL SCHEME FOR APPROVAL

The Council's Waste Management Section does not have its own site to store waste containers. Currently, black and green wheeled bins, recycling boxes, food waste bins and bags and associated equipment are kept at a site in Gaerwen known as Brynsunsur. This site is currently rented at a considerable cost to the Council. Some time ago, investigations were made to try and find an alternative storage site for waste containers but this proved unsuccessful. An opportunity arose to develop a storage unit on Council owned land at Mona and capital funding of £0.118m was allocated for this purpose. Unfortunately, the tenders received to build the new storage facility were very expensive and the project had to be abandoned. The Council's Waste Management Section would now like to re-allocate £0.090m of this funding to two essential items of equipment used at the Penhesgyn Waste Facility; a new Telehandler £0.070m and a new weighbridge system £0.027m.

1. Telehandler
This is an essential item of plant used to move waste materials around the site e.g. emptying small skips and loading wood into bulk trailers. This machine has completed several thousand hours of service and is coming to the end of its working life. This year, this machine had been out of action on several occasions due to recurring faults meaning the Service has had to hire another machine at considerable cost. The request is to re-allocate £0.070m of the above mentioned capital funding to purchase a new Telehandler for Penhesgyn.

2. New Weighbridge
The main weighbridge at Penhesgyn has recently had a condition report carried out on it, which concluded that the "weighbridge is failing structurally and, in addition to the cracks, there are signs that the structure is getting to the end of its working life, lamination etc". This is a key item of equipment to ensure all waste categories are recorded properly and is linked to raising invoices. The Council has received a price to provide a new weighbridge in the region of £0.017m, but major structural engineering would also be required to form new foundations to locate the new weighbridge which would cost in the region of £0.010m. The request is to re-allocate up to £0.027m funding to purchase and fit a weighbridge at Penhesgyn.

Summary of the Capital Project's Expenditure to date against the Capital Budget and the Projected Expenditure at Year-End

Service	Annual Budget (£)	Profiled Budget (£)	Actual Expenditure (£)	Committed Expenditure (£)	Total Expenditure (£)	Variance to profile (£)	% Profiled Budget Spent	% Annual Budget Spent	Projected Expenditure (£)	Projected (Under) / Over (£)	% Variance
Housing General Fund											
Houses into homes to let	14,745	14,745	12,321	0	12,321	-2,424	84	84	14,745	0	0
Houses into Homes 2	50,000	50,000	47,400	0	47,400	-2,600	95	95	50,000	0	0
VVP Housing Grant 1	20,000	2,915	2,915	0	2,915	0	0	15	20,000	0	0
Compulsory Purchase Pilot Scheme	458,550	114,638	94,760	0	94,760	-19,878	83	21	458,550	0	0
Disabled Facilities Grants	900,564	225,141	133,115	211	133,326	-91,815	59	15	900,564	0	0
Residential Site for Gypsies and Travellers	247,000	0	0	0	0	0	0	0	247,000	0	0
Victoria Gateway VVP Grant	20,000	7,204	7,204	5,506	12,710	5,506	176	64	20,000	0	0
Affordable Housing brought forward 2015/16	288,703	72,176	17,572	481	18,053	-54,123	25	6	288,703	0	0
Total	**1,999,562**	**486,818**	**315,287**	**6,198**	**321,485**	**-165,333**	**66**	**16**	**1,999,562**	**0**	**0**
Housing HRA											
Central Heating Contract	158,239	23,736	0	8,640	8,640	-15,096	36	5	158,239	0	0
Planned Maintenance Contract	6,382,439	957,366	705,318	117,229	822,547	-134,819	86	13	6,382,439	0	0
BMU Vehicles 2016/17	80,000	12,000	0	92,173	92,173	80,173	768	115	92,173	12,173	15
Environmental Works	362,496	54,374	81,625	0	81,625	27,251	150	23	362,496	0	0
Remodelling of Existing Stock	450,000	67,500	0	0	0	-67,500	0	0	450,000	0	0
Acquisition of Existing Properties	6,452,826	967,924	329,845	1,386	331,231	-636,693	34	5	6,452,826	0	0
Public Sector Adaptations	0	0	107,217	7,605	114,822	114,822	0	0	107,217	107,217	100
Fire Risk	250,000	37,500	0	0	0	-37,500	0	0	250,000	0	0
BMU Transformtion Tools	33,000	4,950	0	0	0	-4,950	0	0	33,000	0	0
Totals for : Housing HRA	**14,169,000**	**2,125,350**	**1,224,005**	**227,033**	**1,451,038**	**-674,312**	**68**	**10**	**14,288,390**	**119,390**	**1**
Lifelong Learning											
Rewire Education Buildings	37,000	0	0	0	0	0	0	0	37,000	0	0
Disabled Access in Education Building	300,000	0	1,980	0	1,980	1,980	0	1	300,000	0	0
School Catering Facilities	165,000	0	0	0	0	0	0	0	165,000	0	0
21st Century Schools - Holyhead	7,297,000	688,133	688,163	9,800	697,963	9,830	101	10	8,171,702	874,702	12
21st Century Schools - Holyhead - VVP	270,000	200,000	200,000	0	200,000	0	100	74	270,000	0	0
21st Century Scools - Llannau	3,960,000	193,746	193,746	31,564	225,310	31,564	116	6	3,791,484	-168,516	-4
21st Century Scools - Parc Y Bont	150,000	725	725	725	1,450	725	200	1	150,000	0	0
21st Century Scools - Bro Rhosyr / Bro Aberffraw	390,000	4,365	4,365	25	4,390	25	101	1	390,000	0	0
21st Century Scools - Bro Seiriol	207,000	0	0	0	0	0	0	0	207,000	0	0
Total	**12,776,000**	**1,086,969**	**1,088,979**	**42,114**	**1,131,093**	**44,124**	**104**	**9**	**13,482,186**	**706,186**	**6**

Service	Annual Budget (£)	Profiled Budget (£)	Actual Expenditure (£)	Committed Expenditure (£)	Total Expenditure (£)	Variance to profile (£)	% Profiled Budget Spent	% Annual Budget Spent	Projected Expenditure (£)	Projected (Under) / Over (£)	% Variance
Economic and Regeneration											
	156,000	23,579	23,579	0	23,579	0	100	15	156,000	0	0
Holyhead Strategic Infrastructure	1,257,000	0	0	0	0	0	0	0	105,000	-1,152,000	-92
Llangefni Strategic Infrastructure	1,157,000	0	0	0	0	0	0	0	105,000	-1,052,000	-91
Partnership Funding Unallocated Budget	58,000	0	0	0	0	0	0	0	58,000	0	0
Public Conveniences	44,772	0	0	0	0	0	0	0	44,772	0	0
Penrhos Units Upgrade VVP Grant	12,641	1,029	934	4,104	5,038	4,009	490	40	12,641	0	0
Active Community Development VVP Grant	40,000	0	0	900	900	900	100	2	40,000	0	0
VVP Grant - Unallocated	2,624,843	0	0	0	0	0	0	0	2,624,843	0	0
Plas Arthur Leisure Centre Upgrade	3,245	900	832	461	1,293	393	144	40	3,245	0	0
Amlwch Leisure Centre Upgrade	2,809	900	475	0	475	-425	53	17	2,809	0	0
Re-roofing Leisure Centre	340,000	70,000	36,850	0	36,850	-33,150	53	11	340,000	0	0
Total	**5,696,310**	**96,408**	**62,670**	**5,465**	**68,135**	**-28,273**	**71**	**1**	**3,492,310**	**-2,204,000**	**-39**
Highways and Transportation											
Car Parks	41,388	0	0	4,717	4,717	4,717	100	11	41,388	0	0
Vehicles	374,401	62,160	62,610	158,900	221,510	159,350	356	59	374,401	0	0
County Prudential Borrowing Initiative	2,229,120	196,000	114,216	0	114,216	-81,784	58	5	2,242,120	13,000	1
Beaumaris Flood Alleviation Works (WG)	600,000	25,000	23,897	0	23,897	-1,103	96	4	325,000	-275,000	-46
New Highways to Wylfa Newydd	3,784,000	174,000	0	0	0	-174,000	0	0	1,700,000	-2,084,000	-55
Llangefni Link Road	3,731,575	1,000,000	981,977	84,480	1,066,457	66,457	107	29	3,731,575	0	0
SRIC 2016/17	108,000	0	0	0	0	0	0	0	108,000	0	0
Road Safety Grant	105,000	0	0	0	0	0	0	0	105,000	0	0
Total	**10,973,484**	**1,457,160**	**1,182,700**	**248,097**	**1,430,797**	**-26,363**	**98**	**13**	**8,627,484**	**-2,346,000**	**-21**
Waste Management											
New Waste Collection System	509,000	350,000	13,200	344,233	357,433	7,433	102	70	509,000	0	0
Waste Containers Compound	118,520	0	0	0	0	0	0	0	70,000	-48,520	-41
Total	**627,520**	**350,000**	**13,200**	**344,233**	**357,433**	**7,433**	**102**	**57**	**579,000**	**-48,520**	**-8**
Property											
DDA	100,000	0	0	0	0	0	0	0	100,000	0	0
Holyhead Fishdock	96,340	0	0	0	0	0	0	0	0	-96,340	-100
Llanbedrgoch cemetery	85,683	0	0	415	415	415	100	0	2,000	-83,683	-98
Llanddona Cemetery	45,588	0	0	8,000	8,000	8,000	100	18	60,000	14,412	32
Smallholdings	800,000	200,000	272,028	5,000	277,028	77,028	139	35	800,000	0	0
Total	**1,127,611**	**200,000**	**272,028**	**13,415**	**285,443**	**85,443**	**143**	**25**	**962,000**	**-165,611**	**-15**

Service	Annual Budget (£)	Profiled Budget (£)	Actual Expenditure (£)	Committed Expenditure (£)	Total Expenditure (£)	Variance to profile (£)	% Profiled Budget Spent	% Annual Budget Spent	Projected Expenditure (£)	Projected (Under) / Over (£)	% Variance
Transformation											
Smarter Working Capital	953,057	65,000	53,432	29,539	82,971	17,971	128	9	534,000	-419,057	-44
LED Lighting	118,270	0	0	0	0	0	0	0	118,270	0	0
IT Citrix	190,000	110,000	109,505	0	109,505	-495	100	58	190,000	0	0
IT Backup system	35,096	35,096	61,463	0	61,463	26,367	175	175	61,463	26,367	75
Corporate Website Content System	75,000	0	0	0	0	0	0	0	60,000	-15,000	-20
Software Licensing	72,000	0	0	0	0	0	0	0	72,000	0	0
Network Upgrade	60,000	0	0	0	0	0	0	0	60,000	0	0
Server Storage Replacement	150,000	0	0	0	0	0	0	0	150,000	0	0
Total	**1,653,423**	**210,096**	**224,400**	**29,539**	**253,939**	**43,843**	**121**	**15**	**1,245,733**	**-407,690**	**-25**
Planning											
Holyhead Market Hall Hub Project	970,000	6,246	0	0	0	-6,246	0	0	684,674	-285,326	-29
Holy Island Landscape Development VVP	5,000	0	3,406	0	3,406	3,406	100	68	5,000	0	0
Total	**975,000**	**6,246**	**3,406**	**0**	**3,406**	**-2,840**	**55**	**0**	**689,674**	**-285,326**	**-29**
Adult Services											
CCIS Implementation	459,000	0	6,916	0	6,916	6,916	100	2	74,300	-384,700	-84
Canolfan Byron	150,000	0	0	0	0	0	0	0	150,000	0	0
Haulfre Refurbishment	206,758	25,000	23,322	0	23,322	-1,678	93	11	206,758	0	0
Plas Crigyll residential Care Home	98,000	0	0	0	0	0	0	0	98,000	0	0
Total	**913,758**	**25,000**	**30,238**	**0**	**30,238**	**5,238**	**121**	**3**	**529,058**	**-384,700**	**-42**
Total	**50,911,668**	**6,044,047**	**4,416,913**	**916,094**	**5,333,007**	**-711,040**	**88**	**10**	**45,895,397**	**-5,016,271**	**-10**

ISLE OF ANGLESEY COUNTY COUNCIL	
REPORT TO:	EXECUTIVE COMMITTEE
DATE:	19 SEPTEMBER 2016
SUBJECT:	ANNUAL TREASURY MANAGEMENT REVIEW FOR 2015/16
PORTFOLIO HOLDER(S):	COUNCILLOR H E JONES
LEAD OFFICER(S):	R MARC JONES
CONTACT OFFICER(S):	CLAIRE KLIMASZEWSKI/ELFED ROBERTS (EXT. 1865/2608)

Nature and reason for reporting

To comply with regulations issued under the Local Government Act 2003 and with the Council's Treasury Management Scheme of Delegation for 2015/16 (Appendix 8 of the Treasury Management Strategy Statement 2015/16). In accordance with the Scheme of Delegation, this report was scruitinised by the Audit Committee on 25 July 2016, and the Committee resolved to accept and note this report, and to forward it to the Executive without further comment. The report is due to be presented to the Full Council once it has been to this Committee.

Summary

The Council is required by regulations issued under the Local Government Act 2003 to produce an annual treasury management review of activities and the actual prudential and treasury indicators for 2015/16. This report meets the requirements of both the CIPFA Code of Practice on Treasury Management (the Code) and the CIPFA Prudential Code for Capital Finance in Local Authorities (the Prudential Code).

During 2015/16 the minimum reporting requirements were that the full Council should receive the following reports:-

- an annual treasury strategy in advance of the year (received on 26 February 2015);
- a mid-year treasury update report (received on 10 March 2016);
- an annual review following the year describing the activity compared to the strategy (this report).

The regulatory environment places responsibility on Members for the review and scrutiny of treasury management policy and activities. This report is, therefore, important in that respect, as it provides details of the outturn position for treasury activities and highlights compliance with the Council's policies previously approved by Members.

This Council confirms that it has complied with the requirement under the Code to give prior scrutiny to all of the above treasury management reports by the Audit Committee before they were reported to the full Council.

In order to support the scrutiny role of the members of the Audit Committee Member training on treasury management issues was undertaken during July 2014 and a refresher course will be provided during 2016.

During 2015/16, the Council complied with its legislative and regulatory requirements. The key data for actual prudential and treasury indicators detailing the impact of capital expenditure activities during the year, with comparators, are as follows:-

Data for actual prudential and treasury indicators	2014/15 Actual £000	2015/16 Original £000	2015/16 Actual £000
Capital expenditure			
• Non-HRA	15,769	15,520	16,369
• HRA	5,518	8,590	27,607
• Total	21,287	24,110	43,976
Total Capital Financing Requirement:			
• Non-HRA	85,926	92,787	84,297
• HRA	22,650	43,836	43,360
• Total	108,576	136,623	127,657
Gross borrowing	89,590	126,000	110,744
External debt	89,590	165,000	110,744
Investments			
• Longer than 1 year			-
• Under 1 year	10,983		16,210
• Total	10,983		16,210

Other prudential and treasury indicators are to be found in the main body of this report. The S151 Officer also confirms that borrowing was only undertaken for a capital purpose and the statutory borrowing limit (the authorised limit), was not breached.

The financial year 2015/16 continued the challenging investment environment of previous years, namely low investment returns.

RECOMMENDATIONS

The Committee is recommended to:-

(i) Note that the outturn figures in this report will remain provisional until the audit of the 2015/16 Statement of Accounts is completed and signed off; any resulting significant adjustments to the figures included in this report will be reported as appropriate;
(ii) Note the provisional 2015/16 prudential and treasury indicators in this report;
(iii) Consider the annual treasury management report for 2015/16 and pass on to the next meeting of the Executive with any comments.

Appendices:

Appendix 1 - Summary Portfolio Valuation as at 31 March 2016
Appendix 2 - Credit ratings of investment counterparties and deposits held with each as at 31 March 2016
Appendix 3 - Credit ratings of investment counterparties and deposits held with each at 15 July 2016
Appendix 4 - The Economy and Interest Rates – A Commentary by Capita Asset Services

Background papers

Treasury Management Strategy Statement 2015/16
Prudential and Treasury Indicators 2015/16
Treasury Management Mid-Year Review Report 2015/16
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1. **INTRODUCTION**

    This report summarises the following functions / activities / outcomes in financial year 2015/16:-

    - Capital activity;
    - Impact of this activity on the Council's underlying indebtedness (the Capital Financing Requirement);
    - The actual prudential and treasury indicators;
    - Overall treasury position identifying how the Council has borrowed in relation to this indebtedness, and the impact on investment balances;
    - Interest rate movements in the year;
    - Detailed debt activity; and
    - Detailed investment activity.

2. **THE COUNCIL'S CAPITAL EXPENDITURE AND FINANCING 2015/16**

    2.1 The Council undertakes capital expenditure on long-term assets. These activities may either be:-

    - Financed immediately through the application of capital or revenue resources (capital receipts, capital grants, revenue contributions etc.), which has no resultant impact on the Council's borrowing need; or

    - Financed from borrowing; this may be through planned borrowing or otherwise. If insufficient financing is available, or a decision is taken not to apply resources, the capital expenditure will give rise to a borrowing need.

    2.2 The actual capital expenditure forms one of the required prudential indicators. The table below shows the actual capital expenditure and how this was financed.

£m	2014/15 Actual (£m)	2015/16 Estimate (£m)	2015/16 Actual (£m)
Non-HRA capital expenditure	16	15	16
HRA capital expenditure	5	9	28
Total capital expenditure	**21**	**24**	**44**
Non-HRA financed in year	11	8	18
HRA financed in year	5	6	3
Non-HRA capital expenditure financed by borrowing	**5**	**10**	**2**
HRA capital expenditure financed by borrowing	**0**	**0**	**21**

3. **THE COUNCIL'S OVERALL BORROWING NEED**

    3.1 The Council's underlying need to borrow for capital expenditure is termed the Capital Financing Requirement (CFR). This figure is a gauge of the Council's debt position. The CFR results from the capital activity of the Council and what resources have been used to pay for the capital spend. It represents the 2015/16 capital expenditure financed by borrowing (see above table), and prior years' capital expenditure funded by borrowing which has not yet been paid for by revenue or other resources.

3.2 Part of the Council's treasury activities is to address the funding requirements for this borrowing need. Depending on the capital expenditure programme, the treasury service organises the Council's cash position to ensure sufficient cash is available to meet the capital plans and cash flow requirements. This may be sourced through borrowing from external bodies (such as the Government, through the Public Works Loan Board (PWLB) or the money markets), or utilising temporary cash resources within the Council.

3.3 Reducing the CFR

3.3.1 The Council's underlying borrowing need (CFR) is not allowed to rise indefinitely. Statutory controls are in place to ensure that capital assets are broadly charged to revenue over the life of the asset. The Council is required to make an annual revenue charge, called the Minimum Revenue Provision – MRP, to reduce the CFR. This is effectively a repayment of the borrowing need. This differs from the treasury management arrangements which ensure that cash is available to meet capital commitments. External debt can also be borrowed or repaid at any time, but this does not change the CFR.

3.3.2 The total CFR can also be reduced by:-

- the application of additional capital financing resources (such as unapplied capital receipts); or
- charging more than the statutory revenue charge (MRP) each year through a Voluntary Revenue Provision (VRP).

3.3.3 The Council's 2015/16 MRP Policy (as required by WG Guidance) was approved as part of the Treasury Management Strategy Report for 2015/16 on 26 February 2015.

3.3.4 The Council's CFR for the year is shown below, and represents a key prudential indicator. This would include any PFI and leasing schemes on the balance sheet, which would increase the Council's borrowing need, the CFR. There were no such schemes during the year.

CFR: Council Fund	2014/ 15 Actual (£m)	2015/ 16 Budget (£m)	2015/ 16 Actual (£m)
Opening balance	85	93	86
Add capital expenditure financed by borrowing(as above)	5		2
Less MRP/VRP*	(4)	(4)	(4)
Closing balance	86	92	84

CFR: HRA	2014/ 15 Actual (£m)	2015/ 16 Budget (£m)	2014/ 15 Actual (£m)
Opening balance	24	44	23
Add unfinanced capital expenditure (as above)	-	-	21
Less MRP/VRP*	(1)	(1)	(1)
Closing balance	23	43	43

Includes voluntary application of capital receipts

3.3.5 The borrowing activity is constrained by prudential indicators for gross borrowing and the CFR, and by the authorised limit.

3.4 Gross borrowing and the CFR

In order to ensure that borrowing levels are prudent over the medium term and only for a capital purpose, the Council should ensure that its gross external borrowing does not, except in the short term, exceed the total of the capital financing requirement in the preceding year plus the estimates of any additional capital financing requirement for the current and next two financial years. This essentially means that the Council is not borrowing to support revenue expenditure. This indicator allows the Council some flexibility to borrow in advance of its immediate capital needs. The table below highlights the Council's gross borrowing position against the CFR. The Council has complied with this prudential indicator.

	31 March 2015 Actual (£m)	31 March 2016 Budget (£m)	31 March 2016 Actual (£m)
Gross borrowing position	89.6	110.7	110.7
CFR	108.6	136.6	127.7

3.4.1 As part of the financing of capital expenditure for 2015/16 borrowing was used to finance the gap between available resources (capital receipts, capital grants, capital contributions and revenue contributions) and the capital expenditure. It was decided, in light of current and projected market interest rates and counterparty credit risks, to continue internalising borrowing, in the short term at least. This means that instead of borrowing externally from the PWLB, the Council has instead used its own council reserves. This strategy has now been implemented throughout each of the last five years. As a result of continuing with this strategy, the gap between CFR and external borrowing increased during 2015/16 by £19m. The gross borrowing at 31 March 2016 is less than the forecast CFR for the following 2 years. The gross borrowing position has increased during 2015/16 due to the loan from the PWLB for the HRA Buy-out which replaces the former subsidy payments to Welsh Government. This has also had a significant impact on the capital financing requirement.

3.5 The other debt related indicators are:

3.5.1 **The authorised limit** - the authorised limit is the "affordable borrowing limit" required by section 3 of the Local Government Act 2003. Once this has been set, the Council does not have the power to borrow above this level. The table below demonstrates that during 2015/16 the Council maintained gross borrowing within its authorised limit.

3.5.2 **The operational boundary** – the operational boundary is the expected borrowing position of the Council during the year. Periods where the actual position is either below or over the boundary are acceptable subject to the authorised limit not being breached.

3.5.3 **Actual financing costs as a proportion of net revenue stream** - this indicator identifies the trend in the cost of capital (borrowing and other long term obligation costs net of investment income) against the net revenue stream.

	2015/16
Authorised limit	£165.0m
Maximum gross borrowing position	£110.7m
Operational boundary	£126.0m
Average gross borrowing position	£110.7m
Financing costs as a proportion of net revenue stream - CF	6.06%
Financing costs as a proportion of net revenue stream - HRA	13.83%

The reason for the Council Fund financing costs being a marginally lower percentage of the net revenue stream than estimated in the Treasury Management Strategy 2015/16 (6.53%) was due to lower than budgeted financing costs, combined with lower than budgeted investment income and higher than expected net revenue stream.

4. TREASURY POSITION AS AT 31 MARCH 2016

4.1 The Council's debt and investment position is organised by the treasury management service in order to ensure adequate liquidity for revenue and capital activities, security for investments and to manage risks within all treasury management activities. Procedures and controls to achieve these objectives are well established both through member reporting detailed in the summary, and through officer activity in accordance with the Treasury Management Strategy 2015/16. The borrowing and investment figures for the Council as at the end of the 2014/15 and 2015/16 financial years are as follows:-

	31 MARCH 2015			31 MARCH 2016		
	£'000	Average Rate (%)	Average Maturity (yrs)	£'000	Average Rate (%)	Av erage Maturity (yrs)
Debt: All Public Works Loans Board, fixed rate	89,585	5.72	25.4	110,741	5.72	24.9
CFR	108,582			127,657		
Over / (under) borrowed	(18,997)			(16,916)		
Fixed term investments (all < 1 year, managed in house and fixed rate)	Nil			5,000	0.50	
No notice investments (all managed in house)	10.983	0.36		11,209	0.35	
Total Investments	10,983	0.36		16,209	0.40	

See a more detailed analysis in Appendix 1. The upper limits for fixed rate and variable rate exposures were not breached during the year.

4.2 Borrowing is further broken down by maturity as:-

	31 MARCH 2015		31 MARCH 2016		2014/15 and 2015/16 Limits	
	£m	% of total	£m	% of total	% of total (upper)	% of total (lower)
Total borrowing	89.6	100	110.7	100		
Under 12 months	0.0	0.0	0.0	0.0	20	0
12 months and within 24 months	0.0	0.0	5.5	4.97	20	0
24 months and within 5 years	15.5	17.3	14.5	13.10	50	0
5 years and within 10 years	8.8	9.8	4.2	3.79	75	0
10 years and above	65.3	72.9	86.5	78.14	100	0

4.3 There was no debt rescheduling during the year as the average 1% differential between PWLB new borrowing rates and premature repayment rates made rescheduling unviable. New external borrowing of £21.169m was taken out during the year to fund the HRA Buy-out from the Welsh Government HRA Subsidy system.

4.4 Part of the Council's deposits are held in no notice deposit accounts which pay interest at rates near the prevailing base rate, £11.0m at 0.35% (31 March 2015 11m at 0.36%). There was one deposit being held for a period of less than 1 year for £5m at an interest rate of 0.50% (31 March 2015: Nil).

5. TREASURY STRATEGY FOR 2015/16

5.1 The expectation for interest rates within the strategy for 2015/16 anticipated low but rising Bank Rate (starting in quarter 1 of 2015), and gradual rises in medium and longer term fixed borrowing rates during 2015/16. Variable, or short-term rates, were expected to be the cheaper form of borrowing over the period. Continued uncertainty in the aftermath of the 2008 financial crisis promoted a cautious approach, whereby investments would continue to be dominated by low counterparty risk considerations, resulting in relatively low returns compared to borrowing rates.

5.2 In this scenario, the treasury strategy was to postpone borrowing to avoid the cost of holding higher levels of investments and to reduce counterparty risk.

5.3 The actual movement in gilt yields meant that PWLB rates saw little overall change during the first four months of the year but there was then a downward trend for the rest of the year with a partial reversal during February.

5.4 The economic position and PWLB and investment rates are shown in Appendix 4.

6. INVESTMENT OUTTURN FOR 2015/16

6.1 The Bank Rate remained at its historic low of 0.5% throughout the year; it has now remained unchanged for seven years. Market expectations as to the timing of the start of monetary tightening started the year at quarter 1, 2016 but then moved back to around quarter 2, 2018 by the end of the year. Deposit rates remained depressed during the whole of the year, primarily due to the effects of the Funding for Lending Scheme.

6.2 The expected investment strategy was to keep to shorter term deposits (up to 364 days) although the ability to invest out to longer periods was retained. Available cash balances were expected to be up to £30m, ranging between £15m and £35m. The budget was set at 0.75% or £225k after adjusting for the higher rates on existing investments. As it turned out, average balances of £20.4m returned £88k (0.36%). The lower than budgeted average cash balance was partly the result of continuing to internalise borrowing. The lower than budgeted return was due to worse than anticipated rates of return on investments, with rates continuing to fall throughout the year.

7. INVESTMENT SECURITY AND CREDIT QUALITY

7.1 No institutions in which we had made investments had any difficulty in repaying investments and interest on time and in full during the year.

7.2 During 2015/16, credit ratings remained poor across the range of our usual counterparties. Since late 2008 it has been challenging to place deposits with appropriate counterparties. In December 2008, the Council's approval was obtained to extend flexibility with counterparties to deal with market changes; this included the ability to invest all our surplus funds with central government if necessary. The list was further widened in April 2010 to include nationalised and partly nationalised institutions and this list was clarified in March 2013 in relation to nationalised and part nationalised UK banks for the 2014/15 criteria. Previous decisions had extended flexibility for investing with local authorities. Appendix 2 shows the institutions where the Council's deposits were held as at 31 March 2016 and their ratings.

7.3 The practical effect of these policies was as follows: during the year we continued to use no notice accounts with major high street institutions (Santander, HSBC, RBS and Bank of Scotland) for day to day cash flow. In addition £5m was placed in 3 month deposits with Nationwide at a higher rate of 0.50%.

8. ACTIVITY DURING 2015/16

8.1 It has previously been reported that this Authority was preparing to exit the HRA subsidy system on 2nd April 2015. At the time of reporting for Quarter 3 2014/15, treasury activity, it was known that the buyout was to be financed through the PWLB, but the settlement amount and rate of interest on the borrowing were under consultation. The potential effect of the buy-out was reflected in the budget setting papers presented to Members for 2015/16 (including the 2015/16 Treasury Management Strategy Statement presented to this Committee for scrutiny on 9th February 2015). It can be confirmed that that buy-out took place and the HRA is now self-financed. The exact structure of loans arranged by the Council to fund its self-financing of the HRA, reflected the requirements of the HRA business plan, the overall requirements of the Council and certain limitations, (e.g. the minimum average duration of any borrowing), put in place by the Welsh Government. The loans were, therefore, arranged at a set of bespoke, higher PWLB interest rates that applied only to Welsh HRA self-financing authorities and may make these loans less flexible, from a restructuring perspective, than would normally be the case.

9. ACTIVITY SINCE 2015/16

9.1 The UK referendum result on 23 June 2016 to leave the European Union and the political instability which followed the result has created an economic shock which saw the value of sterling decrease; impacted on stock market values and led to UK banks long-term outlook being downgraded from stable outlook to negative outlook. All the council's deposits are held in banks which have been downgraded. However their short and medium term ratings are still within the appropriate ratings approved in the Treasury Management Strategy 2015/16. The status of the banks and the Council's deposits are under constant review to ensure that the Council's risks are minimised. The bank base rate has been held at the same rate currently at 0.50% however it is predicted that there will be a cut in the rate in the future to support the economy during the uncertain period following the EU referendum. While this would undermine interest earned on deposits further it would reduce the cost of borrowing from PWLB which would make external borrowing for capital expenditure more attractive. Appendix 3 shows the Council's current deposits and the ratings of the financial institutions the deposits are invested in (as at 15 July 2016). It shows that despite the downgrading of UK banks generally since the referendum there is little change in the individual ratings per institution the authority holds deposits in.

10. CONCLUSION

10.1 A review of the Treasury Management Performance for 2015/16 has been provided. The year was fairly stable with the most significant activity being a loan from PWLB amounting to £21.169m for the HRA Buy-out from the annual subsidy to Welsh Government. This will not only save the Council money but offers the HRA increased flexibility to manage its housing stock. The council held appropriate cash balances at all times though the low interest rate meant that the returns were low. However this is consistent with the Treasury Management Strategy 2015/16 where the key objectives were low risk and ensuring there is sufficient cash to pay the council's creditors, etc. The financial position of the Council's financial instruments as at 31 March 2016 is shown in appendix 1.

R MARC JONES
HEAD OF FUNCTION (RESOURCES) &
SECTION 151 OFFICER   **25 JULY 2016**

Summary Portfolio Valuation
As at 31 March 2016

FINANCIAL ASSETS	Nominal / Principal (£)	Fair Value (£)
Cash (interest bearing accounts) (1)	11,209,812	11,239,940
Fixed Term Deposits (2)	5,000,000	5,004,184
FINANCIAL LIABILITIES		
PWLB loan – Maturity	110,484,478	181,198,276
PWLB loan – Annuity	347,664	450,712

Counterparties

(1)	Cash (interest bearing accounts)	
	Santander	6,783,222
	Bank of Scotland	707,475
	HSBC	3,718,240
	RBS	875
		11,209,812
(2)	Fixed Term Deposits	
	Nationwide Building Society	5,000,000

Graddfeydd Credyd Gwrthbartion buddsoddi a'r adneuon a ddelir gyda phob un ar 31 Marwth 2016 *
Credit ratings of investment counterparties and deposits held with each as at 31 March 2016*

Grŵp Bancio/ Banking Group	Sefydliad/ Institution	Adneuon / Deposit £'000	Hyd (Galw tymor sefydlog) / Duration (Call / Fixed Term**)	Cyfnod (O/I)/ Period (From - To)	Graddfa Dychweliad/ Rate of Return %	Graddfa Tymor Hir Fitch Long Term Rating ***	Graddfa Tymor Byr Fitch Short Term Rating ***	Graddfa Tymor Hir Moody's Long Term Rating ***	Graddfa Tymor Byr Moody's Short Term Rating ***	Graddfa Tymor Hir Standard & Poor's (S&P) Long Term Rating ***	Graddfa Tymor Byr Standard & Poor's (S&P) Short Term Rating ***	Lliw Sector/Hyd Awgrymiedig/ Sector Colour / Suggested Duration
Lloyds Banking Group plc	Bank of Scotland plc	707	Galw/ Call	n/a	0.40	A+	F1	A1	P-1	A	A-1	Coch – 6 mis/ Red - 6 months
HSBC Holdings plc	HSBC Bank plc	3,718	Galw/ Call	n/a	0.25	AA-	F1+	Aa2	P-1	AA-	A-1+	Oren – 12 mis / Orange – 12months
Santander Group plc	Santander UK plc	6,783	Galw/ Call	n/a	0.40	A	F1	A1	P-1	A	A-1	Coch - 6 mis / Red – 6 months
The Royal Bank of Scotland Group plc	The Royal Bank of Scotland plc	1	Galw/ Call	n/a	0.25	BBB+	F2	Ba1	NP	BBB-	A-3	
Not Applicable	Nationwide Building Society	5,000	Three month deposit		0.50	A	F1	A1	P-1	A	A-3	Coch – 6 Mis/Red 6 Months

*   Ceir y Rhestr Meini Prawf Gwrthbartion yn Atodiad 6 o'r Datganiad Strategaeth Rheoli Trysorlys 2015/16 / The Counterpart Criteria can be found at Appendix 6 of the 2015/16 Treasury Management Strategy Statement.

**   Sef tymor ar pwynt y buddsoddi/Being term at the point of investment.

Graddfeydd Credyd Gwrthbartion buddsoddi a'r adneuon a ddelir gyda phob un ar 15 Gorffennaf 2016 *
Credit ratings of investment counterparties and deposits held with each as at 15 July 2016*

Grŵp Bancio/ Banking Group	Sefydliad/ Institution	Adneuon / Deposit £'000	Hyd (Galw tymor sefydlog) / Duration (Call / Fixed Term**)	Cyfnod (O/I)/ Period (From - To)	Graddfa Dychweliad/ Rate of Return %	Graddfa Tymor Hir Fitch Long Term Rating ***	Graddfa Tymor Byr Fitch Short Term Rating ***	Graddfa Tymor Hir Moody's Long Term Rating ***	Graddfa Tymor Byr Moody's Short Term Rating ***	Graddfa Tymor Hir Standard & Poor's (S&P) Long Term Rating ***	Graddfa Tymor Byr Standard & Poor's (S&P) Short Term Rating ***	Lliw Sector/Hyd Awgrymiedig/ Sector Colour / Suggested Duration
UK	N/A					AA	N/A	Aa1	N/A	AA	N/A	N/A
Lloyds Banking Group plc	Bank of Scotland plc	7,411	Galw/ Call	n/a	0.40	A+	F1	A1	P-1	A	A-1	Coch – 6 mis/ Red - 6 months
HSBC Holdings plc	HSBC Bank plc	2,423	Galw/ Call	n/a	0.25	AA-	F1+	Aa2	P-1	AA-	A-1+	Oren – 12 mis / Orange – 12months
Santander Group plc	Santander UK plc	7,499	Galw/ Call	n/a	0.40	A	F1	A1	P-1	A	A-1	Coch - 6 mis / Red – 6 months
The Royal Bank of Scotland Group plc	The Royal Bank of Scotland plc	2	Galw/ Call	n/a	0.25	BBB+	F2	Ba1	NP	BBB-	A-3	
Not Applicable	Nationwide Building Society	5,000	Three month deposit		0.50	A	F1	Aa3	P-1	A	A-1	Coch – 6 Mis/Red 6 Months
Total Deposits 15/07/16		22,736										

*   Ceir y Rhestr Meini Prawf Gwrthbartion yn Atodiad 6 o'r Datganiad Strategaeth Rheoli Trysorlys 2015/16 / The Counterpart Criteria can be found at Appendix 6 of the 2015/16 Treasury Management Strategy Statement.

**   Sef tymor ar pwynt y buddsoddi/Being term at the point of investment.

The Economy and Interest Rates

Market expectations for the first increase in Bank Rate moved considerably during 2015/16, starting at quarter 3 2015 but soon moving back to quarter 1 2016. However, by the end of the year, market expectations had moved back radically to quarter 2 2018 due to many fears including concerns that China's economic growth could be heading towards a hard landing; the potential destabilisation of some emerging market countries particularly exposed to the Chinese economic slowdown; and the continuation of the collapse in oil prices during 2015 together with continuing Eurozone growth uncertainties.

These concerns have caused sharp market volatility in equity prices during the year with corresponding impacts on bond prices and bond yields due to safe haven flows. Bank Rate, therefore, remained unchanged at 0.5% for the seventh successive year. Economic growth (GDP) in the UK surged strongly during both 2013/14 and 2014/15 to make the UK the top performing advanced economy in 2014. However, 2015 has been disappointing with growth falling steadily from an annual rate of 2.9% in quarter 1 2015 to 2.1% in quarter 4.

The Funding for Lending Scheme, announced in July 2012, resulted in a flood of cheap credit being made available to banks which then resulted in money market investment rates falling materially. These rates continued at very low levels during 2015/16.

The sharp volatility in equity markets during the year was reflected in sharp volatility in bond yields. However, the overall dominant trend in bond yields since July 2015 has been for yields to fall to historically low levels as forecasts for inflation have repeatedly been revised downwards and expectations of increases in central rates have been pushed back. In addition, a notable trend in the year was that several central banks introduced negative interest rates as a measure to stimulate the creation of credit and hence economic growth.

The ECB had announced in January 2015 that it would undertake a full blown quantitative easing programme of purchases of Eurozone government and other bonds starting in March at €60bn per month. This put downward pressure on Eurozone bond yields. There was a further increase in this programme of QE in December 2015. The anti-austerity government in Greece, elected in January 2015 eventually agreed to implement an acceptable programme of cuts to meet EU demands after causing major fears of a breakup of the Eurozone. Nevertheless, there are continuing concerns that a Greek exit has only been delayed.

As for America, the economy has continued to grow healthily on the back of resilient consumer demand. The first increase in the central rate occurred in December 2015 since when there has been a return to caution as to the speed of further increases due to concerns around the risks to world growth.

On the international scene, concerns have increased about the slowing of the Chinese economy and also its potential vulnerability to both the bursting of a property bubble and major exposure of its banking system to bad debts. The Japanese economy has also suffered disappointing growth in this financial year despite a huge programme of quantitative easing, while two of the major emerging market economies, Russia and Brazil, are in recession. The situations in Ukraine, and in the Middle East with ISIS, have also contributed to volatility.

The UK elected a majority Conservative Government in May 2015, removing one potential concern but introducing another due to the promise of a referendum on the UK remaining part of the EU. The government maintained its tight fiscal policy stance but the more recent downturn in expectations for economic growth has made it more difficult to return the public sector net borrowing to a balanced annual position within the period of this parliament.

Gross Domestic Product Analysis (GDP)

Quarterly GDP %
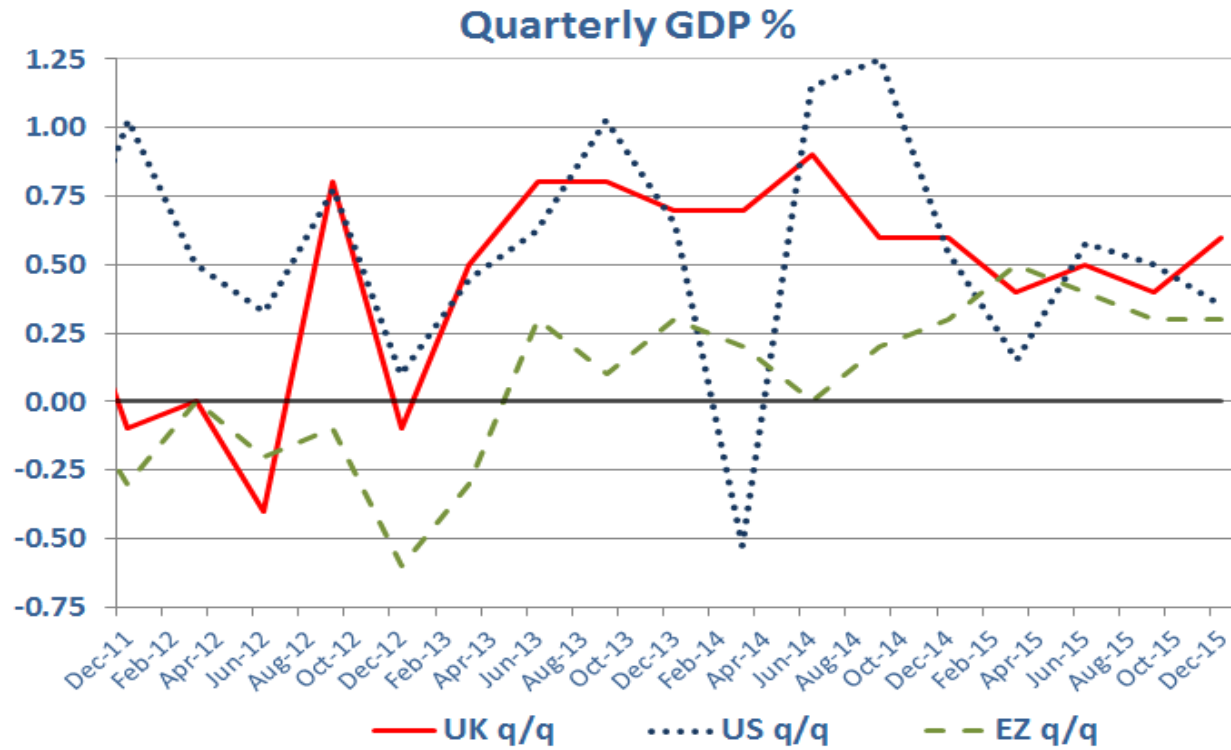
Inflation Rate Forecasts

CPI % y/y inflation rate actual and forecasts 2011 - 18

Legend: CPI Y/Y — MPC target — CE Forecast — Bank of England

Public Works Loans Board Rates 2015-16
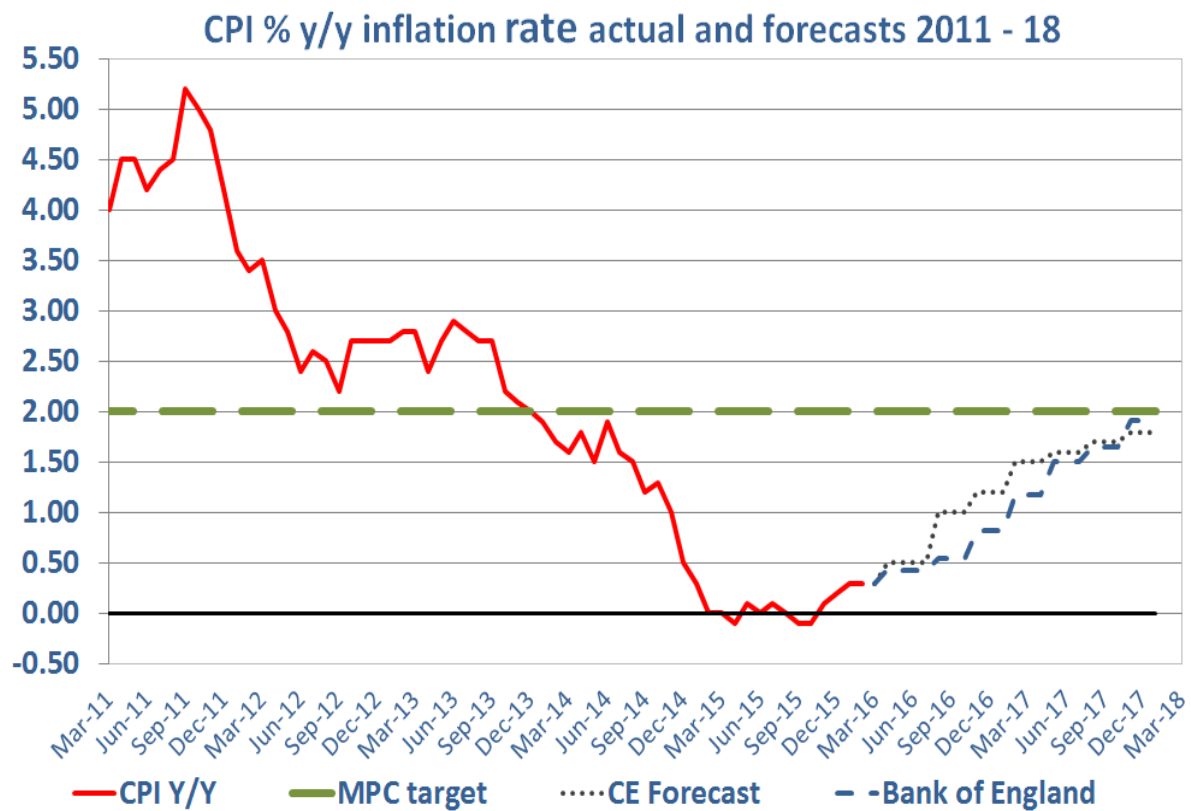
PWLB certainty rate variations in 2015-16

Legend: ○ 1-Apr-15   ● 31-Mar-16   △ Average
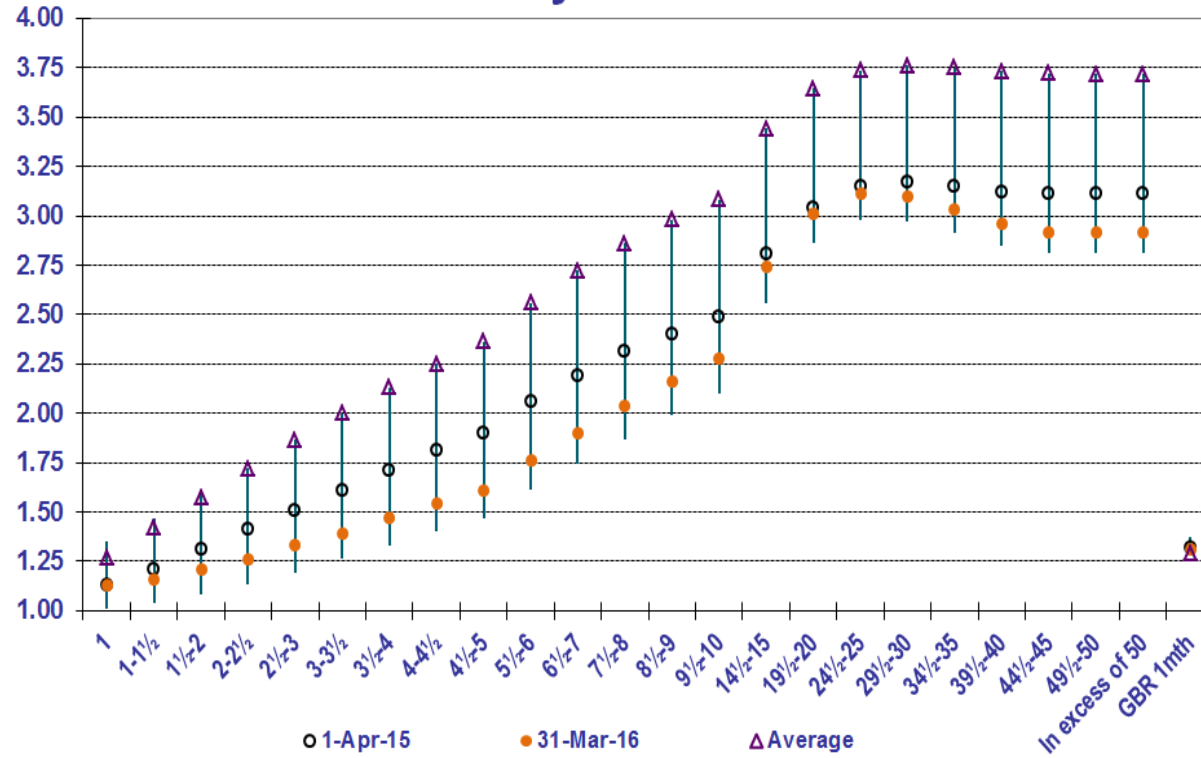
	1	1-1.5	2.5-3	3.5-4	4.5-5	9.5-10	24.5-25	49.5-50	1 month variable
1/4/15	1.130%	1.210%	1.510%	1.710%	1.900%	2.490%	3.150%	3.110%	1.320%
31/3/16	1.130%	1.160%	1.330%	1.470%	1.610%	2.280%	3.110%	2.920%	1.310%
High	1.350%	1.470%	1.860%	2.120%	2.350%	3.060%	3.660%	3.580%	1.370%
Low	1.010%	1.040%	1.190%	1.330%	1.470%	2.100%	2.980%	2.810%	1.310%
Average	1.212%	1.302%	1.608%	1.814%	2.004%	2.653%	3.348%	3.216%	1.336%
Spread	0.340%	0.430%	0.670%	0.790%	0.880%	0.960%	0.680%	0.770%	0.060%
High date	05/08/2015	06/08/2015	02/07/2015	15/07/2015	14/07/2015	14/07/2015	02/07/2015	14/07/2015	30/10/2015
Low date	11/02/2016	11/02/2016	11/02/2016	11/02/2016	11/02/2016	11/02/2016	11/02/2016	11/02/2016	21/03/2016

	1 Year	5 Year	10 Year	25 Year	50 Year
1/4/15	1.13%	1.90%	2.49%	3.15%	3.11%
31/3/16	1.13%	1.61%	2.28%	3.11%	2.92%
Low	1.01%	1.47%	2.10%	2.98%	2.81%
Date	11/02/2016	11/02/2016	11/02/2016	11/02/2016	11/02/2016
High	1.35%	2.35%	3.06%	3.66%	3.58%
Date	05/08/2015	14/07/2015	14/07/2015	02/07/2015	14/07/2015
Average	1.21%	2.00%	2.65%	3.35%	3.22%

Apr 2015 - Mar 2016 PWLB maturity certainty rates

Legend: 1 Year, 5 Year, 10 Year, 50 Year, 50 year target %
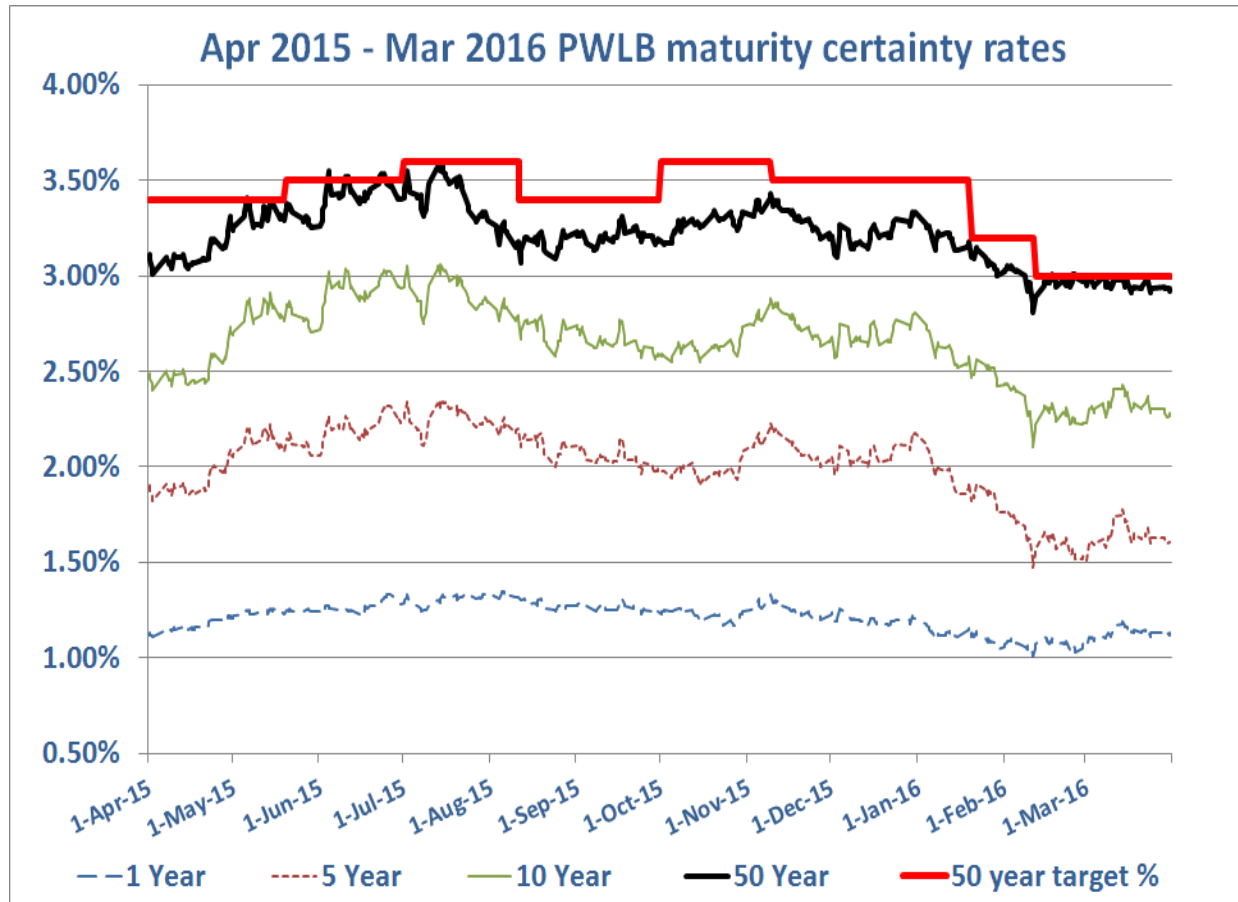
Investment Rates 2015-16

Bank Rate remained at its historic low of 0.5% throughout the year; it has now remained unchanged for seven years. Deposit rates remained depressed during the whole of the year, primarily due to the effects of the Funding for Lending Scheme.

Allan gan / From: CAPITA ASSET SERVICES – TREASURY SOLUTIONS

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ISLE OF ANGLESEY COUNTY COUNCIL

REPORT TO:	EXECUTIVE COMMITTEE
DATE:	19 SEPTEMBER 2016
SUBJECT:	SCRUTINY OUTCOME PANEL – DEBT MANAGEMENT
PORTFOLIO HOLDER(S):	COUNCILLOR H E JONES
HEAD OF SERVICE:	MARC JONES (EXT. 2601)
REPORT AUTHOR: TEL: E-MAIL:	Marc Jones / Geraint Jones 2601 / 2651 rmjfi@ynysmon.gov.uk / ghjfi@ynysmon.gov.uk
LOCAL MEMBERS:	n/a

A - Recommendation/s and reason/s

Following a report from the Scrutiny Outcome Panel to the Executive on 25 April 2016, the Executive Committee requested a follow up report on the progress made to implement the recommendations made.

The Executive are requested to note the contents of the report.

B - What other options did you consider and why did you reject them and/or opt for this option?

Not applicable

C - Why is this decision for the Executive?

Update requested by the Executive

CH - Is this decision consistent with policy approved by the full Council?

Not applicable

D - Is this decision within the budget approved by the Council?

Not applicable

DD - Who did you consult?		What did they say?
1	Chief Executive / Strategic Leadership Team (SLT) (mandatory)	
2	Finance / Section 151 (mandatory)	n/a – this is the Section 151 Officer's report
3	Legal / Monitoring Officer (mandatory)	
4	Human Resources (HR)	
5	Property	
6	Information Communication Technology (ICT)	
7	Scrutiny	
8	Local Members	
9	Any external bodies / other/s	

E -	Risks and any mitigation (if relevant)	
	1	Economic	
	2	Anti-poverty	
	3	Crime and Disorder	
	4	Environmental	
	5	Equalities	
	6	Outcome Agreements	
	7	Other	

F - Appendices:

Appendix 1 – Detailed update report on the implementation of the recommendations made by the Scrutiny Outcome Panel

FF - Background papers (please contact the author of the Report for any further information):

Scrutiny Outcome Panel – Report on Debt Management – Executive Agenda 25 April 2016

1. INTRODUCTION

1.1. Following on from concerns about the level of debts written off, the Corporate Scrutiny Panel set up a Panel of Members to review the management of debt within the Authority. The Panel reviewed the processes relating to the following:-

   i.   How debts were raised and payments were received;
   ii. The payment process and when did the Council receive a payment in advance of the provision of the service;
   iii. Enforcement of unpaid debt;
   iv. The Council's corporate policy on debt management.

1.2. The Panel concluded its review in April 2016 with its final report being presented to the Executive on 25 April 2016. The Panel came to 3 main conclusions and made 8 recommendations which are as follows:-

Conclusions

Conclusion 1 - The processes and practice relating to billing and income collection had improved in recent times but more needed to be done in order to increase the percentage of advance payments received for services;

Conclusion 2 - The draft Policy Document on debt management was a good starting point but more work was required in order to ensure strategic alignment with the Council's aims and priorities;

Conclusion 3 - The benchmarking exercise carried out by the Panel on debt management practice had added value to the Scrutiny review.

Recommendations

1.1 The Executive should establish a policy of charging in advance for goods and services, where that is possible.

1.2 The Senior Leadership Team should support individual Services to implement the policy of charging in advance for goods and services.

1.3 At an opportune time, the Head of Resources should ensure that there is a strategy in place to improve income collection levels by introducing changes to current collection methods.

1.4 The Senior Leadership Team should consider making full use of the proposed fund for changes in order to introduce change to our income collection culture, systems, processes and procedures on a corporate and service level (and ensure alignment with the Smarter Working Project).

2.1 The Executive should clarify the Council's policy on the following aspects of our debt management arrangements: - How the Council should deal with individuals who refuse to pay for care services and how the Council should deal with individuals' property under the deferred charges scheme

2.2 The Executive approves the corporate policy document on debt management following the development of an anti-poverty strategy and equality and Welsh language impact assessments.

2.3 The Head of Resources should present the corporate policy document on debt management to the Executive for approval within a timescale to be agreed by the Executive.

3.1 The Head of Resources should use the outcomes of the Panel's benchmarking work on debt management good practice in other authorities to add value to the draft policy document on debt management.

1.3. The Executive resolved the following:-

- To approve the final report together with its 3 main conclusions and 8 recommendations;
- That the Head of Function (Resources) report back to the Executive in September 2016 on progress, specifically with regard to responding to recommendations 1.3 and 2.2 of the final report.

2. CURRENT STATISTICS ON ARREARS AND INVOICES RAISED

2.1. The need for the review stemmed from the Scrutiny Committee's concern on the level of arrears and the number of invoices that were raised for services provided when the Council should be requesting payment in advance of providing the service.

It is an opportune time to update Members as to the current situation relating to arrears and invoices. The main arrears that relate to the Council Fund stem from Council Tax and Sundry Debtor invoices. Although arrears do exist for National Non Domestic Rates and Housing Rents, these do not directly impact on the Council Fund and are, therefore, excluded from this analysis.

	Table 1 Arrears Balances as at 31 March		
	31 March 2014 £	**31 March 2015 £**	**31 March 2016 £**
Council Tax ①	2,673,000	2,851,000	2,501,000
Sundry Debtors ②	3,568,000	4,347,000	5,620,000
Total	6,241,000	7,198,000	8,121,000

① Per Annual Council Tax Collection Returns to Welsh Government
② Per the Civica Financials - Year End Aged Debt Reports

2.2. However, the actual balance as at 31 March each year only provides part of the analysis and it is also important to consider the age of the debts as they become more difficult to collect the older they are. Also, the amount written off needs to be considered as this reduces the arrears balance and is effectively a measure of how successful or unsuccessful the Council's Collection processes are. The aged debt analysis and amounts written off are shown in Tables 2 and 3 below:-

	Table 2a Aged Debt Analysis – Council Tax		
	March 2014 £	**March 2015 £**	**March 2016 £**
In year Council Tax	905,000	1,029,000	828,000
In year +1	465,700	482,100	466,900
In year +2	317,100	286,100	310,800
In year +3	235,400	238,400	226,600
In year +4	223,600	193,000	206,900
In year +5	194,900	192,600	161,900
In year +6 and over	331,300	429,800	299,900
Total	2,673,000	2,851,000	2,501,000

	Table 2b Aged Debt Analysis – Sundry Debtors		
	March 2014 £	March 2015 £	March 2016 £
Credit balances	(38,000)	(41,400)	(9,200)
Not yet due for payment	13,600	12,500	37,100
Less than 6 months	1,219,700	2,888,900	3,953,200
Between 6 and 12 months	432,300	204,200	317,000
Between 1 and 2 years	864,600	433,300	353,300
Over 2 years	1,409,800	916,000	1,109,400
Unmatched payments	(334,000)	(66,500)	(140,800)
	3,568,000	4,347,000	5,620,000

	Table 3 Debts Written Off in the Year		
	March 2014 £	March 2015 £	March 2016 £
Council Tax	182,200	53,900	428,200
Sundry Debtors	0	188,400	56,800
Total	182,200	242,300	485,000

2.3. The analysis in Tables 1 to 3 confirm the following:-

- Council Tax – the collection rates are improving with arrears falling. There has been an improvement in the in-year collection rate, but the reduction in arrears is mainly as a result of the writing off of debts during 2015/16. Although the age debt profile of the debt is improving, this will be an area i.e. collection of arrears, that still needs to be targeted;

- Sundry Debtors -   arrears at year end continue to rise. However, there has been an improvement in the age debt profile with payments being secured for older accounts. Most of the debt with an age profile in excess of 2 years will have charges on property to secure the Authority's interest, but there still remains the risk of significant debts potentially being written off. There is also a continuous review of unmatched payments to allocate such payments to the correct debt.

2.4. The number of invoices raised for services where there may be a possibility of receiving income prior to the provision of the service is shown in Table 4 below:-

Table 4 Number of Invoices Raised Annually		
March 2014	March 2015	March 2016
16,471	13,487	12,576

2.5. The information in Table 4 confirms that progress has been made to reduce the number of invoices raised after the service is provided. As the debt raised reduces, the potential for unpaid and uncollectable debts also reduces, which improves the management of debt within the Council.

3. CHANGING THE INCOME COLLECTION METHODS

3.1. Traditionally the Council have offered very few alternatives to customers in how they could pay the sums due to the Council. The different options are shown in Table 5 below :-

	Table 5	
	Alternative Income Payment Methods	
Collection Method	**Types of Income Collected**	**Comments**
Direct Debit	Council Tax NNDR Housing Rents Homecare Gofal Môn Leisure Members	Collection by DD is limited to those services where an account number can be quoted.
Credit / Debit Cards over the telephone (Debtor not present)	Council Tax NNDR Housing Rents Sundry Debtor Invoices	Calls are taken by Cash Office, Income, Rents or Council Tax staff. Again, it requires payments of income where the payment relates to a specific account or invoice.
Cash / Cheques at Post Office	Council Tax NNDR Housing Rents Homecare	Payee either have a swipe card or use the bar code on the bill
Pay Point at Shops	Council Tax NNDR Housing Rents Homecare	As per the Post Office system, but Pay Point can only accept cash payments.
Touchtone telephone system	As per the credit / debit card payments over the telephone	This is a 24 hour service, but can only accept payments for accounts with numeric reference numbers.
Internet	Council Tax NNDR Housing Rents Homecare	This is a 24 hour service, but can only accept payments for accounts with numeric reference numbers.
Chip and Pin	Leisure Centres	This allows the payee to make payments for services at individual points around the Council e.g. departmental receptions, registrars, schools. Again, this needs to be rolled out further.
Internet Banking	As Internet Banking	Again, the payee must have a reference number they can quote with the payment
Bank / Giro Transfer	As Internet Banking	Again, the payee must have a reference number they can quote with the payment
Cash or Cheque	Any income type	Payments are still received by cash or cheque at the Council office even though the main Cash Office has closed. This type of payment is discouraged, but we will not refuse a payment if offered.

3.2. As technology has advanced, more and more customers are becoming more used to digital banking and using the internet and smartphones to pay for goods and services. The Council has been behind the times in investing in the technology required to allow customers to interact with the Council in a more modern way. However, this is changing and already invested, or will be shortly investing, in technologies which will allow the following to take place:-

1. Setting up forms on the Council's website which will allow customers to request for services and pay for them in advance using the internet. As the ability for customers to pay for different services over the Internet increases, the Council can insist that customers pay in advance for more of its services.
2. As 1 above, but for AppMon. This will allow customers to pay for goods and services with their smartphone.
3. Allowing tax payers / rent payers to pay Council Tax / NNDR or Housing Rents by means of the AppMon on their smartphone.
4. Having self-service terminals within the new Cyswllt Môn reception area. This will encourage customers to take more responsibility for paying the amounts due by digital means.
5. Rolling out chip and pin machines to Cyswllt Môn reception and the Registrars, again allowing payments to be made electronically.
6. Rolling out direct debit as a payment method for more services e.g. Gofal Môn services and industrial unit rents.
7. Investing in a new cash management system which will improve income collection processes. This will reduce the time and resources required to account for income and free up resources to monitor and recover outstanding debt.

3.3. These changes will take time to implement (a further 6 to 12 months to implement all the changes) and the change in how customers interact with the Council will also take time. Therefore, the benefits of these changes will be seen gradually over the forthcoming years.

4.   DEBT MANAGEMENT POLICY

4.1. As was stated to the Scrutiny Panel, a draft of the debt management policy has been in place for a number of years, however, it has not been formally adopted. The majority of the policy forms the basis of the Council's existing arrangements for the management of debt at present. However, there is a link between the debt management policy and the Council's Tackling Poverty Strategy and there is a need to ensure that the requirements of the debt management policy do not work against the Council's Tackling Poverty Strategy.

4.2. Drafting the Tackling Poverty Strategy falls under the remit of the Tackling Poverty and Welfare Reform Project Manager. The current postholder commenced his duties in May 2016 and has started on the work to formulate the policy. A workshop has been held recently to look at one key part of the Tackling Poverty Strategy, namely supporting vulnerable families on the Island. Two other workshops are planned to take place before Christmas. Further discussions will also take place with the Senior Leadership Team and Members on the key principles of the strategy. It is planned to have the Tackling Poverty Strategy approved by February next year.

4.3. Once this work is complete, a final review of the corporate debt management policy will be made which will take account the findings of the benchmarking exercise as per recommendation 3.1 of the Scrutiny Panel.

5. IMPLEMENTATION OF OTHER RECOMMENDATIONS

5.1. Recommendation 1.1 & 1.2 – It is now the generally accepted policy of the Council to require customers to pay for the services they request in advance wherever possible. To enable this to be rolled out to its maximum effect, some of the changes detailed in paragraph 3.2 will need to be implemented and this will allow the Council to force the required channel shift where customers order and pay for the services via the Internet and the App and less by telephone and personal visits to the Council Offices.

5.2. Recommendation 1.4 - The Senior Leadership Team, in assessing funding bids prioritised bids which improve the Council's business processes in order to change the income collection culture. Bids supported included the purchase of a Customer Relationship Management (CRM) system, purchase of payment gateway software which will provide a link between the App / Internet and the back office systems and the purchase of a new cash management system.

5.3. Recommendation 2.1 – This recommendation has not been progressed and the Executive's comments as to how to determine the Council's policy would be welcomed. e.g. do the Executive wish to determine the policy or do they wish for a wider discussion with other Members via the Scrutiny process.

ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	Corporate Scrutiny Committee & The Executive
Date:	12th September, 2016 & 19th September, 2016
Subject:	Tendering of Domiciliary Care on Anglesey
Portfolio Holder(s):	Cllr Aled Morris Jones
Head of Service:	Alwyn Jones, Head of Adult Services
Report Author: Tel: E-mail:	Elin Williams, Older Adults Transformation Programme Manager 01248 751813 / ElinWilliams@ynysmon.gov.uk
Local Members:	N/A

A –Recommendation/s and reason/s

Current Situation

There are approximately 7 external providers who provide care on Anglesey. At present external providers can, and do decline packages that may be unattractive often including packages in very rural areas or complex high need packages. Any packages which are declined must then be picked up by the internal provider. Currently, it is often extremely difficult to find a provider to pick up a care package in certain areas of the Island, which leads to an inconsistent offer of service across the Island.

This model is no longer sustainable for the local authority, and does not offer consistently good support for service users who need care and support. The problems we are currently experiencing are also leading to delayed discharges from local hospitals.

It is also essential that we approach the domiciliary market at present to ensure that we comply with the local authority's procurement standing orders requirement.

Consultation and Engagement

There has been on-going consultation and engagement with service users and stakeholders around this project which has contributed in writing the specification for this service. Feedback and comments around issues such as TUPE; Welsh language requirements; price and quality; robust contracting and management and staff training have all been considered and included within the specification.

Preferred Option for Future Domiciliary Care Provision and Benefits

Over the last year the Older People Transformation Programme has been exploring options to strengthen the current provision. It has been agreed that patch based commissioning is the way forward to strengthen the current provision.

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This is recommended as:-
- Alternative approaches do not adequately address the current lack of provision in the market.
- Anglesey has a relatively small base of providers. A tendering approach which does not necessitate provision risks the same problems as those experienced at present.
- This approach aims to strengthen provision in both the short and long term through developing clear contractual requirements, and long term relationships with providers.

Representatives from Betsi Cadwaladr University Health Board are also a part of the group, and they have provisionally committed to jointly commission domiciliary care in the future, which includes CHC Care Packages. They are awaiting final executive approval to this approach at present.

Whilst adopting this approach, Anglesey remains linked to the North Wales Domiciliary Care Project and have been involved with the different workstreams, and are committed to becoming a part of the new North Wales Framework in due course.

We propose to go out to tender for three lots. These lots will be divided into geographical patches and be split by North, Central and South of the Island (exact patches are to be finalised based on broadly equal domiciliary care hours). Patches will also include the domiciliary care provision within the Extra Care Housing developments. We currently have one Extra Care facility in Penucheldre which will be in the patch that covers Holyhead, and as others are completed, the successful local provider will be required to provide domiciliary care within the unit.

To ensure a measured transition to new contracts the contracts will be implemented in a phased approach, and the least vulnerable service users, those with low care packages, will transfer to the new supplier first, then those with medium care packages and finally those with high care packages. This will happen over a twelve month period.

Providers have been informed of the basic details and timeline for the tender at the Independent Domiciliary Care Provider Forum meeting that was held on the 26th July 2016. No additional detail will be released until the 'Meet the Buyer' Events that will be held a few weeks prior to the beginning of the tender process.

The specification and tender documents will be ready for the tender process to begin in October/November 2016. The tender will go on to Sell To Wales with a view of the new providers being approved and for the new contracts to begin in May 2017.

In Summary:
- Having three providers minimizes the risk of supplier failure.
- Less contract providers supports better contract management.
- A phased approach safeguards service users and also allows time for the providers to adapt to the new structure. Providers who have not been successful will have a phased exit and this will reduce the associated challenges and mitigate the risks

that may arise in the transitional period.

If service users do not wish to receive a service from a different provider, they can choose to use Direct Payments to purchase their own care. Clear information will be provided to support this option for service users.

B – What other options did you consider and why did you reject them and/or opt for this option?

Options
The following options were considered and all options have been evaluated, discussed and researched, to identify which of these options is the most beneficial and effective to all stakeholders:

Option 1 - Do nothing
This is the brokerage model which is currently in place. The brokerage model provides choice to the person supported. Providers of care are allocated based on service users choice and availability.

Option 2 - Partnership Agreement
A partnership agreement model is a model where the Council goes out to Open Tender for a provider to provide all care packages across the Island. The Council will work closely with the provider to ensure that they work in a collaborative way and that processes are put in place to ensure good contract and relationship management. With this option there is a risk of provider failure, therefore there might be a need to tender for more than one provider.

Option 3 – Patch Based Commissioning
This approach will involve going out to tender for three lots. These lots will be divided into geographical patches and be roughly split by North, Central and South of the Island. As highlighted above, this is the preferred option.

C – Why is this a decision for the Executive?

Need a decision from the Executive in order to go out to tender.

CH – Is this decision consistent with policy approved by the full Council?

Not applicable.

D – Is this decision within the budget approved by the Council?

Not applicable as budget already approved.

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DD – Who did you consult?		What did they say?
1	**Chief Executive / Senior Leadership Team (SLT)** (mandatory)	Agree with recommendation.
2	**Finance / Section 151** (mandatory)	
3	**Legal / Monitoring Officer** (mandatory)	
4	**Human Resources (HR)**	
5	**Property**	N/A
6	**Information Communication Technology (ICT)**	N/A
7	**Procurement**	
8	**Scrutiny**	
9	**Local Members**	
10	**Any external bodies / other/s**	

E – Risks and any mitigation (if relevant)		
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	
6	**Outcome Agreements**	
7	**Other**	

F - Appendices:
No appendices.

FF - Background papers (please contact the author of the Report for any further information):
No additional papers.

CC-016749-LB/229501

ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	Executive Committee
Date:	**September 19 2016**
Subject:	**Modernising Schools on Anglesey – Report following publication of statutory notices for:** • **New primary school in Bro Aberffraw** • **Ysgol Parc y Bont to become a community school and federalise Ysgol Brynsiencyn**
Portfolio Member(s):	**Councillor Kenneth Hughes**
Head of Service:	**Delyth Molyneux**
Author of Report: Phone number: E-mail:	**Emrys Bebb**
Local Members:	**Councillor Ann Griffith** **Councillor Peter Rogers**

A – Recommendation(s) and Reason(s)

Reasons:
In order to conform with the School Standards and Organisation Act (Wales) 2013 and the School Organisation Code, the Authority jointly, with the Church in Wales, issued **Statutory Notices** of their intention to:

a. Combine four schools - Ysgol Bodorgan, Ysgol Dwyran, Ysgol Niwbwrch and Ysgol Llangaffo – in one new school on a site in Newborough (Niwbwrch) and that the new primary school will be under the Church in Wales' voluntary control.

b. Not support Ysgol Parc y Bont that is at present maintained by the Isle of Anglesey County Council as a school under the voluntary control of the Church in Wales and set up a new Welsh-medium community primary school to be maintained by the Isle of Anglesey County Council on the site of Ysgol Parc y Bont for 3-11 year old boys and girls. Ysgol Brynsiencyn will be federalized with another school.

The **Statutory Notices** were issued on June 17 2016 and there was a period of 28 days to object to the proposal to follow. Therefore, the objection period ended on July 15, 2016. **One objection was received to proposal (a) above but no objection was received to the above Statutory Notice (b).**

In accordance with the School Organisation Code 2013 issued by the Welsh Government, the proposer or proposers, namely the Authority together with the Church in Wales in this case, need to issue a report describing any objections received i.e. an objection report. See the objection report in **Appendix 1**.

Changes in the School Organisation Code came into force on 1 October 2013. The way that the Council dealt with objection to statutory notice was changed. The Executive

Page 1 of 5

Committee decided in its meeting on 4 November 2013 that if objection is received to a decision by the Isle of Anglesey County Council's Executive Committee to issue a statutory notice to close a primary school under the new School Organisation Code that came into force on 1 October 2013, that the matter should be referred to the Executive Committee.

Therefore, in accordance with the 2013 School Organisation Code, section 5.3, the Executive Committee needs to "decide whether the proposals should be approved', rejected or approved with adaptations."

It is recommended that the Executive Committee:
i. Decide to approve the original proposals namely:
- Propose not to support Ysgol Bodorgan (Bodorgan, Anglesey LL62 5AB), Ysgol Dwyran (Dwyran, Anglesey LL61 6AQ), Ysgol Niwbwrch (Newborough, Anglesey LL61 6TE) and Ysgol Llangaffo (Llangaffo, Anglesey LL60 6LT) that are at present maintained by the Isle of Anglesey County Council and to set up a new Welsh-medium primary school under the Church in Wales' voluntary control to be held by the Isle of Anglesey County Council on a site in Niwbwrch on land by Morawelon, Newborough, LL61 6TH for 3-11 year old boys and girls.
- not to support Ysgol Parc y Bont (Llanddaniel, Ynys Môn LL60 6HB), that is at present maintained by the Isle of Anglesey County Council as a school under the voluntary control of the Church in Wales and to set up a new Welsh-medium community primary school to be maintained by the Isle of Anglesey County Council on the Ysgol Parc y Bont site for 3-11 year old boys and girls. Ysgol Brynsiencyn will be federalized with another school
ii. Authorize officers to continue with the process of
(a) building a new primary school in Newborough (conditional on the site being suitable);
(b) adapt Ysgol Parc y Bont and change its status and
(c) adapt Ysgol Brynsiencyn and federalize it with another primary school.

Background:

In its meeting on September 8, 2014, the Council's Executive Committee resolved:
- To authorize officers of the Lifelong Learning Department to enable them to hold an informal or non-statutory consultation process on the primary education process in the South West of Anglesey.
- Prepare susequently several options on the way forward by the first part of 2015.

The Council has consulted with parents, governors and staff in the six schools in the area and also with the local communities, local councillors and with the Welsh Government and other stakeholders. The consultation period ran from November 17th 2014 until December 21st 2014.

Consultation meetings were organized with the staff, governors and parents of the 6 schools involved over this period. Consultation meetings were held with community councils in the Bro Rhosyr and Bro Aberffraw areas.

A number of possible options were considered on the way forward for the primary education provision in the Bro Rhosyr and Bro Aberffraw areas in the non-statutory or informal consultation process. Two possibilities arose from the detailed analysis held:

Option A
This would be based on Option 2, namely a *new school for Bodorgan, Brynsiencyn, Niwbwrch, Dwyran and one new school for Llangaffo and Parc Y Bont.*

In this context, locating one of the new schools in the Newborough area means that around a third of the children are able to walk to school.

Any remodelling of Parc y Bont needs to address the transport problems identified at the beginning and end of the school day.

This option <u>could</u> also include the federalization of Ysgol Brynsiencyn with another school i.e. maintain the school on the present site and under a different management arrangement.

Option B
This would be based on Option 4, namely *a new school for Bodorgan, Niwbwrch, Dwyran and Llangaffo and one new school for Parc y Bont and Brynsiencyn.*

Any remodelling in Parc y Bont would need to address transport problems identified at the beginning and end of the school day.

<u>This option could also </u>include federalizing Ysgol Brynsiencyn with another school i.e. maintain the school on the present site and under a different management agreement.

In this option, **<u>EITHER</u>** the present Ysgol Parc y Bont, together with Brynsiencyn, would continue to be a Church in Wales school **<u>OR</u>** the new school would be in the Newborough area (new school for Bodorgan, Niwbwrch, Dwyran and Llangaffo) able to become a school under the Voluntary Control of the Church in Wales .

In its meeting on **March 16, 2015**, the Executive Committee decided:
Authorize officers to go ahead to the formal or statutory consultation process where they will be consulting on Options A and B above.

In its meeting on **October 19 2015**, the Executive Committee resolved:
"To approve option B4a as the option favoured for providing primary education in the Bro Rhosyr and Bro Aberffraw areas as outlined in the report, namely
- New school under the VC of the Church in Wales for Bodorgan, Niwbwrch, Dwyran, Llangaffo
- Parc y Bont to become a community school
- Federalize Ysgol Brynsiencyn with another school.

B – Which other options did you consider and what were their reasons for declining them and/or choosing this option?

9 options were considered by the Executive Committee in its meeting on March 16, 2015 for a possible formation of the primary education provision in the Bro Rhosyr and Bro Aberffraw areas. In that meeting, the Executive Committee decided to support Option B4a namely

  - A new school under the Church in Wales' VC for Bodorgan, Niwbwrch, Dwyran, Llangaffo
  - Parc y Bont to become a community school and
  - Federalize Ysgol Brynsiencyn with another school.

As an optional choice the Executive Committee. The options can be seen in the report to the Executive Committee for the meeting on the above date and in the informal consultation document.

12 sites were considered for the proposed new primary school. The analysis of the possible sites in the Sites Options Appraisal Document can be seen.

C – For what reason is this a decision for the Executive Committee?

The Executive Committee is responsible for school organisation matters.

D – Is this decision consistent with the policy approved by the full Council?

Yes

DD – Is this decision within the budget approved by the Council?

Yes – The Strategic Outline Programme plans approved by the Executive Committee on January 13, 2014. There will be a Full Business Case for the above plans in Bro Rhosyr and Bro Aberffraw all being presented to the Executive Committee in January 2017.

	E – With whom did you consult?	What were their observations?
1	**Chief Executive / Senior Management Team (SMT)** (mandatory)	No specific comment
2	**Finance / Section 151** (mandatory)	No specific comment
3	**Legal / Monitoring officer** (mandatory)	No specific comment
5	**Human Resources (HR)**	Any staffing issues that may arise should be dealt with in accordance with recognised consultation and other HR processes.
6	**Property**	No comment received
7	**Information Communication Technology (ICT)**	No comment received
8	**Scrutiny**	No comment received
9	**Local Members**	No comment received
10	**Any external bodies / other(s)**	The Church in Wales is satisfied that Isle of Anglesey County Council officers have followed the statutory process for establishing a new primary school. The Church remains supportive of the concept of a new Church in Wales VC primary school and looks forward to serving the children of the Bro Aberffraw area.

F – Risks and any mitigation steps (if relevant)		
1	Economic	Not applicable
2	Anti-poverty	Not applicable
3	Crime and Disorder	Not applicable
4	Environmental	Mitigation steps are part of the planning application
5	Equalities	Not applicable
6	Result Agreements	Not applicable
7	Other	Not applicable

FF - Appendices:
Appendix 1 – Objection Report
Appendix 2 – Objection Letter

G – Background Papers (please contact the Report author for any further information):
1. Minutes of the meeting of the Executive Committee for March 16, 2015.
2. Non-statutory Consultation Document and the Statutory Consultation Document and the Consultation Report
3. Strategic Outline Programme (SOP/RhAS) presented to the Welsh Government in December 2013.
4. Letter by the Welsh Government dated January 31 2014.
5. Minutes of a meeting of the Executive Committee held on October 19, 2015.
6. Report to the Executive Committee dated November 4 2013.
7. School Organisation Code 2013, sections 1.2 to 1.14 and section 5.
8. Minutes of the consultation meetings with staff, governors and parents held in June and July 2015.
9. Site Options Appraisal Documents
10. Statutory notices dated June 15 2016

Objection Report

1. **Background**

In order to conform with the School Standards and Organisation Act (Wales) 2013 and the School Organisation Code 2013, the Authority issued together with the Church in Wales, **Statutory Notices** of their intention to:

   a. Combine four schools - Ysgol Bodorgan, Ysgol Dwyran, Ysgol Niwbwrch and Ysgol Llangaffo – in one new school on a site in Niwbwrch and that the new school will be under the voluntary control of the Church in Wales.

   b. Not to support Ysgol Parc y Bont that is at present maintained by the Isle of Anglesey County Council as a school under the voluntary control of the Church in Wales and to establish a new Welsh-medium community primary school to be held by Anglesey County Council on the site of Ysgol Parc y Bont for 3-11 year old boys and girls. Ysgol Brynsiencyn will be federalized with another school.

The **Statutory Notices** were issued on June 17 2016 and there was a period of 28 days to oppose the following offer. Therefore, the objection period came to an end on July 15, 2016. **One objection was received to proposal (a) above but no objection was received to Statutory Notice (b) above.**

Under section 49 of School Standards and Organisation Act (Wales) 2013, proposers have to publish a summary of the statutory objections and respond to those objections ("the objection report") – this is what this document is. This has to be carried out in 28 days at the end of the objection period namely by August 12 2016.

2. **Objections**

The letter (in English) that states parents' objection to the proposed new primary school under the voluntary control of the Church in Wales in Appendix 2 can be seen.

Basically, the parents say:

   i. That the proposers have not consulted with everyone whom they should have consulted

   ii. That there was no mention in the consultation meeting with the parents of Ysgol Bodorgan pupils of the possibility that the new primary school in Bro Aberffraw would be a primary school under the voluntary control of the Church in Wales and

   iii. That the parents do not have an alternative school to which to send their child.

Appendix 1

Objection Report

The Authority's response to these points is outlined as follows:

i.   Not having consulted with everyone

Five sets of consultation meetings were organized with staff and governors. Although 6 primary schools are part of the consultation, Ysgol Dwyran and Ysgol Niwbwrch have been federalized and therefore one meeting was held for the staff of both schools and another meeting for the Governors as there is one Governing Body for both schools.

For the parents of the pupils in the 6 schools, a meeting was held in every school for them. See the following table that confirms the times that the consultation meetings were held:

School	Date (in 2015)	Meeting with		
		Staff	**Governors**	**Parents**
Brynsiencyn	**Monday 29 June**	3.45	5.00	6.00
Parc y Bont	**Tuesday 30 June**	3.45	5.00	6.30
Llangaffo	**Wednesday 1 July**	3.30	4.30	5.30
Bodorgan	**Thursday 2 July**	3.30	5.00	6.30
Dwyran	**Wednesday 8 July**			7.00
Niwbwrch	**Thursday 9 July**	4.00	6.00	7.00

Letters were sent to the parents through the schools to inform them of these meetings and minutes from the meetings show that the consultation meetings had taken place.

ii.   No suggestion that the new primary school would be a primary school under the Church in Wales' voluntary control.

The statutory consultation document stated:

CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Objection Report

"A number of possible options were considered on the way forward for the primary education provision in the Bro Rhosyr and Bro Aberffraw areas in the non-statutory or informal consultation process. Two possibilities arose from the detailed analysis held:

Option A
This would be based on Option 2, namely *a new school for Bodorgan, Brynsiencyn, Niwbwrch, Dwyran and one new school for Llangaffo and Parc Y Bont.*

In this context, locating one of the new schools in the Newborough area would mean that around a third of the pupils are able to walk to school.

Any remodelling of Parc y Bont would need to address the transport problems identified at the beginning and end of the school day.

This option <u>could</u> also include federalizing Ysgol Brynsiencyn with another school i.e., maintain the school on the present site and under a different management arrangement.

Option B
This would be based on Option 4, namely *a new school for Bodorgan, Niwbwrch, Dwyran and Llangaffo and one new school for Parc y Bont and Brynsiencyn.*

Any remodelling in Parc y Bont would need to address transport problems identified at the beginning and end of the school day.

<u>This option could also</u> include federalizing Ysgol Brynseincyn with another school i.e. maintain the school on the present site and under a different management agreement.

In this option, **EITHER** the present Ysgol Parc y Bont, together with Brynsiencyn, would continue to be a Church in Wales school **OR** *the new school in the Newborough area (a new school for Bodorgan, Niwbwrch, Dwyran and Llangaffo) could become a school under the Voluntary Control of the Church in Wales.*

In its meeting on March 16, 2015, the Executive Committee decided:
To authorize officers to go ahead into the formal or statutory consultation process where they consult on Options A and B above.

CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Appendix 1

Objection Report

This document is a basis for **the formal or statutory consultation for reviewing the primary education provision in the south West Anglesey area**. The purpose of the formal or statutory consultation is to consult with stakeholders e.g. parents, children, staff, governors and elected members on the options decided upon above by the Council's Executive Committee."

It is seen that the possibility that the new primary school would be under the voluntary control of the Church in Wales is clear in the consultation document that was a basis for statutory consultation.

Additionally, the minutes of the consultation meeting with the parents of Ysgol Bodorgan pupils show that the Education Officer who was chairing the meeting with the parents in Ysgol Bodorgan had raised the matter asking what was the parents' opinion about a "church school". The minutes do not detail the subsequent discussion and the matter was discussed.

No alternative school to which to send their child

It is taken that the parents mean that there is no alternative community school for them to which to send their child. The nearest alternative community school is Ysgol Henblas in Llangristiolus which is around 3 miles from their home along the B4422. This is similar to the distance from the new primary school in Niwbwrch that would be the catchment school for them if they sent therir child there.

Programme Manager
Lifelong learning Department
Council Offices
Llangefni
Anglesey
LL77 7TW

Cyngor Sir Ynys Môn
Isle of Anglesey County Council

1 8 JUL 2016

Adran Dysgu Gydol Oes
Derbynnwyd / Received

14th July 2016
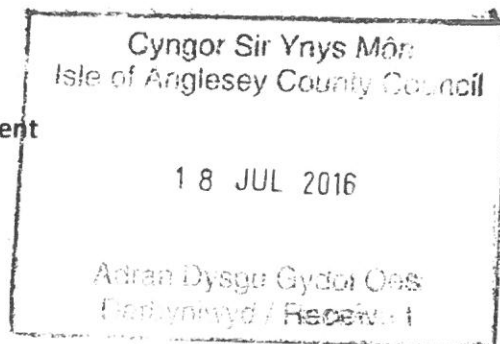
Re: Statutory notice of Bro Rhosyr/Bro Aberffraw school restucturing.

Objection letter.

Dear Sir/Madam

Having perused the Statutory Notice regarding the closures of Ysgol Bodorgan, Ysgol Dwyran, Ysgol Niwbwrch and Ysgol Llangaffo and the building of a new Church in Wales school in Newborough, **we firmly object to these proposals.**

The Statutory Notice states that this joint consultation was carried out by Anglesey County Council and Church in Wales. It also states that all required persons were consulted. We take this to mean parents, teachers and governors. This is not the case.

We as parents of a child at Ysgol Bodorgan attended all the consultation meetings held at the school and not once was it suggested that the proposed new school would be a Church in Wales voluntary controlled primary school, essentially a faith school. We can produce several witnesses who can verify that this was never mentioned during the consultations held at Ysgol Bodorgan.

As atheists we strongly disagree with sending our child to a faith school and by closing all the schools in our area to build this new school, it would leave us with no alternative school.

Yours sincerely

ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	**Executive Committee**
Date:	**19 September 2016**
Subject:	**New Arrangements of the Additional Learning Needs and Inclusion Service in Gwynedd and Anglesey**
Portfolio Holder(s):	**Councillor Kenneth Hughes**
Head of Service:	**Delyth Molyneux**
Report Author: Phone Number: E-mail:	**Delyth Molyneux** **2916** **dxmed@ynysmon.gov.uk**
Local Members:	**Not relevant**

A – Recommendation(s) and Reason(s)

Reccommendations:

1. To adopt a Common Additional Learning Needs and Inclusion Strategy for Gwynedd and Anglesey which will address the needs of pupils and young people in an effective and efficient manner to be operational by September 2017.

2. To join in a formal partnership with the Isle of Anglesey County Council to implement the strategy and adopt a new governance structure referred to in this report, which will replace the Gwynedd and Anglesey SEN Joint-Committee. (SENJC)

3. To delegate permission to the Head of Education in consultation with the Head of Legal and Head of Finance to agree and complete a Formal Agreement with the Isle of Anglesey County Council for the partnership.

4. To delegate permission to the Head of Education in consultation with the Head of Legal and Head of Finance to complete an Agreement / memorandum of understanding for the interim period which will state the commitment of both authorities to implement the new procedure, and will allow the work that is needed in order to reach that point to be carried out.

A report was submitted to the Gwynedd Council Cabinet on 19 January 2016 in which it was agreed to:

I. Continue discussions with the Isle of Anglesey County Council to investigate the opportunity to draw up a Common Additional Learning Needs Strategy which will address the needs of pupils and young people in an effective and efficient manner.

II. Cabinet approval of Gwynedd Council's Strategy for Additional Learning Needs and Inclusion; whilst having regard to the proposal in 1.

III.   Approval of the Business Case - a one-off investment of up to £1,380,131 to show a permanent annual saving of at least £808,461.

A report was prepared for the Isle of Anglesey County Council Executive Committee on 14 March 2016 seeking the Executive Committee's approval to:

- Collaborate with Gwynedd officers and the SENJC to remodel the workforce currently within the SENJC, and to adopt a new staffing scheme between September 2016 and April 2017.
- Collaborate with Gwynedd officers and the SENJC to remodel the workforce currently within the inclusion service fully by September 2017.
- Plan the new partnership to offer savings of 10% or approximately £500,000 over two years, to be realised in full by 2018/19.
- Plan an amended governance and accountability structure jointly between both authorities, to be submitted to the Executive Committee by June 2016.
- Plan a transitional period of dual governance between the SENJC and the amended Anglesey/Gwynedd ALN Partnership.
- Share information with schools, parents and stakeholders on the proposed model during the summer term of 2016.
- Implement the commission and amended governance procedure for the SENJC by September 2017.

It is important to note that this Strategy was prepared in the context of significant change in the field, including:

- the proposals of the proposed legislation, Additional Learning Needs and Education Tribunal (Wales) Bill for reforming the framework for additional learning needs;
- the supporting evidence that there is a need to focus on early intervention and prevention;
- the financial context.

The outcomes we seek to achieve through the new Strategy include:

- a provision which places much greater emphasis on early intervention especially in the early years and which seeks to identify conditions very early on in the children's lives so that this can have an impact on their education and their lives in general;
- increasing the expertise of our schools with the use of training programmes;
- robust multi-agency collaboration arrangements that will lead to sharing information and ensuring effective joint-planning for the education and development of children and young people who need additional support;
- offering a service that ensures high quality educational experiences;
- children and young people receiving the additional support sooner; making educational progress at an appropriate rate and contributing to promoting their independence;
- a learning environment of the highest possible quality for children who have the most severe needs;

- ensuring an effective and efficient system.

THE RESPONSE TO THE STRATEGY AS A RESULT OF DISCUSSIONS WITH THE ISLE OF ANGLESEY COUNTY COUNCIL

Between January and July 2016 the Education Officers and Heads of both authorities have held a lengthy series of meetings to work through the Strategy in detail.

The following are some of the main adaptations deriving from this collaboration:

I. The specialist fields which were included in the original Review were:
   Behaviour, Communication and Interaction, Literacy and Numeracy, Sensory, Medical and Physical Impairment and Educational Psychologists.
II. All Inclusion fields have now been included - therefore the following services have been added:
   Welfare, Counselling, English as an Additional Language, Safeguarding, Home Schooling for children who are ill and Looked-After Children.
III. Identifying opportunities to share management resources, which is a way of ensuring efficiency benefits for the service.
IV. The intention is to abolish the SENJC through establishing new joint governance arrangements.
   - A new governance model was agreed in which Gwynedd Council will take the role of Lead Authority in terms of employing and managing the service from day to day. Generally this model means: Both authorities together (the 'Commissioning Authorities') will commission Gwynedd Council as Lead Authority to provide an Additional Learning Needs and Inclusion service for Gwynedd and Anglesey in accordance with the Joint Strategy which will have been adopted by them.
   - The Commissioning Authorities will agree on and set the requirements of the service, via the strategy, and will provide the resources to deliver it.
   - The Lead Authority will provide the service to the commissioning authorities in accordance with the performance targets and standards.
   - Both authorities will monitor how the service is provided against the outcomes agreed upon in the Joint Strategy.
V. A new governance model was also agreed upon instead of the present joint-committee model with robust accountability and regular reporting to the scrutiny committees of both counties (See Appendix 1).
VI. We are continuing to address the following issues further:
   − **the role of ALN and I Co-ordinators** in the schools;
   − **Structure for ALN Teaching Assistants;**
   − **raising awareness** regarding the changes with whole-school staff;
   − establishing **sub-teams to provide details on the 0-3 years provision, the 16-25 years provision, data and electronic systems matters and the Health provision.**
   −

A STRATEGY FOR THE FIELD OF ADDITIONAL LEARNING NEEDS AND INCLUSION IN GWYNEDD AND ANGLESEY

An Executive Summary of the amended Strategy for the Additional Learning Needs and Inclusion field is submitted in Appendix 2.

CC-14562-LB/186954

The Strategy's principles include the intention to give more attention to the following:

- Early Years and early intervention;
- Establishing a central, integrated team of specific specialisms to facilitate collaboration and joint-planning;
- Training Programme to upskill the workforce;
- Introducing the use of person-centred plans.

The main purpose of the Strategy is to ensure that a package of projects is in place in order to improve the service for children and young people with additional learning needs. Whilst writing the strategy, every effort has been made to move towards a new procedure which focuses on the child/young person and their needs/aspirations.

As noted above, the Strategy has been prepared in the context of the legislative proposals for reforming the framework for additional learning needs. The Welsh Government Draft Bill for Additional Learning Needs was published on 6 July 2015 and it was confirmed that the Bill was expected to be introduced to the Assembly before Christmas. This means that it may be the 2017/18 academic year before any proposals come into force.
Following full consideration of the draft Bill's proposals, we are confident that the Strategy addresses the proposed legislative changes. The situation will need to be reviewed once the final bill is adopted, to ensure that the Strategy conforms with the changes to the legislation. An early implementation of our Strategy will put us in a strong position to respond to the new legislative requirements when they come into force.

The outcomes for Gwynedd Council and Isle of Anglesey County Council children and young people with additional learning needs will be as follows:
- More personal plans that focus on the individual;
- Earlier and more specific access to ALN&I services that will be reviewed regularly;
- A more specialised service and standards;
- The ALN Area Forums will provide accountability in each area.

The outcomes for the County Councils of Anglesey and Gwynedd also include:
- Meet the statutory requirements of the new legislation;
- Better control of the ALN budget;
- Regular Reviewing and Monitoring.

WORK PROGRAMME
In response to recent discussions we have adapted the timetable for achieving the changes.

It is proposed that we give specific attention to creating the Core ALN Integrated Team during the 2016/17 academic year in order to ensure adequate time for necessary adaptations in the schools.
This will be implemented starting with a period of formal consultation with staff during September – November 2016. See the timetable below.

September - November 2016	November 2016 - January 2017	January 2017	January - May 2017
• Formal Staff Consultation Period	• Appoint the Leadership Team	• Establish the Gwynedd and Anglesey ALN Monitoring and Scrutiny Boards	• Appoint the Integrated Team workforce

Year 1

September 2016 - August 2017

Establish the Integrated Team	Person-centred methods	Verify the use of the Criteria and access to the services gwasanaethau	Establish Training Programme	Develop resilient ALN&I Data / Electronic System
•Develop the Core Team	•Promote their use through training	•Introduce ALN&I Area Forums		

Year 2 + 3

September 2017 onwards

Complete Establishing the Integrated Team	Develop 0-3 years ALN&I Provision	Develop 16 - 25 years ALN&I Provision	Develop the role and responsibilities of ALN&I HEALTH within the Integrated Team

B – Which other options did you consider and what were your reasons for refusing them and or for choosing this option?

Consideration was given to not working in partnership with Gwynedd Council. The history of having difficulties recruiting experts in the ALN field have highlighted that it is not possible to offer specialist bilingual service of quality and cost effective in the ALN and Inclusion field, without doing so in partnership. As Gwynedd and Anglesey have implemented in a successful partnership in the field since 1996, it was decided on the option presented today as the best way to ensure sustainable and durable service

C – For what reason is this a decision for the Executive Committee?

Expanding the scope and nature of the ALN and Inclusion partnership between Anglesey and Gwynedd, leading to the dissolution of the Gwynedd and Anglesey SEN Joint Committee in the future and establish new joint governance arrangements

D – Is this decision in keeping with the policy approved by the full Council?

Yes

E – Is this decision within the budget approved by the Council?

Yes, although there are some potential costs involved with redundancy due to surpless, and potential implications from pension changes.

F – With whom did you consult?	What were their comments?
1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	
2	**Finance / Section 151** (mandatory)	
3	**Legal/Monitoring Officer** (mandatory)	
4	**Human Resources (HR)**	
5	**Property**	
6	**Information Communication Technology (ICT)**	
7	**Scrutiny**	
8	**Local Members**	
9	**Any other external body/bodies**	

G – Risks and any mitigatory steps (if relevant)	
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	The strategy complements and requirements of the proposed ALN legislation and includes wider opportunities for children and young people to participate and support their educational path
6	**Outcome Agreements**	
7	**Other**	**RISKS that should be considered when drawing up the memorandum of understanding** It is crucial to ensure that children, young people and their parents are aware of the changes and have a strong understanding of the new arrangements. We will develop

a clear Communication Strategy in order to facilitate the change.

With the restructuring (See Staffing Structure in Appendix 2), there will be no reduction in the number of jobs in the staffing model, subject to the result of the consultation and the final decision of the heads. However, a change of emphasis in terms of the services may mean that some staff will have to apply for alternative/new jobs. We will continue to address the ALN and I Teaching Assistants' structure.

In the interim prior to a formal Agreement being confirmed, both authorities will need to sign a Memorandum of Understanding (MoU). It must be ensured that this happens before any formal consultation based on the restructuring becomes operational.

The two authorities will work towards establishing the new arrangements on the basis of the principles below:

Financial Contributions - currently, Gwynedd and Anglesey have been contributing to the SENJC on a 60:40 basis. Under the new arrangements the staff Structure will state the financial contributions per post based either on management responsibilities/ population numbers or the specific requirements of the authorities.

Compensation Arrangements – Any pension deficit that is connected to the staff who are transferring will remain with the previous council. Should any authority decide to withdraw from the partnership for any reason the authority that is withdrawing will be responsible for compensating the other authority for any losses causes by that action. In the interim period there will be a similar agreement during the process of appointing and dismissing staff.

Conflict resolution arrangements - clarity in terms of the steps to be followed

Restructuring / Consultation Arrangements - together with a clear timetable

Project Management Arrangements - in the interim, both Service Heads (Education) will be responsible for management of the Review until the new ALN&I Senior Management Team has been confirmed. Shadow Monitoring and Scrutiny Boards (see proposed Governance Structure) will be operational in Gwynedd and Anglesey following the appointment of the Senior

		Management Team.
		Discussions will continue with the Health and Social Services Department.

H – Appendices:

Appendix 1   Governance Model
Appendix 2   Executive Summary of Gwynedd and Anglesey Councils' Strategy for Additional
                        Learning Needs and Inclusion

I – Background Papers (please contact the Report's Author for any further information):

Appendix 1

	Status	Responsibilities	Membership	Terms of reference
ALN&I Monitoring and Scrutiny Board (2 Boards meet - Gwynedd and Anglesey separately)	new	• Monitor the quality of the provision • Report to Management Teams, Cabinet, Scrutiny Committees of both authorities and the Gwynedd and Anglesey Education Partnerships Executive Board	• Senior ALN Manager • Senior Inclusion Manager • Chief Psychologist • GwE Challenge Advisor • Health Service Designated Person • SNAP • Finance Officer (per authority)	• Meets every term • Ensure that the quality of the ALN and Inclusion Services complies with the Strategy and requirements of the Code of Practice and legislation • Monitor and track every individual service against the measures
Gwynedd and Anglesey Education Partnerships Executive Board	new	• Monitor the quality of the services provided by - GwE/ ALN&I the Post 16 Partnership and Cynnal • Report to the Cabinet and Scrutiny Committees of both authorities	• Gwynedd and Anglesey Cabinet Member for Education • Gwynedd and Anglesey Cabinet Member for Children • Gwynedd and Anglesey Heads of Education Departments	• Meets every term • Ensure quality, value for money • Takes an overview of the ALN&I provision and quality matters highlighted and which affect both authorities
Education Management Team (Gwynedd and Anglesey - separately)	existing	• Monitoring quality of all education services • Managerial decisions • Report to Cabinet, Scrutiny Committees of specific authority and the Gwynedd and Anglesey Education Partnerships Strategic Board	• Cabinet Member for Education • Head of Education • Education Senior Management Team (including both ALN and Inclusion Senior Managers)	• Meets regularly • Ensure the quality of all educational services • Resolve problems/issues highlighted in the ALN&I Monitoring Boards / Lead Authority • Promote issues to the meeting between the two heads of education / Education Partnerships Executive Board / Cabinet as necessary
Meeting between Gwynedd and Anglesey Heads of Education Departments	new	• Make delegated decisions by the Cabinet in accordance with the formal Agreement between the two authorities. • Responding to requests / directions of both Education Management Teams	• Gwynedd Head of Education • Anglesey Head of Learning	• Meets every term and as required • Agree on any change/ resolve executive disputes highlighted by one or both Education Management Teams / Gwynedd and Anglesey Education Partnerships Executive Board • Promote decisions to Cabinet / Executive Committee of both authorities if outside the delegated powers
Gwynedd Cabinet and Anglesey Executive Committee	existing	• Authorities' political and budgetary decisions • Any adaptations to the ALN&I Strategy	• Council Leader • Cabinet Member/ Portfolio Holder	• Meets at least every month • Delegate specific responsibilities in the ALN&I field to the Gwynedd and Anglesey Heads of Education

ALN&I Service Governance Arrangement to be provided by Gwynedd Council on behalf of Gwynedd and Anglesey Councils
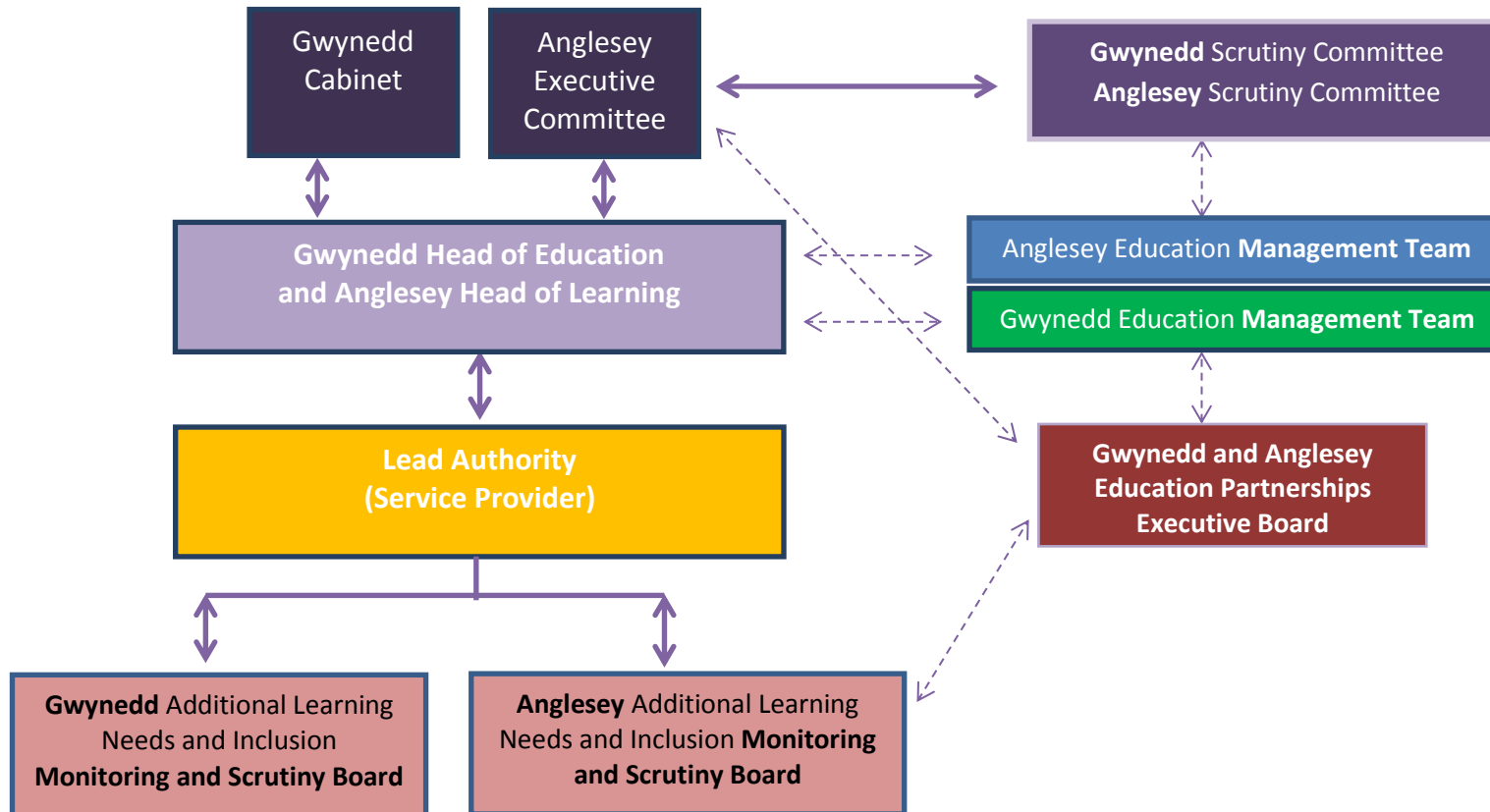
Additional Learning Needs and Inclusion Strategy Gwynedd and Anglesey

Introduction

The aim of our new Additional Learning Needs and Inclusion Strategy is:

> *'To ensure that children and young people (aged between 0 and 25) who have additional learning needs take advantage of opportunities and gain experiences that are planned effectively for them, in order to allow them to make progress according to their ability.'*

The outcomes we seek to achieve through the Strategy include:

- a provision which places much greater emphasis on early intervention especially in the early years and which seeks to identify conditions very early on in the children's lives so that this can have an impact on their education and their lives in general;
- increasing the expertise of our schools with the use of training programmes;
- robust multi-agency collaboration arrangements that will lead to sharing information and ensuring effective joint-planning for the education and development of children and young people who need additional support;
- offering a service that ensures high quality educational experiences;
- children and young people receiving the additional support sooner; making educational progress at an appropriate rate and contributing to promoting their independence;
- a learning environment of the highest possible quality for children who have the most severe needs;
- ensuring an effective and efficient system.

Rationale

The Gwynedd and Anglesey Additional Learning Needs and Inclusion Service provides a comprehensive integrated service across education establishments of both counties in order to:

- Promote the development of schools to become inclusive establishments.
- Reduce the effect of ALN on the outcomes for children and young people by improving skills and achievements.
- Providing suitable and high quality education for children and young people with ALN.
- Locating high quality services locally.
- Consider individual aspirations and needs and that every child and young person is central to the service and intervention provided for them.
- Ensure high quality skills within the central workforce and schools workforce in order to improve the full ownership and inclusiveness of ALN within schools in both counties.
- Contribute to improving quality of life and welfare by enhancing the educational provision available.
- Reduce the cohort of children who require additional intervention due to ALN by improving inclusiveness within educational provision.
- Strengthen links and accountability for ALN across the tiers of the provision model.

Whole-School Action

Providing for children who have additional learning needs is a priority for the whole community of each school in Gwynedd and Anglesey. Addressing the additional learning needs of pupils is not the responsibility of the co-ordinator, assistants and senior management team alone; rather the full community of the school plans and provides suitably for them.

Before looking for additional assistance, each school should attempt various strategies which area clearly highlighted within the criteria. It is only after following these steps that the school can receive additional support from outside.

Whole-School Expectations

Additional Learning Needs and Inclusion is a responsibility in every aspect and function within the school.

1. ALN and Inclusion Liaison Governor

The role of the ALN and Inclusion Liaison Governor is very valuable in providing support to the Head and staff in developing a learning environment which promotes progress for children with ALN and Inclusion.

2. Head teacher (ALN Contact Person in each school)

The leadership of the school Head teacher (or member of the Senior Management Team) in the ALN and Inclusion field is essential to disseminate mind-set, ownership and communication regarding ALN and Inclusion to rest of the school staff.

3. School/Cluster ALN and Inclusion Co-ordinator

The School/Cluster ALN and Inclusion Co-ordinator has a key role within the school, with a strategic input. They are accountable to the school's Governing Body and Head teacher, and receive further guidance from the ALN and Inclusion Area Quality Service.

4. Classroom/Subject Teachers

Every teacher recognises that they are responsible for responding to ALN and Inclusion. They are also key in terms of identifying new cases ALN and Inclusion.

5. Assistants and Learning Coaches

The work of assistants enhances the provision available across the school. Every assistant and learning coach, in each role within the school, is responsible for addressing the ALN and Inclusion of pupils.

6. Communicating with Families / Parents Partnership

Working with families and ensuring parental collaboration are crucial for a successful relationship with any pupil.

The integrated Team

This strategy is based on a skilled Integrated Team which includes specific teams of expertise according to condition/disorder and location. These teams will advise and support the schools and ensure consistency in providing individuals with appropriate interventions and support.

We will focus more on language disorders, autism and behaviour support on the basis that these conditions require more specialist intervention. There will be significant change in the support for specific and non-specific learning needs with more emphasis on schools to provide this provision themselves with the advisory support of the Integrated Team.

1. Using Person-centred approaches to create Individual Development Plans

The Individual Development Plans (IDP) (by adopting the new legislation) will replace SEN statements (Statutory) and non-statutory Individual Education Plans (IEP). Every child or young person with ALN has the right to receive the same statutory plan – namely the IDP.

2. Criteria

Clear Criteria for Accessing and Leaving Services within the ALN and Inclusion field promotes consistency across schools in relation to requirements and expectations. Specific Criteria exist within each area of need. When a pupil experiences difficulties across areas, reference must be made to the Criteria in those areas, but with a decision regarding the child/young person's recognition of what the main difficulty is at any one time.

3. Access to Services

Early and graduated intervention is essential to reduce pupils' difficulties later on in their school career. Therefore, the close relationship with community and education workers in the early years sector needs to be strong. A referral system is in place whereby community health workers (e.g. Paediatrician, Health Visitor, Speech and Language Therapist) and early years educational institutions registered with the Local Authority as education providers (e.g. Cylchoedd Meithrin) can refer young children to the Early Years Forum. Children are referred in accordance with the Early Years Criteria, and the Individual Development Plan is used. This may lead to discussing the child within specific areas at the Area Forum (e.g. a child needing input from the Communication and Interaction Team).

4. ALN and Inclusion Forums, and Cross-County Panel (Moderation)

The work of the Specialist Teams, (other than aspects of the work of Educational Psychologists, ALN and Inclusion Quality Officers, and the Welfare and Counselling Service) is organised through ALN and Inclusion Forums as a starting point. Any school can request input into the Forum in accordance with the Criteria by using the child's Individual Development Plan. The ALN Area Fora meet every half term.

In the case of children with acute and complex needs, a discussion about those needs is initiated through a Cross - County Moderation Panel. The Forums and the Panel act in accordance with the LEA service's access and leaving Criteria. A key part of the Forums and Panels' role is to receive information about the way schools use the specialist Services they receive, and whether they implement the recommendations offered at classroom level.

Support Path

School Head teacher /**ALN&I Contact Person** ensures school-level strategies are implemented to support the pupil

STEP 1 - if **additional needs** are identified
- Use of One-Page profile and Action Plan
- Decision by the school in accordance with the Criteria
- Additional support offered by the school

STEP 2 - if the child /young person meets the criteria for **specialist support**
- Use of One-Page profile and Action Plan
- Refer to the **ALN&I Area Forum** in accordance with the Criteria to make a decision regarding the best provision.
- Specialist support offered by the school and Central Integrated Team for a specific period as necessary

ALN&I Cluster Co-ordinators provide support to the pupil, parents and cluster of schools

STEP 3 - if the child /young person has **more acute and complex needs**
- Use of One-Page profile and Action Plan
- Decisions regarding the best provision in the **Gwynedd and Anglesey Cross-County Panel** in accordance with the Criteria
- Specialist support offered by the Central Integrated Team and specific Assistants

Area ALN&I Quality Officers offer support to the pupil, parents and schools within their area

The Staffing Stucture:

The Specialist Service has been split into two departments namely:
- The Additional Learning Needs Services
- The Inclusion Services

The Senior Management Team operates across both authorities and includes **Senior Inclusion Manager** and **Senior Additional Learning Needs Manager** who are responsible for leading the proposed national development (ALN Legislation) as well as fully implementing the outcomes of the Gwynedd Council and Isle of Anglesey County Council ALN and Inclusion Strategy Review.

They are responsible for:
- Managing and implementing a strategic vision in the Inclusion and Additional Learning Needs field in its entirety.
- Managing the Inclusion/Additional Learning Needs budget.
- Challenging schools in both fields ensuring consistency and the highest standard of practice by the schools and central services.
- Regularly visiting schools as part of a proactive procedure and reporting on strengths and areas for improvement.

The **Head of the Behaviour Support Service** is accountable for the day-to-day running and quality of the Behaviour Support provision, from the early years to the end of Key Stage 4.

- Ensuring that the response is timely, strong, consistent and meets the statutory requirements across the range.
- Controlling the work pattern of the four primary teams, the timetable of Package 25 pupils and collaborating with secondary schools to ensure purposeful provision in KS3.

The **Chief Educational Psychologist** is accountable for the professional supervision of the team of Psychologists and for giving strategic guidance in the field. The Chief Psychologist will act as Psychologist for Special Schools and for Out-of-County Placements.

The **Area ALN&I Quality Officers** are responsible for ensuring that pupils respond to the change in the ALN Legislation by supporting and managing change.

- Ensuring that ALN quality is monitored within the schools and reporting to the Education Officers/Senior Managers when appropriate
- Standardising and supporting the work of ALN Co-ordinators in terms of the use of ALN resources and a whole-school level.
- Supporting the pupils with the most severe needs within the mainstream.

Educational Psychology Service

The Educational Psychology Service collaborates with Gwynedd and Anglesey schools in order to facilitate a suitable and reasonable response for young people who experience additional learning difficulties, as part of the ALN Integrated Team, where these needs affect the individuals' access to the curriculum.

They do this in order to:

- Ensure the best possible educational outcomes for individuals aged between 0 and 25 years old.
- Provide a high quality Service that is in-keeping with the standards of the Health and Care Professions Council (HCPC).
- Work in an effective strategic manner to promote whole-school development in the way in which ALN and Inclusion is targeted.

Safeguarding Policies and Guidelines

The Safeguarding Officer acts as a point of contact for guidance, training and specialist advice in the field of child protection. They work closely with the Children Services to ensure that our pupils are safeguarded in full within the education system. They represent education at child protection meetings where an allegation has been made against a member of staff.

Training Strategy

It will have to be ensured that the workforce of the Integrated Team includes specific expertise related to every field and this expertise is updated regularly ensuring that the correct evidence-based interventions are used. Every specialist team will plan a comprehensive Training Programme for the workforce and the parents under the guidance of the specific Senior Educational Psychologists.

Data and Electronic Systems

It is crucial that we are able to simplify methods of holding information electronically and in doing so reduce duplication. The system provides access to all the information about a pupil's ALN and Inclusion within a single electronic file.

The Additional Learning Needs Services

Communication and Interaction Service

The Communication and Interaction Service seeks to enrich language, communication and interaction skills and respond gradually when difficulties in relation to Delay, Disorders or Autism impact development in these fields.

The team provides guidance and training for teachers and assistants on the classroom floor in order to ensure that the right strategies are being used.
Centres (part-time) are an integral part of the service, with a clear focus on increasing the pupils' skills as they return to the mainstream. There are five Specific Language Disorder Centres, and three Primary Centres and two Secondary Centres for Social Communication (for those with difficulties on the autistic spectrum).

There is a closer connection, and work targeted in a far more co-ordinated manner with the language therapists service. The role of these therapists is specific for supporting the pupils who receive outreach input, and within the centres.

Specific and Non-specific Additional Learning Needs Service

The Specific and Non-specific Additional Learning Needs Service refers specifically to:
- Significant difficulties in literacy and/or numeracy skills development over a period of time. This refers to difficulties which are outside the average range for the child's age.
- In some cases, these literacy difficulties are described as Dyslexia in accordance with the definition of the British Psychological Society.

The Specific and Non-specific Additional Learning Needs Service seeks to enrich literacy and numeracy skills and respond gradually when difficulties impact development in these fields. This is done by adapting working models to target in a more inclusive manner.

The team:
- Places a clear focus on developing whole-school skills for variety in learning methods
- Ensures that clear processes and approaches exist to identify specific and non-specific difficulties in a timely manner
- Ensures that the parents are a key part of any intervention offered

Sensory Impairment Service

The Sensory Impairment Service ensures that sight-impaired and hearing-impaired children and young people have full access to the curriculum and the learning environment in order to reduce the effect of the Impairment on the holistic and academic progress of the pupils.

The team:
- Provides a structured service which meets the needs of Sensory-Impaired pupils aged between 0 and 25 in early years provision, primary schools, secondary schools and special schools, ensuring that they reach their full potential.
- Offers a variety of suitable support, provision and resources to meet the individual needs, which are in-keeping with the requirements of the National Sensory Impairment Partnership (NatSIP).

Medical and Physical Service

The Medical and Physical Service facilitates a suitable and reasonable response for children and young people who experience medical and/or physical difficulties, where these needs significantly affect the individuals' access to the curriculum.

The team provides:
- specialist guidance for schools on how to address medical needs within a school environment
- guidance on adapting the curriculum, coordinating information and developing inclusive attitudes
- risk assessments in the fields of manual handling and challenging behaviour

Behaviour Support Service

The Behaviour Support Service seeks a positive change in the behaviour of young people who experience behavioural, emotional and social development difficulties. The aim is to improve behaviour and reduce the risk of exclusion from school.

The Home-schooling service for children who are ill works with families and mainstream schools to support young people who have complex medical condition to reach their full potential. The aim is to offer timely and effective support in order to overcome any problems which could arise due to long-term illness.

The team:
- Ensures that the ethos of schools ensures the schools' ownership of these young people who have behavioural, emotional and social needs
- Ensures that every teacher in every school receives appropriate training which will lead to teachers who are confident when working with young people who have behavioural, emotional and social needs
- Ensures expert guidance to enable schools to tailor specialist interventions within the school's resources
- Ensures local standard specialist provision for the young people with the most severe behavioural and emotional needs

Overview of the Behaviour Support Provision

Package 25 (KS4)
- 25 hours provision tailored to pupils' needs.

Specialist Maintenance (KS2 and KS3)
- Specific period of intensive attention in a small group within mainstream school.

Team Intervention (KS2)
- Acute attention to support the individual's behaviour at school and home level.

ALN&I Assistants
- Support the school's work to support pupils' inclusion.

Whole School Training
- Agreed programme of training for the whole school community.

Package for Children who are Ill
- Provision tailored for the needs of the pupil

Education Welfare Service

The Education Welfare Service provides high quality professional assistance for children, young people, families and schools in order for children and young people to benefit from the educational provision provided for them. The aim is to improve attendance and in doing so the educational achievement of our young people.

The team:
- Investigates the reasons for absence from school
- Offers information and guidelines
- Provides advice for families on other specialist advice services and refers to appropriate services as required
- Warns, fines and prosecutes in accordance with the agreed procedure

Counselling Service

The Counselling Service is an independent service which works with Gwynedd and Anglesey schools to support young people who have social, emotional worries to reach their full potential. The aim is to support the complex emotional needs of these young people and in doing so improve their educational achievement.

The team offers the following:
- A regular place and time in order to talk and discuss their worries or difficulties
- Help for young people to discuss their feelings and look at the way that they might want things to be different, by talking and using a variety of counselling models.
- Involvement with developmental matters, problem-solving, improving relations, making choices, coping with changes, nurturing insight and understanding, growing as an individual
- Support for our children and young people by ensuring that qualified trained counsellors are available who work within the recognised code of ethics and code of practice of the British Association for Counselling and Psychotherapy.

Service for English as an Additional Language Pupils

The Service for English as an Additional Language Pupils (EAL) supports young people who have English as an additional language to reach their full potential. The aim is to offer timely and effective support for Gwynedd and Anglesey Schools in order to overcome any problems which could arise due to a lack of language and, consequently, understanding.

The team:
- Responds in a timely and consistent way to requests from schools for support.
- Provides the most suitable support for pupils.
- Holds initial assessments on 'newcomers' in Primary and Secondary Schools
- Establishes positive links with families
- Introduces a range of sustainable strategies for supporting pupils.
- Supports teachers to differentiate for EAL pupils including joint-learning and modelling good practices.
- Raises awareness of equality, culture, language and diversity issues in schools.
- Makes referrals to appropriate services as necessary.

Head of Education

1

2

Senior Manager - Inclusion

Senior Manager – Additional Learning Needs

**Close link between the 2 Senior Managers and the Area Officers/ Anglesey Senior Manager

3

Head of Behaviour

Chief Educational Psychologist

**Area Education Officers / Anglesey Senior Manager

Service Teams

| Counselling | EAL | Looked-After Children | Safeguar-ding | Welfare | Behaviour | Educational Psychologists | Communication and Interaction | Specific and Non-specific ALN | Sensory | Physical/ Medical |

Area Team

ALN&I Quality Officer Administration

4

School/Cluster ALN&I Co-ordinators

Schools and Parents

ALN&I Data Development Officer

Tier 1   Head of Education Department accountable for the ALN&I Service

Tier 2   Senior ALN Manager and Senior Inclusion Manager are line managers for the Specialist Services Teams (quality/value for money and monitoring the service)

Tier 3   Head of Behaviour is line manager for the Behaviour Team and the Chief Psychologist is line manager for the Psychologists Team

Area Education Officer (Gwynedd) and Senior Education Manager (Anglesey) are line managers for the ALN&I Quality Officers (accountability for the role of schools)

Tier 4   ALN&I Co-ordinators are appointed by individual schools or across a cluster of schools (ALN&I Quality Officers supporting them and providing guidance)

Additional Learning Needs and Inclusion Strategy Gwynedd and Anglesey

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Preface

It was agreed to draw up one Common Additional Learning Needs and Inclusion Strategy which will address the needs of pupils and young people of **Gwynedd and Anglesey** effectively and efficiently. This is based on remodelling and reinforcing the historical partnership and including the whole range of services and provision. The intention is to improve outcomes for children and young people.

Planning around the needs of children and young people and their families is central to the new provision, and the following factors will also receive a great deal of attention:

- identification of problems / needs early in the life of the child / young person and ensure appropriate intervention;
- early intervention when problems appear;
- working in a more integrated and multi-agency manner, sharing information and with joint planning of provision;
- continuing development of workforce skills and understanding;
- better and more organised communication with the children, young people and families.

Preventive activities take place in this area, particularly with vulnerable families, ensuring that full and integrated services are available for them.

This transformation means that we shall organise ourselves effectively and efficiently as Council in order to respond to the needs of vulnerable children and young people in Gwynedd and Anglesey.

We list below the areas discussed and agreed upon:

- Drawing up a totally integrated joint service which will involve support for the full range of needs. Service to include, for example, Education Psychologists, Specialist Teachers and Specialist Assistants.
- Review the joint criteria ensuring cross-county consistency. Ensure that the criteria are clear for everyone at all levels.
- Maintain a cross-county panel for the children with the acutest needs.
- The sharing and support model on area level to be shared in East Gwynedd, Anglesey, South Gwynedd and West Gwynedd.
- Review the method of delegating funding to ALN to mainstream school, ensuring the most effective use of money. Review the procedure for monitoring the use of this joint funding.
- A clear focus on outcomes, and in response to this, reconcile our data gathering and analysis procedures.
- Extend the discussion with the health service.
- Draw up a joint training programme, for all levels to accord with service priorities.

The purpose of this Strategy therefore, following wide-ranging consultation, is to set direction and to introduce specific projects to transform the area of additional learning needs.
We list below those factors which will be different following the implementation of this Strategy:

1. Emphasis on **placing the pupil at the centre** – by personalising the support using specific methods (which focus on the individual) when planning provision and support.

2. **Offering a new form of support**, with more emphasis on consultation, guidance and support, including mentoring. There will be less reliance on assistants, with provision being more flexible and for specific periods.

3. **Improving parents' understanding of the provision and options** available for their children.

4. **Raising standards** by:

   - increasing the attainment of children and young people with additional learning needs;
   - generally improving ALN provision
   - increasing the expertise of the school workforce in its entirety

5. **Change of culture** so as to ensure the **whole school** takes responsibility for ALN; robust leadership will be required to promote this.

6. **Change of emphasis, for each condition** in terms of the specialist support available. We shall pay more attention to language disorders, autism and behaviour maintenance on the basis that these conditions require more specialist intervention. The support for learning delay will change substantially, with more emphasis on having the schools themselves delivering this provision, with the advisory support of the Integrated Team. **Management will be internalised** and will be consistent across all provision.

7. Providing a specific **Training Programme** to be offered to all the school's workforce.

8. Promoting **better use and understanding of the criteria,** ensuring that it is possible to **access the provision much earlier**

9. Ensure that young people leave school more **confident and independent.**

10. **Strengthen co-operation** with other agencies

11. Ensure better **data and tracking system** and ensure regular monitoring arrangements.

Introduction and Context

Additional Learning Needs and Inclusion Strategy

It is important to note that this Strategy is being drawn up in the context of significant changes in the area, which involve:

- legislative proposals to reform the framework for the management of additional learning needs;
- evidence suggesting a need to focus on early and preventive intervention;
- the financial context

The need for such a Strategy became apparent in view of an analysis of the experience of children and young people with additional learning needs. Some basic weaknesses were highlighted, amongst which were:

- **Inconsistency within the system:**
  - As regards parental expectations; in the Standard and location of the provision and in the culture within schools

- **A traditional and complex system**
  - Criteria which needed revising; reactive action (authority and schools); provision commissioned externally with insufficient control

- **Performance quality**
  - Inconsistency within schools and specialist teams; lack of access to current data (information kept separately in a different format); and difficulty in proving progress

- **Relationship with other services**
  - Structure not conducive to co-operation

- **Increase in specific needs**
  - Provision does not reflect the correct emphasis on the main needs

- **Lack of communication**
  - Lack of awareness for receiving information; the current system is too complex, with lack of communication between all stakeholders

In addition to the above factors, the **Additional Learning Needs and Education Tribunal Bill (ALNET)** is about to be introduced into the legislative system. This Bill will transform the legal framework and will do away with the inconsistencies and deficiencies in the current system.

The Lifelong Learning Minister, Alun Davies, declared in a statement (4 July 2016) that:

> "The current legal framework to assist children and young people with special educational needs is based on a model introduced over 30 years ago. It is patently not now fit for purpose.
>
> "Our hope in this bill is that it will transform the expectations, experiences and outcomes of children and young people with additional learning needs in Wales."

The general aims of the Bill are to create:

- a unified legislative framework to support children and young people aged 0-25 who have ALN in schools and further education institutions:

- an integrated, co-operative Process of assessment, planning and monitoring which facilitates early, timely and effective intervention, and

- a fair and transparent system for providing information and advice and solving concerns and appeals

The proposed bill puts forward the following basic changes:

- The term Special Educational Needs (SEN) to be changed to Additional Learning Needs (ALN)[i];

- The introduction of Individual Development Plans (IDP) by using methods which concentrate on the individual. These plans will replace SEN statements and non-statutory Individual Education Plans (IEP) and post-16 plans. The local authority will be responsible for drawing up IDPs and ensuring their implementation for every child and young person with ALN between the ages of 0-25.

- The publication of a new Code of Practice to include mandatory requirements to which the relevant bodies will have to conform.

At the core of these reforms is a focus on inclusion; placing children and young people at the Centre and ensuring they receive assistance to reach their full potential.

The aim of our new Additional Learning Needs and Inclusion Strategy is:

> *'To ensure that children and young people between the ages of 0 and 25) who have additional learning needs benefit from opportunities and gain experiences which have been effectively planned for them, so as to enable them to progress according to their ability.'*

The results we seek to achieve through the Strategy include:

- provision which places much more emphasis on early intervention, particularly in the early years, seeking to identify conditions at a very early stage in children's lives so that this can affect their education and their lives generally;
- increase specialism in our schools by means of training programmes to develop further expertise;
- robust multi-agency collaborative arrangements leading to sharing information, and ensuring effective joint planning for the education and development of children and young people needing additional support;
- offering a service which ensures high quality educational experiences;
- children and young people to received additional help at an earlier stage; making educational progress at an appropriate pace, and contributing to the promotion of their independence;
- a learning environment of the highest quality for children with the most acute needs;
- ensuring an effective and efficient system.

The main facilitators for achievement and success in making a positive difference are:

- **The workforce** – a training programme in place to equip and develop the workforce to provide the correct type of support for children and young people with additional learning needs;

- **Parents** – emphasis on better communication, ensuring that the child/young person's needs are central to the whole process;

- **Service arrangements and form** – specific attention paid to reorganising services within the Education Authorities;

- **Schools**;
    - increase expertise in our schools by means of training programmes to develop more expertise;
    - ensure better understanding and clarity on the part of the schools, the Education Authority and other agencies regarding the nature of responsibilities and provision.
    - schools' leadership to develop a whole school understanding of the new culture in this area

The Outcomes

Clear outcomes will need to be ensured for children and young people following changes to the area in question:

Outcome 1: That children and young people with additional learning needs are central to any decision when planning provision for them; and that they receive the correct type of support and intervention at an early stage – with an emphasis on the early years.

Outcome 2: That children with additional learning needs receive a quality service, in schools and from multi-agency and multidisciplinary teams across Gwynedd and Anglesey.

Outcome 3: That the provision for children with additional learning needs be reviewed in a regular and timely manner so as to ensure use of the best intervention.

In identifying outcomes, attention was paid to the following:
- The need to transform the entire Service within the Additional Learning Needs and Inclusion area;
- The need to respond fully to the main points made during the engagement period;
- The need to give full consideration to the experience and wishes of the child/young person when proposing changes to the provision;
- The need to increase capacity in our schools, to make savings and reduce future demand in this area so as to ensure the long-term sustainability of the service.
- The need to prepare for the legislative changes

If implemented, the Strategy will achieve:
- A quality service for the children and young people of Gwynedd and Anglesey;
- A service which is much more effective and efficient.

Indicators

The ALN and Inclusion Quality Service measures the success of the provision by means of a number of indicators. Our chief indicators are set out below:

- Data on the progress of pupils on the ALN and Inclusion list according to specific area indicators, e.g., progress on measures of achievement, targets and standardised measures and referral criteria assessments.
- Attendance (authority and individual school percentages)
- Fixed-term and Permanent Exclusions

Rationale

The Gwynedd and Môn Additional Leaning Needs Service provides a comprehensive integrated service across educational locations in both counties in order to:

- Promote the development of schools as inclusive locations.
- Reduce the effect of ALN on outcomes for children and young people by improving skills and achievement.
- Provide an appropriate high quality education for children and young people with ALN.
- Locate high quality services locally.
- Consider individual aspirations and needs, and that each child and young person is central to the service and intervention provided for him or her.
- Ensure skills of the highest quality within the central workforce and the workforce in schools so as to improve the full ownership and inclusion of ALN within the schools of both counties.
- Contribute to improving the quality of life and wellbeing by enriching the educational provision delivered.
- Reduce the cohort of children needing additional intervention because of ALN by improving inclusion within the education provision.
- Strengthen links and accountability for ALN across all strata of the provision model.

Whole School Action

Making provision for children who have additional learning needs is a priority for the whole community of every school in Gwynedd and Anglesey. The responsibility for meeting the additional learning needs of pupils falls not only on the co-ordinator, assistants and senior management team; the whole school community must plan and provide appropriately for them.

Before seeking additional help, every school should attempt various strategies which have been clearly highlighted within the criteria. Only after following these steps can a school received additional external help.

To facilitate this action, each school receives a delegated budget for additional learning needs.

Integrated Team

This strategy is based on skilled Integrated Team which includes specific teams of expertise according to condition/disorder and location. These teams advise and support schools and ensure consistency in the provision of appropriate intervention and support to individuals.

In planning the new provision model, the need for a change of emphasis as regards the structure and size of provision for some disorders was highlighted. As this strategy evolves, there will be further changes to the emphasis placed on supporting some conditions. Within this Strategy, more attention is devoted to Communication and Interaction (Language Disorders and Autism) and to Behaviour Maintenance. This is based on the fact that these conditions require more specialist intervention, and the higher numbers of pupils needing the support. A considerable change has taken place in the support for learning delay, with more emphasis on the schools themselves delivering this provision with the advisory support of the Integrated Team.

Gwynedd and Anglesey ALN and Inclusion Service

1. What are Additional Learning Needs and Inclusion?

Gwynedd and Anglesey Councils are proud of the way that each pupil achieves and develops as a whole person. It is important to celebrate individuals and their successes, and to recognise that every pupil has strengths. This is particularly true of our pupils who have additional learning difficulties. Our schools have traditionally been very inclusive, which is one of the best features of both counties.
In referring to Additional Learning Needs we consider pupils who have needs in a part or parts of their development, which creates a barrier to Access to the curriculum, which cannot be fulfilled by the normal and expected differentiation occurring in an educational setting.
The headings in this document refer to needs in different areas of development and supply a brief description of what is meant by ALN and Inclusion in each of these areas.

2. Aim of the ALN and Inclusion Provision

The aim of the ALN and Inclusion provision is to ensure that each pupil is enabled to progress according to his or her ability.

3.   Objectives of the ALN and Inclusion Provision

Every school has a responsibility to create a supporting and caring atmosphere where every pupil can develop happily and confidently. As regards ALN and Inclusion generally, care must be taken to ensure the following:

- that the school operates in accordance with the ALN Wales Code of Practice.
- a constructive, honest and transparent relationship with parents and guardians.
- clear ownership regarding ownership of pupils' additional learning needs by school staff.
- effective co-ordination of ALN and Inclusion within the school systems.
- clear processes in place to target and identify additional learning needs.
- a close relationship with the early years provisions feeding the school.
- effective use of the school's ALN and Inclusion resources and delegated finance
- sensible and effective use of specialist services.
- whole school use of an individual-centred mindset.

4.   Using individual-centred methods to create Individual Development Plans

The Welsh Government wishes all Local Authorities to introduce individual-centred methods to plan provision for school pupils. The Individual Development Plans (IDP) when the new legislation is adopted will replace SEN statements (Statutory) and Individual Education Plans (IEP) (non-statutory). Each child or young person with ALN will have the right to receive the same statutory plan - the IDP.

It is essential that we discover what is important for the pupils when seeking to personalise the educational experience. We shall do so by talking to them and their families, and agreeing on the best way to prioritise and provide the support.

These reviews place the child or young person at the Centre, look at what works and what does not, and what is important to them. All the information collected will be used in tandem with the Criteria set out below to create

an action plan which is genuinely individual and effective for that person. This method of understanding the needs of a pupil is relevant to every child/young person, not only those with ALN.

To facilitate the task of drawing up the Individual Development Plans, use is made of the Authority's data collection systems through SIMS and ONE (SEN and SEN-D Modules).

Each part of the IDP is important when reviewing pupils' progress. In order to use the IDP from day to day, it is essential that the 'One Page Profile' and Action Plan be shared so as to ensure that staff are aware of the individual needs and interventions of pupils with ALN and Inclusion. The expectation is that they will be live electronic documents which will be adapted as required.

Providing staff with skills in the use of Individual-Centred Methods is part of the training strategy of both Authorities. A system of Facilitators is in place, and the comprehensive E-learning resource is available to schools to use for guidance.

Link to Appendix 2 to see an example of an Individual Development Plan (IDP)

5. Criteria

Clear Criteria for Accessing and Leaving Services within the ALN and Inclusion are promotes consistency across schools in the mater of requirements and expectations. Specific Criteria exist within each area of need. When a pupil experiences difficulties across areas, reference must be made to the Criteria in those areas, but with a decision regarding the child/young person's recognition of what the main difficulty is at any one time.

The Criteria are a Resource to:
- **Consider whether a pupil needs to be included on the School's ALN and Inclusion list for School Action**. School Action means that the school plans and meets the child/young person's ALN and Inclusion by use of the delegated ALN and Inclusion provision.
- **Consider whether a pupil needs to be moved to School Action Plus**. School Action Plus means that a school receives advisory or direct input from ALN and Inclusion Services to plan and meets the child/young person's ALN and Inclusion in addition to their delegated ALN and Inclusion provision.
- **Consider at the ALN and Inclusion Area Forums (continuing on School Action Plus) whether a pupil or Group of pupils fall within the Criteria for specific input by ALN and Inclusion Services.**
- **Consider at the Moderation Panel whether a pupil falls within the Criteria for high level provision through a Statement or Individual Development Plan with individual Provision.**

6. Access to Services

Early Warning System

Early and graduated intervention is essential to reduce pupils' difficulties later on in their school career. Therefore, the close relationship with community and education workers in the early years sector needs to be strong. A referral system is in place whereby community health workers (e.g. Paediatrician, Health Visitor, Speech and Language Therapist) and early years educational institutions registered with the Local Authority as education providers (e.g. Cylchoedd Meithrin) can refer young children to the Early Years Forum. Children are referred in accordance with the Early Years Criteria, and the Individual Development Plan is used. This may lead to discussing the child within specific areas at the Area Forums (e.g. a child needing input from the Communication and Interaction Team).

ALN and Inclusion Forums, and Cross-County Panel (Moderation)

The work of the Specialist Teams, other than aspects of the work of Educational Psychologists and ALN and Inclusion Quality Officers, Welfare and Counselling Service, is organised through ALN and Inclusion Forums as a starting point. Any school can request input into the Forum in accordance with the Criteria by using the child's Individual Development Plan.

In the case of children with acute and complex needs, a discussion about those needs is initiated through a County Moderation Panel. The Forums and the Panel act in accordance with the LEA service's access and leaving Criteria. A key part of the Forums and Panels' role is to receive information about the way schools use the specialist Services they receive, and whether they implement the recommendations offered at classroom level.

Support Path

School Head teacher **/ALN&I Contact Person** ensures school-level strategies are implemented to support the pupil

STEP 1 - if **additional needs** are identified
- Use of One-Page profile and Action Plan
- Decision by the school in accordance with the Criteria
- Additional support offered by the school

STEP 2 - if the child /young person meets the criteria for **specialist support**
- Use of One-Page profile and Action Plan
- Refer to the **ALN&I Area Forum** in accordance with the Criteria to make a decision regarding the best provision.
- Specialist support offered by the school and Central Integrated Team for a specific period as necessary

ALN&I Cluster Co-ordinators provide support to the pupil, parents and cluster of schools

STEP 3 - if the child /young person has **more acute and complex needs**
- Use of One-Page profile and Action Plan
- Decisions regarding the best provision in the **Gwynedd and Anglesey Cross-County Panel** in accordance with the Criteria
- Specialist support offered by the Central Integrated Team and specific Assistants

Area ALN&I Quality Officers offer support to the pupil, parents and schools within their area

The following flowchart provides a summary of the Process for accessing Gwynedd and Anglesey's Additional Learning Needs and Inclusion services.
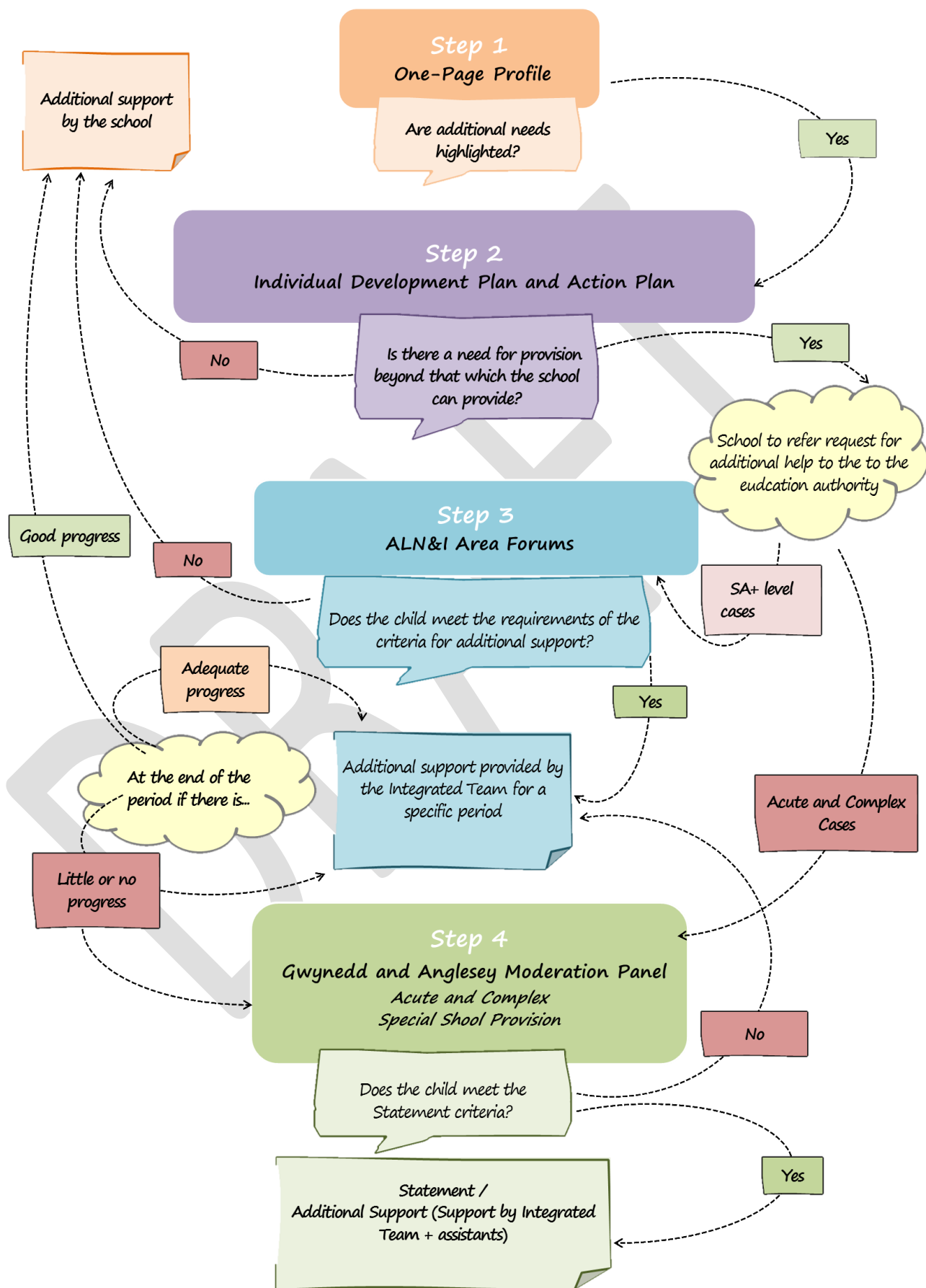
Co-ordinating Additional Learning Needs and Inclusion

Whole School Expectations

Additional Learning Needs and Inclusion is a responsibility in all aspects and functions within the school. The information below summarises these functions.

1. ALN and Inclusion Liaison Governor

The role of the ALN and Inclusion Liaison Governor is very important in supporting the Headteacher and staff to develop a learning environment which promotes the progress of children with ALN and Inclusion.

- Ensure that the school has input by the School/Cluster Co-ordinator with responsibility for co-ordinating provision for ALN and Inclusion.
- Confirm that the school has an ALN and Inclusion policy and that it is reviewed annually.
- Being familiar with the school's ALN and Inclusion policy, the Wales ALN Code of Practice and being aware of ALN enterprises nationally and locally, by the Welsh Government, the Regional Consortium and the Local Authority.
- Meet each term, by appointment, with the ALN and Inclusion School/Cluster Co-ordinator to discuss the progress and effectiveness of the ALN and Inclusion policy (in line with the policy on Governor Visits to Schools).
- Work with the child protection liaison governor (if appropriate).
- Understand how the school identifies pupils with ALN and Inclusion and what happens once the pupil has been identified;
- Be aware of the progress made by individual pupils with ALN.
- Be aware of the budget available for ALN and Inclusion at the school and monitor its effective use.
- Report, at least annually, to the governing body on the implementation and effectiveness of the school's ALN and Inclusion policy, without discussing details of individual pupils.
- Write, or help to write, ALN and Inclusion information for the Annual Governors' Report to Parents
- Ensure that there is a section in the school handbook on ALN and Inclusion provision.
- Update ALN and Inclusion information by attending relevant training courses for governors run by the Local Authority.

2. Headteacher (ALN&I Liaison Person in each school)

The leadership of the school Headteacher (or member of the Senior Management Team) in the area of ALN and Inclusion is essential to cascade attitudes, ownership and communication regarding ALN and Inclusion to the rest of the school staff. To do this effectively the Headteacher must do the following:

- Ensure an inclusive whole-school ethos.
- Ensure that an ethos of methods centering on the individual are cascaded throughout the whole school so as to personalise the educational experience.
- Ensure that a One Page Profile is created for every pupil on the ALN Register
- Ensure that the school systems accord with statutory requirements and that the ALN and Inclusion School/Cluster Co-ordinator act sin accordance with these requirements.
- Ensure, jointly with the ALN and Inclusion Liaison Governor and the ALN&I School/Cluster Co-ordinator, that the school's ALN and Inclusion policy is updated annually.
- Ensure ownership and understanding of ALN and Inclusion across the school.
- Ensure that the progress of pupils with ALN and Inclusion is monitored and measured.
- Ensure the regular use of standardised tests, in accordance with criteria, to assess pupils' achievement. It would be good practice to do this twice a year.

- Ensure that clear scanning processes are in place for the early identification of pupils who might have ALN and Inclusion, so that early intervention is possible.
- Ensure effective, efficient and appropriate use of the ALN and Inclusion delegated funding to target children needing intervention.
- Ensure that systems are in place for Class Teachers to share information with ALN and Inclusion School/Cluster Co-ordinator.
- Ensure that the quality of teaching, differentiation and assessment across the school is high.

3. ALN and Inclusion School/Cluster Co-ordinator

The ALN and Inclusion School/Cluster Co-ordinator is a key role within the school, with strategic input. They are accountable to the school's Governing Body and Headteacher, and receive further guidance from the Area ALN and Inclusion Quality Service. This individual has general responsibility for each individual school within his/her cluster to:

- Use provision mapping processes to ensure that whole-school ALN and Inclusion provision offers the best use of resources.
- Establish and implement systems of screening and identifying ALN and Inclusion, to enable early intervention.
- Ensure that the teaching requirements of each pupil with ALN and Inclusion are addressed by regularly monitoring the work of the teaching staff and assistants.
- Promote inclusion in educational settings.
- Create a positive and open relationship with the parents of ALN pupils.
- A source of expertise (ALN and Inclusion) by developing specialist skills and knowledge.
- Training school staff including teachers and assistants.
- Contribute to the School Development Plan and Self-Evaluations.
- Report on the quality of ALN and Inclusion within the school to the Governors and Headteacher/ Senior Management Team.
- Clear awareness of the LEA criteria and the services available to support the school.
- Contribute to the development of procedures including strategic financial planning and data gathering and analysis.
- Assessment of the use of IDP using individual-centred methods.
- Ensure appropriate use of LEA arrangements in seeking to avoid conflict.
- Improve their own professional learning by contacting other co-ordinators to develop and share experiences and good practice.
- Reinforce arrangement for transitional periods.
- Identifying well pupils' ALN and Inclusion needs in the school, co-ordinating information gathering to draw up IDP.
- Undertake a lead role as regards the distribution of assistants on school cluster level as a result of discussions in ALN Forums.
- Line manager to a cluster of specific ALN&I Specialist Assistants within their cluster of schools – to ensure correct allocation of their time, quality of service and consistency of provision.

4. Class/Subject Teachers

Every teacher acknowledges that the responsibility for responding to ALN and Inclusion is their responsibility. They are also key in identifying ALN and Inclusion anew. To do this effectively, it is necessary to:

- Play a key part in the arrangements for processing, screening and monitoring the progress of pupils with ALN and Inclusion.

- Ensure that the learning environment is inclusive and welcoming.
- Take the responsibility for continuing professional development, taking advantage of opportunities to attend and use training offered within the ALN and Inclusion area.
- Complete and adapt relevant aspects of the One Page Profile within the pupil's Individual Development Plan.
- Make effective use of the available resources and human resources available to support teaching and learning.
- Take a lead role in planning pupils' targets within the Action Plan (Individual Education Plan).
- Follow guidance and recommendations offered by the LEA's specialist services.

5. Learning Assistants and Coaches

The work of assistants enriches the provision available across the school. Each learning assistant and coach, within each school, has a responsibility to fulfil the ALN and Inclusion needs of pupils. To do this effectively, it is necessary to:
- Follow the lead of the class teacher to fulfil pupils' needs.
- Be aware of targeting pupils in class with ALN and Inclusion.
- Be aware of the pupil's holistic development, for instance by being aware of the One Page Profile and contribute when appropriate.
- Consider pupils' needs when carrying out group work or focus tasks.

6. Communication with Homes / Parents' Partnership

Working with homes and ensuring parental co-operation is essential for a successful relationship with any pupil. Every school in Gwynedd and Anglesey should be open to discussion at all times and should encourage parents to contact should there be any cause for concern.

Parents' input should be an integral part of monitoring and reviewing the progress of each pupil with ALN and Inclusion so as to ensure a complete picture of the pupil and a mindset centred on the individual. One way of ensuring this is by obtaining the input of parents and families into the One Page Profile, the Individual Development Plan (IDP) and to be part of the Review of the ALN and Inclusion needs of the child/young person – however acute their needs.

Training Strategy

Steps must be taken to ensure that the Integrated Team workforce includes specific specialisms by area, and that this specialism is regularly updated, ensuring that the correct evidence-based interventions are practised. Each specialist team plans a comprehensive Training Programme for the workforce and parents under the guidance of the specific Senior Education Psychologists.

The transfer of skills and knowledge is key to the development of a confident workforce which is well-versed in targeting ALN and Inclusion. The training structure and programme is co-ordinated by the Educational Psychology Service led by the Chief Education Psychologist. The Senior ALN Manager and Senior Inclusion Manager receive termly and annual reports on the arrangements, use and success of the training offered by the Chief Educational Psychologist.

1. Aim

The aim of the Gwynedd and Anglesey ALN and Inclusion Training Strategy is to:

- Ensure an inclusive and confident ethos in response to ALN and Inclusion.
- Continually transfer and develop the skills of the entire workforce.
- Create a robust infrastructure to support the work of the specialist workforce.

2. Objectives

To achieve this aim, we have set the following objectives;

- Each member of Gwynedd and Anglesey schools staff to receive training across the ALN and Inclusion areas within a 5 year cycle.
- Create professional communities which mean that skills are transferred and good practice celebrated.

3. Indicators

- Increase in the percentage of the workforce having received training in all areas.
- Improvement in whole school understanding of conditions and intervention
- Earlier identification of conditions
- Evidence of training being used at classroom level.
- Evaluations of In-Service Training offered showing that the workforce sees the value and quality of the training.
- Reduction in referrals to the ALN Forums.

4. Provision

The training refers to the development of skills and transferring those skills from one person to another. This can happen by various methods and at different levels. A measure of the success of training is the use of new knowledge to develop future practice. Consideration must be given to the importance of continuous training for workers in central services, workers in schools and parents. The training must be evidence-based and fit for purpose.

5. Resource Library

A comprehensive website of resources and guidance is available through the network which will ensure easy access for staff to ready-made resources to support the work of maintaining specialist needs within schools. The website is a source of resources and guidance for schools.

In-service Training
Evidence
Knowledge
Policies
Processes and Strategies

Learning withion the situation
Action
Mentoring and Facilitating
Joint planning
Colleagues

Training

Learning through observation
Modelling
Collaboration
Planning for change
Supervision

Resource Library
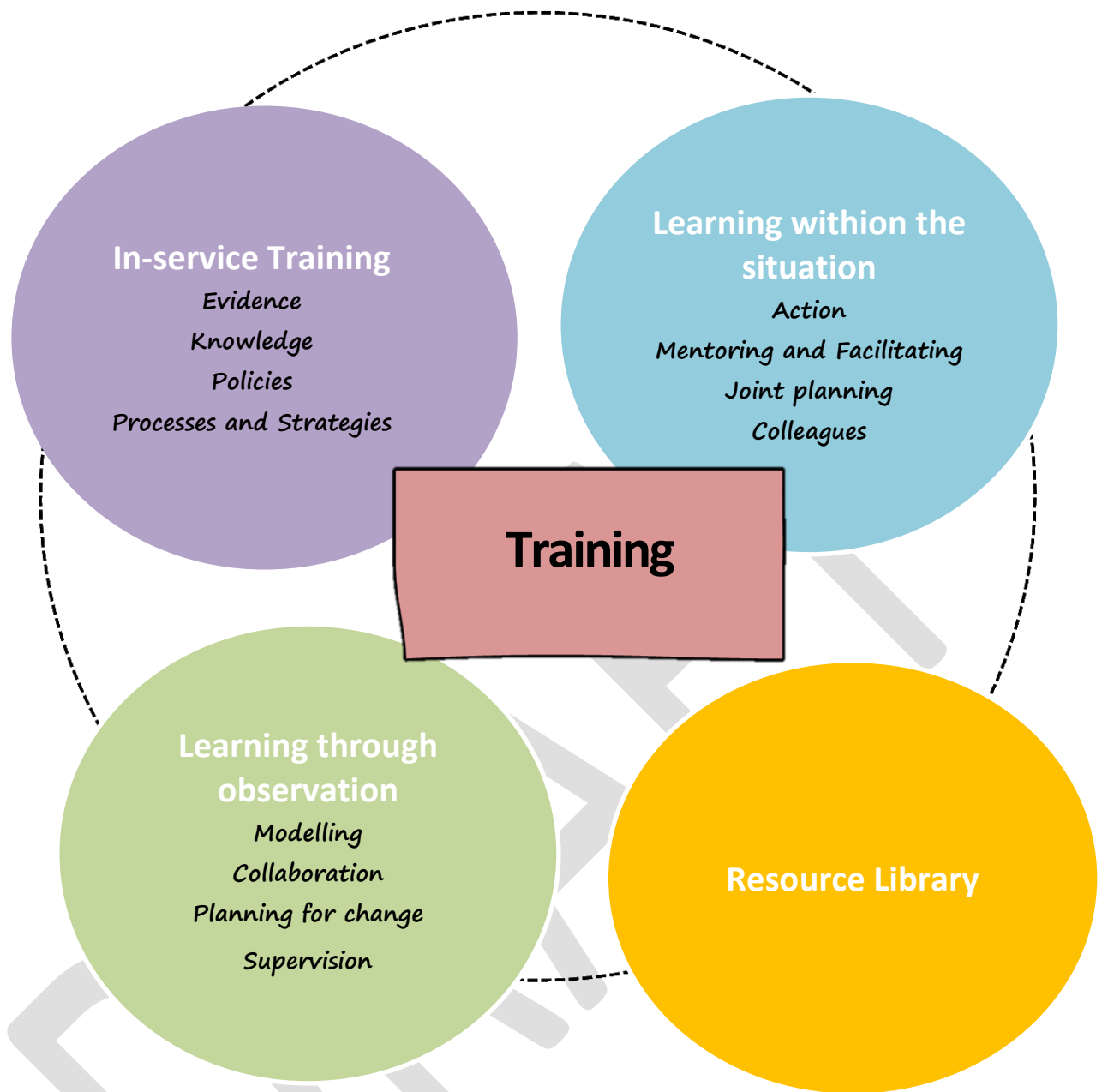
Training occurs continually as a combination of formal training and everyday work. Every employee in the ALN service has a central role in the development and delivery of training within the training programme.

Type of Training:

General In-service Training
- *Menu of mandatory county training over 5 years for the <u>entire</u> school workforce*

Targeted In-service Training
- *Training for every school Headteacher/ALN&I Contact*
- *ALN&I Co-ordinator Forums on county and catchment area level*
- *Training for specific groups of teachers or schools*

Training on group or individual pupil level
- *Training at the request of Forum or Panel Consultation and Strategy Modelling*
- *Sharing strategies with parents*

Providers:

- Educational Psychologists
- Specialist Teachers
- ALN&I Quality Officers
- External agencies or commissioned private providers

- Educational Psychologists
- ALN&I Quality Officers
- Specialist Teachers
- External agencies or commissioned private providers

- Educational Psychologists
- Specialist Teachers and Officers
- External agencies or commissioned private providers

Disagreement Resolution and Complaints

1. Formal Disagreement Resolution

Disagreement Resolution is the formal process where the Local Authority (LA) and/or schools and parents meet to try to find a solution to a difference of opinion related to Special Educational Needs.

The Welsh Government requires Local Authorities to provide an independent disagreement resolution service. SNAP Cymru works with parent in Gwynedd and Anglesey to resolve disputes

2. A Conciliation Continuum

SNAP Cymru's Parents Partnership Services (PPS) aims to promote partnership between children, young people, families and professionals, helping them to seek agreement on the provision of support for children and young people. By encouraging open dialogue and negotiation real conflict is avoided.

Conciliatory services are delivered through local projects who work to ensure a partnership in planning and decision making at the earliest possible stage. SNAP supports schools and agencies to foster positive relationships with families.

 However, occasionally informal disagreement resolution may not always result in agreement. If this happens, access to SNAP Cymru's formal disagreement resolution service can be arranged.

Independent of the local Partnership Service, the disagreement resolution service calls on the special skills of a pool of trained facilitators who have specialist knowledge of additional learning needs (ALN) , including Special Educational Needs (SEN) and disability.

Local authorities, schools and other agencies may commission SNAP Cymru's disagreement resolution service when required.

3. When is formal disagreement resolution appropriate?
- When an appeal has been lodged with the Special Educational Needs Tribunal Wales (SENTW), Special Needs and Disability Tribunal (SENDIST), or
- When a disagreement has occurred that may lead to an appeal, or
- When a disagreement has occurred between parents, the LA or Schools, and both parties agree to try and seek a resolution.

4. How is the service accessed?
- The LA and SNAP Cymru will offer the service. Parents and schools may contact their LA, school and SNAP Cymru to request disagreement resolution. Both parents and the LA can request access to the service. However, parties need to agree to participate fully in an attempt to reach an agreement. The LA will contact SNAP Cymru with parental agreement.
- Parents may contact SNAP Cymru for further information and advice.

- SNAP Cymru will set up the disagreement resolution process as quickly as possible usually by arranging discussions and meetings at the earliest opportunity and without delay so as not to prejudice further action pending.
- Disagreement resolution will seek to reach a resolution without the need for a tribunal.
- Should the meeting not succeed in reaching an agreement on all the issues in dispute and an appeal still goes ahead, parents and the LA will be able to demonstrate that they have attempted to resolve the issues and report to SENTW (should they be involved) any areas that have been agreed.

5. How does it work?

- SNAP Cymru will provide access to a trained and experienced facilitator who arranges and chairs formal disagreement resolution discussions and meetings.
- The facilitator will gather as much information about the disagreement as possible prior to arranging a formal disagreement resolution meeting.
- During meetings, whilst remaining impartial, the facilitator will redress any imbalance of power between authority and parents by explaining processes, allowing parents the first opportunity to speak and requesting clarification of issues in jargon free language.
- The opportunity for both parties to speak, and air their views is of paramount importance. It is here that the facilitator will identify agreed areas and work with both parties to build on common ground and understanding, identifying possible options for agreement.
- During the meeting the facilitator will summarise the main issues of the disagreement from the point of view of all parties.
- The facilitator will be responsible for taking notes at the meeting and drafting any agreement reached. They are responsible for recording in writing the outcome of the disagreement resolution meeting.
- It is important that both parties contribute to the writing and the wording of the agreement in order to take ownership. The facilitator will write the voluntary agreement and explain its voluntary status. No one should feel pressurised into an agreement and should it be necessary further meetings can be arranged.
- A copy of the written document will be given to both parties to sign.

6. What outcomes should we expect?

- A negotiated voluntary agreement which satisfies both parties and negates the need for further action.
- Both parties feeling that all avenues have been fully explored to conclusion.
- That further action has not been unjustifiably delayed or altered.
- That a better understanding between parties has been achieved

Data and Electronic Systems

It is essential for us to be able to simplify electronic data capture methods, thus reducing duplication. The procedure allows access to all information on a pupil's ALN and Inclusion within one electronic file.

It is essential in order to monitor whether pupils are regularly assessed against recognised targets; and to highlight whether the child/young person's educational performance is slipping against the targets. It is necessary in order to promote the use of the IDP and use of individual-centred methods within schools. Administrative barriers and cumbersome procedures must be avoided.

To facilitate the work of completing the IDP, use is made of the Authority's data collection systems through SIMS and ONE (SEN and SEN-D modules). This enables:
- The contribution of the school, parents, pupil and other agencies/services in a convenient and organised manner
- The possibility of gathering information and processing data according to schools' needs and at authority level when reporting on children's progress.
- Analyse effective interventions and local ALN and Inclusion trends.
- Ensure that data is securely collected and stored.

It is also essential in order to review and monitor the service in its entirety to plan for the future.

1 **Head of Education**

2 Senior Manager - Inclusion | Senior Manager – Additional Learning Needs

**Close link between the 2 Senior Managers and the Area Officers/ Anglesey Senior Manager

3

Head of Behaviour | Chief Educational Psychologist

**Area Education Officers / Anglesey Senior Manager

Service Teams: Counselling | EAL | Looked-After Children | Safeguar-ding | Welfare | Behaviour | Educational Psychologists | Communication and Interaction | Specific and Non-specific ALN | Sensory | Physical/ Medical

Area Team

ALN&I Quality Officer Administration

4 School/Cluster ALN&I Co-ordinators

Schools and Parents

ALN&I Data Development Officer

Tier 1   Head of Education Department accountable for the ALN&I Service

Tier 2   Senior ALN Manager and Senior Inclusion Manager are line managers for the Specialist Services Teams (quality/value for money and monitoring the service)

Tier 3   Head of Behaviour is line manager for the Behaviour Team and the Chief Psychologist is line manager for the Psychologists Team

Area Education Officer (Gwynedd) and Senior Education Manager (Anglesey) are line managers for the ALN&I Quality Officers (accountability for the role of schools)

Tier 4   ALN&I Co-ordinators are appointed by individual schools or across a cluster of schools (ALN&I Quality Officers supporting them and providing guidance)

The Staffing Stucture:

The Specialist Service has been split into two departments namely:
- The Additional Learning Needs Services
- The Inclusion Services

The Senior Management Team operates across both authorities and includes **Senior Inclusion Manager** and **Senior Additional Learning Needs Manager** who are responsible for leading the proposed national development (ALN Legislation) as well as fully implementing the outcomes of the Gwynedd Council and the Isle of Anglesey County Council ALN and Inclusion Strategy Review.

They are responsible for:
- Managing and implementing a strategic vision in the Inclusion and Additional Learning Needs field in its entirety.
- Managing the Inclusion/Additional Learning Needs budget.
- Challenging schools in both fields ensuring consistency and the highest standard of practice by the schools and central services.
- Regularly visiting schools as part of a proactive procedure and reporting on strengths and areas for improvement.

The **Head of the Behaviour Support Service** is accountable for the day-to-day running and quality of the Behaviour Support provision, from the early years to the end of Key Stage 4.

- Ensuring that the response is timely, strong, consistent and meets the statutory requirements across the range.
- Controlling the work pattern of the four primary teams, the timetable of Package 25 pupils and collaborating with secondary schools to ensure purposeful provision in KS3.

The **Chief Educational Psychologist** is accountable for the professional supervision of the team of Psychologists and for giving strategic guidance in the field. The Chief Psychologist will act as Psychologist for Special Schools and for Out-of-County Placements.

The **Area ALN&I Quality Officers** are responsible for ensuring that pupils respond to the change in the ALN Legislation by supporting and managing change.
- Ensuring that ALN quality is monitored within the schools and reporting to the Education Officers/Senior Managers when appropriate
- Standardising and supporting the work of ALN Co-ordinators in terms of the use of ALN resources and a whole-school level.
- Supporting the pupils with the most severe needs within the mainstream.

Educational Psychology Service

1. Aim

The Educational Psychology Service co-operates with schools in Gwynedd and Anglesey to facilitate a suitable and reasonable response to young people who experience additional learning needs, as part of an Integrated ALN Team, where these needs affect the individual's access to the curriculum. They do so in order to:
- Ensure the best possible educational outcomes for individuals between 0 and 25 years of age.
- Provide a high quality service which accords with the Health and Care Professions Council (HCPC) standards.
- Work in a strategically effective method to promote whole- school development in the way ALN and Inclusion are targeted.

2. Objectives

The aim of the service is to use Psychology to do the following:

- Lead strategically and provide advice on issues relating to ALN and Inclusion on an authority and whole school level to reinforce and upskill schools and parents in response to ALN.
- Promote the developmental, educational, behavioural and emotional skills of individuals aged between 0-25 with consideration given to the welfare of the individual.
- Consult with clients (children/young people, school staff, parents and other agencies) and offer a wide range of specialisms and interventions rooted deeply in Psychology.
- Project work and psychological research to promote good practice and the best outcomes based on current evidence in the field of psychology research (and educational psychology).
- Provide training for staff on subjects relevant to them and in accordance with current developments in the field of psychology and ALN and Inclusion.

3. Indicators

The Educational Psychology Service measures the success and quality of the provision by means of a number of indicators. We list below our main indicators:

- Annual survey of schools' perception by means of a questionnaire.
- Survey of young people's perception through interview or questionnaire.
- Data on pupils' progress which is open to the service according to indicators of specific areas, for instance progress according to achievement indicators, standardised targets and measures, and referral assessment criteria.
- Results of research projects.
- Survey of perceptions regarding the quality of training offered by the team and how the training has been used.

4. Access to the Educational Psychology Service

Access to the Education Psychology Service's services is possible across the integrated service is dependent on need and service area.

- Every school has a Contact Educational Psychologist, who operates on the level of secondary school catchment area to carry out the work described on the catchment area, whole school or individual pupil level on School Action Plus. This work is carefully planned at the beginning of the school term on catchment area level to ensure that the input is used as required and in accordance with the Criteria.
- Each Service has access to the service of a Senior Educational Psychologist and another Educational Psychologist specialising in that area. This work will be planned through the work of the ALN&I Area Forums and the Cross-County Panel.

5. Provision

The provision delivered through the Educational Psychology Service is divided into two component parts.

School Action

The Educational Psychology Service offers a service to promote the inclusion of pupils with ALN through:

- Co-operating on a strategic level with the ALN and Inclusion Senior Managers.
- Supporting schools' work by co-ordinating an agreed training programme for all teachers and classroom assistants. This training programme is consistent across the schools with a clear focus on primary/secondary progression.
- Assisting schools and the ALN&I Co-ordinators to map their provision across the school and identifying areas needing attention /development within their delegated provision.
- Co-operating on a clinical strategic level with other agencies such as CAMHS, Speech and Language Therapy, Specialist Nurses, Education Psychology Services in other areas/counties within specific fields.
- Managing any applications for training beyond the county programme through specific areas Forums.
- Researching and trialling training programmes for teachers, assistants and parents.
- Staging research projects to build on information on effective interventions.
- Preparing an annual strategy and training programme across the range of needs.

School Action Plus and more

The Educational Psychologists provide a generic service on school catchment area level for:

- Leading strategically the work of Integrated Teams in a specialist area/areas.
- Consulting with parents and key staff within schools and early years provisions concerning individual pupils or groups.
- Holding therapeutic interventions or targeted intervention with individual pupils or groups using Psychology.
- Observing and assessing individuals / groups when appropriate so as to contribute to discovering more effective teaching methods.
- Carry out statutory duties as needed (e.g. Statutory Assessment, Annual Reviews).
- Promote the use of effective methods of monitoring progress.
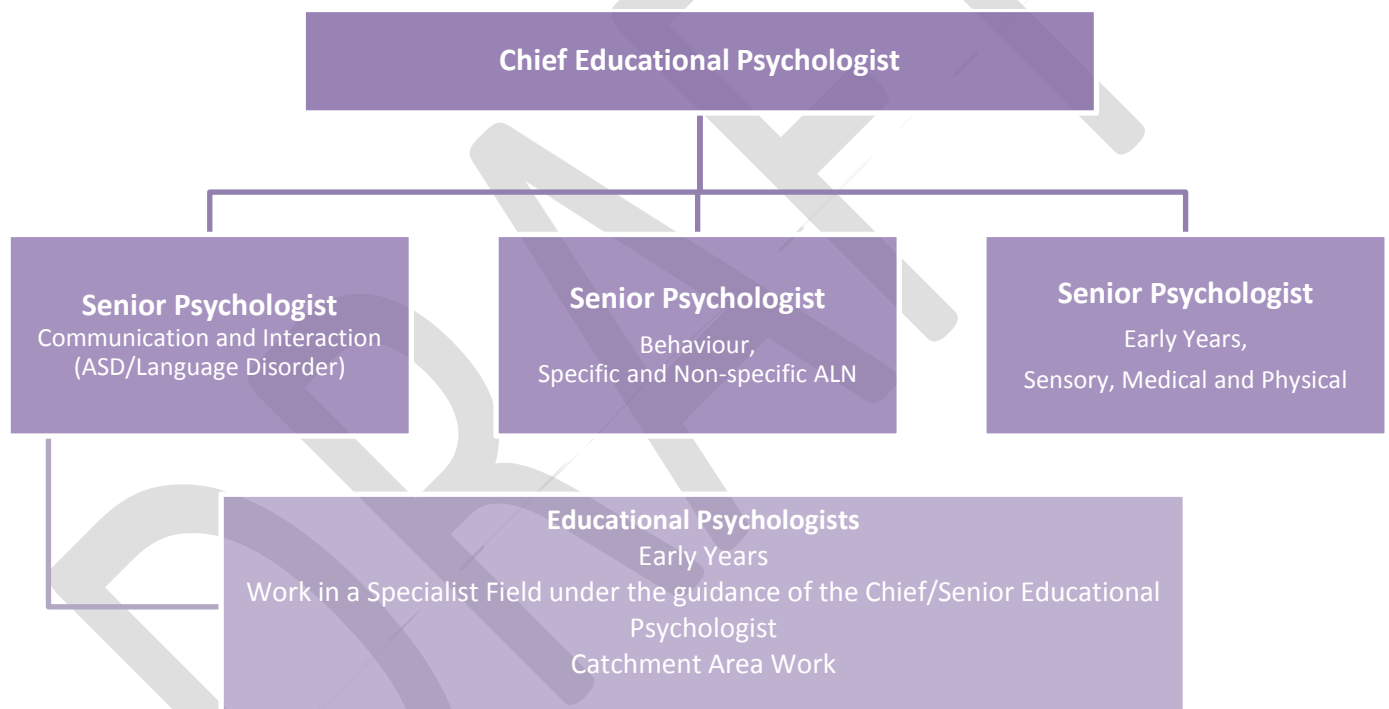- Close co-operation with other Integrated Team members in order to plan interventions effectively.

The generic work will be set through careful planning on catchment area level at the beginning of term. The type of work carried out by the Educational Psychology Service will accord with the Authority's Criteria. Specialist functions within the team will be shared according to existing needs in a manner similar to the Integrated Team.

The table below summarises the type of work suitable for each step.

STEP	ROLE
STEP 1 School Action	• Educational Psychologist work by specific catchment area / area according to the above descriptions. • Training at school, regional and county level on subjects relating to interventions, methods of monitoring and assessing progress, methods of mapping whole school provision and individual-centred planning. • Close co-operation with ALN Quality Officers and ALN&I Co-ordinators within schools.
STEP 2 School Action Plus	• Educational Psychologist work by specific catchment area / area according to the above descriptions. • Consultation with parents and key staff within the school at individual or group level to promote change and development • Therapeutic level on group or individual level • Close co-operation with School/Cluster ALN&I Co-ordinator within schools and with the ALN Quality Officers. • Discuss cases in Area Forums/ ALN&I County Panels • Close co-operation with parents and other agencies involved with cases.
STEP 3 and 4 Area Forum / Integrated Team Input (SA+/Statement) Cross-County Panel	• Input by Designated Senior Education Psychologist for the Integrated Service in all areas including strategic planning, training, and consultation within the area. • Psychological and Strategic input within Area Forums. • Close co-operation with ALN Quality Officers. • Educational Psychologist work by specific catchment area/area including statutory duties within this catchment area/area. • Consultation and close co-operation with members of the same area within the integrated service, schools and other agencies to ensure high quality intervention and psychological awareness.

6. Staffing Structure

Chief Educational Psychologist

- Co-operation on a strategic level with the Senior ALN Manager and Senior Inclusion Manager and Headteachers of Special Schools.
- Maintain, manage and ensure the quality of the Educational Psychologists Team so as to ensure the service operates according to HCPC standards.
- Professional supervision of Psychologists.
- Attend the Cross-County Panel regularly so as to provide psychological input to ongoing discussions.
- Attend Area / Regional Forums as required.
- Ensure that data on the Team's work is recorded according to Authority indicators and to monitor the Team's work.
- Take a lead role within the Team in a specific area/areas.

Senior Educational Psychologists

- Taking a lead and strategic role within the Team in specific areas. The Senior Educational Psychologists are responsible for more than one service.
- In these specific areas, the Senior Educational Psychologists provide whole school guidance and authority, guidance to members of integrated teams in the field, as well as collaborating with Educational Psychologists within the team to develop the expertise and ensure consistency.
- Research and pilot training programmes for teachers, assistants and parents.
- Lead on investigative projects to build effective information regarding provisions.
- Assist the Chief Psychologists in the process of ensuring the quality and development of the service within HCPC standards and the strategic direction of the Educational Psychology Service and the Authority.
- Assist with the induction and supervision of new and trainee staff.
- Assist with the work of the Chief Educational Psychologist when required with the county and area Panels.
- Undertake the work of the Education Psychologist (see below) for part of the time.

Educational Psychologists

- Assist the Chief Psychologist/Senior Psychologists in specialist areas within the integrated team (see the documents for the various areas) in a strategic and lead role.
- Assist schools to map their provision in the area across the school and identify areas needing attention/development.
- Research and trial training programmes for teachers, assistants and parents.
- Carry out research projects to build on information regarding effective provision.
- Provide training on authority, catchment area or school level according to the need identified by the Chief Educational Psychologist (or the Catchment Area forum).
- Consult with parents and key staff within schools regarding individual pupils or groups.
- Carry out therapeutic interventions or targeted intervention with individual pupils or groups using Psychology.
- Observe and assess individuals /groups when appropriate to contribute to the discovery of more effective teaching methods.
- Ensure that a record of the work done is within the service's data system.
- Promote the use of effective methods of monitoring progress.
- Close co-operation with other members of the integrated team to plan interventions effectively.

- Ensure the quality (jointly with the ALN&I Quality Officers) of the reviews, and the use of individual-centred methods

7. Training

A vitally important part of the Educational Psychology Service's function is to support the work of schools by planning and delivering an agreed training programme for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on progression from early years / foundation phase and primary / secondary.

The training programme is reviewed every 5 years, and only those interventions where there is evidence of their effectiveness are approved. The Service has resources which are disseminated through the Resource Library.

8. Staffing Structure Flowchart

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                    ┌─────────────────────────────────┐
                    │  Chief Educational Psychologist │
                    └─────────────────────────────────┘
                                    │
        ┌───────────────────────────┼───────────────────────────┐
        │                           │                           │
┌───────────────┐          ┌───────────────┐          ┌───────────────┐
│ Senior        │          │ Senior        │          │ Senior        │
│ Psychologist  │          │ Psychologist  │          │ Psychologist  │
│ Communication │          │ Behaviour,    │          │ Early Years,  │
│ and Interaction│         │ Specific and  │          │ Sensory,      │
│ (ASD/Language │          │ Non-specific  │          │ Medical and   │
│ Disorder)     │          │ ALN           │          │ Physical      │
└───────────────┘          └───────────────┘          └───────────────┘
        │
   ┌─────────────────────────────────────────────────┐
   │  Educational Psychologists                      │
   │  Early Years                                    │
   │  Work in a Specialist Field under the guidance  │
   │  of the Chief/Senior Educational Psychologist   │
   │  Catchment Area Work                            │
   └─────────────────────────────────────────────────┘
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9. Multi-Agency Service

Other Agencies

The Service co-operates on a case and on a clinical strategic level with other agencies such as CAMHS, Speech and Language Therapy, Education Psychology Services in other areas/counties.

Universities

The Service has a close liaison with Universities delivering Professional Training courses for Education Psychologists (DipEdPsy), for instance, Cardiff University, Birmingham University and Manchester University. There is also a close relationship with the Bangor University Psychology Department to share good practice and opportunities for joint research.

Additional Learning Needs Quality Service

1. Aim

The ALN and Inclusion Quality Service supports mainstream and special schools in order to:

- Ensure that schools, and   ALN and Inclusion Cluster Co-ordinators conform to the requirements of the ALN Code of Practice/new ALN and Inclusion Code of Practice.

- Develop and monitor quality and consistency in the way in which ALN and Inclusion is targeted across Gwynedd and Môn.

2. Objectives

To achieve this aim, we as a service set the following objectives:

- Ensure that the ethos of schools in Gwynedd and Anglesey take ownership of the children and young people here who have additional learning needs.

- That every teacher in every school in Gwynedd and Anglesey receives appropriate training, which will result in teachers who are confident to work with young children who have additional learning needs.

- Ensure consistency in the way ALN and Inclusion Cluster Co-ordinators operate.

3. Indicators

The ALN and Inclusion Quality Service measures the success of the provision by means of a number of indicators. The main indicators are listed below;

- Data on the progress of pupils on the ALN and Inclusion list according to specific area indicators, for instance, progress according to achievement measures, standardised targets and measures, and referral assessment criteria.

- Attendance

- Exclusions

- Survey of perceptions of the quality of training offered by the team and how the training has been used.

4. Provision

The current provision delivered through the ALN and Inclusion Quality Service is divided into four main tiers.
(See the pyramid structure below)

STEP 4

STEP 3

STEP 2

STEP 1

Special Schools

Acute and Complex Needs
(Current Statutory Statements)

Cross-County Moderation Panel

ALN&I Specialist Needs

(Current School Action Plus and former 3*)

ALN&I Area Forums

– input from specialistservices for specific periods.

General ALN&I Needs

Current School Action

Referral to ALN&I Area Forums should more specialist support be necessary

ALN&I Quality Officers – centrally employed
- **Reviews of more acute pupils**; advise and support ALN&I Cluster Co-ordinators and Headteachers; Monitor, Train, ensure Consistency of standards and value for money

ALN&I Cluster Co-ordinators – employed by schools
- General responsibility for specific schools; reporting on the quality of ALN&I within the school/governors.
Hold IDP Reviews, train school staff in the use of person-centred plans.

Headteacher / ALN&I Contact - school
-Ensure ownership and understanding of ALN&I across the school; effective, efficient and appropriate use of delegated ALN&I funding.
Ensure One Page Profile for each pupil.
Receive support from the ALN&I Quality Officer and ALN&I Cluster Co-ordinator

STEP 1 - General ALN&I Needs

School Action

All schools in Gwynedd and Anglesey receive a devolved budget for implementing school level strategies to support young people who have additional learning needs.

The ALN and Inclusion Quality Service supports the work and responsibility of the Headteacher/ Contact Person, and their schools, by ensuring they conform with statutory timetables and authority arrangements, and monitor the effective use of the school's delegated ALN and Inclusion resources.
In addition, they deliver an agreed training programme chiefly through the School/Cluster ALN&I Co-ordinators for Headteachers, teachers and classroom assistants. This training programme is consistent across the schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only those interventions showing evidence of effectiveness are approved.

STEP 2 – Specialist ALN&I Needs

School Action Plus

If more specialist needs are identified through the pupil's One Page Profile of Individual Development Plan, the service will be provided by referring the case to the ALN and Inclusion Area Forum. The ALN&I School/Cluster Co-ordinator supports the school with these applications and reviews, and the ALN and Inclusion Quality Service will verify and check that relevant information regarding children's progress reaches the Forum in the appropriate manner.

STEP 3 – Acute and Complex ALN&I Needs

Statutory Statements

The ALN&I Quality Officers will carry out reviews for pupils with more acute and complex needs, and service will be provided through the Cross-County Moderation Panel and the ALN and Inclusion Area Forums. The ALN and Inclusion Quality Service will ensure that relevant information regarding children's progress reaches the Panel and Forum in the appropriate manner.

STEP 4 – Acute and Complex ALN&I Needs

Special Schools

5. Staffing Structure

ALN and Inclusion Quality Officers

A Team of Quality Officers supports the work of schools and other ALN and Inclusion services by:
- Working in a specific area by ensuring g the Area Co-ordinators operate within the requirements of the Wales ALN and Inclusion Code of Practice and the authority's ALN and Inclusion Criteria.
- Receiving guidance from the Educational Psychology Service and co-operating closely with other ALN and Inclusion Services within the area.
- Bringing quality/ school governance issues to the attention of the Area Education Officer (Senior Manager in Môn) if this has an effect on the quality of ALN&I provision within the institution
- Advising ALN and Inclusion Cluster Co-ordinators on issues relating to day-to-day and strategic operation.
- Providing input on good practice to schools to feed into self-evaluation and school develop processes.
- Monitoring the effective use of the school's delegated ALN and Inclusion resources.
- Participating in the ALN and Inclusion in-service training programme of both counties and offering training as required by Co-ordinators / Headteachers and schools in the area of the role, good practice and statutory duties of the ALN and Inclusion Cluster Co-ordinators and the ALN&I Contact Person.
- Working as part of a team to ensure consistency across Gwynedd and Môn.
- Ensuring that schools conform with statutory timetables and the authority's arrangements (e.g. for Forums or Panel) and providing the information necessary to make decisions.
- Providing additional input to new ALN and Inclusion Cluster Co-ordinators and Headteachers, or if there is significant change in workload within a small school (e.g. sudden increase in the number of ALN children, which means that the school's systems need to be adapted to accommodate the increased demand).

Statements Officers (Interim period before the new legislation)

In the interim period of transfer from the ALN Wales Code of Practice (2002) to the proposed ALN and Inclusion Code of Practice, there will be a transitional period for pupils who are the subject of an ALN Statement. Authorities and schools must continue to carry out their statutory duties under the ALN Wales Code of Practice (2002) until the education act comes into force. The service will provide co-ordinating input for those individuals during this period by:
- Assisting Authorities to carry out their duties in accordance with the Education Act Regulations (2001) and the ALN Wales Code of Practice (2002).
- Ensuring that schools yn operate according to the statutory timetables of the ALN Wales Code of Practice (2002).
- Co-operating closely as part of the ALN and Inclusion Quality Officers team.
- Contributing to the Authority's indicator data as required by the Welsh Government.
- Liaison with schools, parents and agencies as required by the Moderation Panel.
- Co-ordinating the work of transferring individuals from Statements to Individual Development Plans following the guidance of Welsh Government and Senior Managers.

ALN and Inclusion Cluster Co-ordinator

The ALN and Inclusion Cluster Co-ordinator has a key role within the school, with strategic input. They are accountable to the school Governing Body and Headteacher, and receive further guidance from the Area ALN and Inclusion Quality Service. The individual has general responsibility for each individual school within the cluster to:
- Use provision mapping processes to ensure that the whole school ALN and Inclusion provision offers the best use of resources.

- Establish and implement systems for screening and identifying ALN and Inclusion, to enable early intervention.
- Ensure that the education requirements of each pupil with ALN and Inclusion are addressed by regularly monitoring the work of teaching staff and assistants.
- Promote inclusion within educational settings.
- Create a positive and open relationship with the parents of ALN pupils.
- Be a source of expertise (ALN and Inclusion) by developing specialist skills and knowledge.
- Train school staff including teachers and assistants.
- Contribute to School Development Plans and Self-evaluations.
- Report on the quality of ALN and Inclusion within the school to the Governors and Headteacher/ Senior Management Team.
- Clear awareness of the LEA's Criteria and the services available to support the school.
- Contribute to the development of procedures including strategic financial planning and data gathering and analysis.
- Assess the use of IDP using individual-centred methods.
- Ensure appropriate use of LEA arrangements in seeking to avoid conflict.
- Improve their own professional learning by contacting other co-ordinators to develop and share experiences and good practice.
- Strengthen arrangements for transitional periods.
- Identify the needs of ALN and Inclusion pupils well in the school by co-ordinating information gathering to draw up IDP.
- Undertake a lead role as regards the distribution of assistants on school cluster level as a result of discussions in ALN Forums.
- Act as line manager to a cluster of specific Specialist ALN&I Assistants within their cluster of schools – so as to ensure correct allocation of their time, the quality of service and consistency of provision.

Data Officer

To make effective use of the data gathered within the ONE system, the Data Officer is responsible for:
- Monitoring the use of systems by schools and professionals, and responding to difficulties with the use of the system when these arise.
- Responding to requests made by members of the Management Team and the ALN and Inclusion Services on data reports and use.
- Ensure that the data necessary for ALN and Inclusion Area Forums and Moderation Panels is available.
- Report on the efficiency and use of the system.
- Ensure that data is safely stored and that background management tasks take place to ensure the efficiency of the system.

ALN and Inclusion Administrative Officers

To support the work of all ALN and Inclusion Services, there will be access to an administrative workforce which can:
- Support the work of the ALN and Inclusion Quality Officers and Statement Officers as regards the duties of the Authority according to the ALN and Inclusion Code of Practice and information and data collection requirements.
- Support the administrative tasks of the ALN and Inclusion Services, for instance:
  - Organising locations for ALN and Inclusion Forums and Moderation Panels and support the Cluster Co-ordinators and Quality Officers in the task of organising information for meetings.
  - Transfer phone enquiries to the relevant worker.
  - Support the work of creating resources (e.g. photocopying)
  - Hiring rooms and support any work of organising conferences or training.
  - Inform the school of the illness or absence of any worker within the Team.

6. Staffing Structure Flowchart

East Gwynedd Area ALN Quality Officer	West Gwynedd Area ALN Quality Officer	Anglesey ALN Quality Officer	South Gwynedd Area ALN Quality Officer

Statements Officers (interim)

ALN&I Cluster Co-ordinators

Data Officer	Administrative Workforce

ALN&I Contact (Headteacher/Senior Management Team member)

Safeguarding Policy and Guidelines

1. Introduction

The policies and procedures for the Education Service accord with Gwynedd and Anglesey Councils' corporate policies and have been drawn up in the context of the councils' vision for ensuring the safety and welfare of the children and young people of Gwynedd and Anglesey.

Gwynedd and Anglesey Education Service recognise their statutory obligations in the matter of safeguarding children in education. The education services aim to ensure the welfare and safety of children and young people using services within and outside schools and other educational settings.

2. Legislative Background

The Authorities conform to the requirements and principles of the following:

- All-Wales Child Protection Guidelines 2008
- Safeguarding Children in Education: Circular 005/2008 WG
- Working Together – as regards the 2004 Act
- Protocols and Policies of the Gwynedd a Môn Safeguarding Children Board
- Vision of the Gwynedd Strategic Safeguarding Children and Adults Panel
- Social Services and Wellbeing Act (Wales) 2014

In addition, the education services have a monitoring role to ensure that schools in Gwynedd and Anglesey understand and implement child protection procedures.

3. Responsibilities within the Education Services

The Head of Education is the Chief Statutory Officer in Gwynedd and, the Head of Lifelong Learning in Anglesey – have responsibility for ensuring that the service fully complies with its statutory obligations in the context of Child Protection.

The lead responsibility for developing policies and procedures is delegated to the Designated Child Protection Executive Officer in the Education Department. He/She co-operates closely with the Children's Social Services to secure multi-agency policies and procedures and training. The Child Protection Officer is the Designated Child Protection Executive Officer in the Education Department to receive any enquires (see Appendix 6).

The Head of Education in Gwynedd and the Head of Lifelong Learning in Anglesey represent Education on the Child Protection Board and on Child and Adult Protection Strategic Panels within the authorities. The Designated Child Protection Executive Officer in the Education Department represents Education on the Gwynedd and Anglesey Child and Adult Protection Executive Panel. Executive Education Officers from the Pupil and Inclusion Team contribute fully to sub-groups – Policy and Protocols and Serious Case Reviews, and act as members of the Education Department's Child Protection Planning Sub-group.

Quarterly reports are made to the Education Management Teams against agreed indicators which highlight Departments' performance in the area of protection. External verification of the quality of safeguarding procedures will be carried out annually, e.g. by external peer assessment in schools.

4. Safeguarding Duties of the Service and Schools/Education Settings

The role of the Gwynedd and Anglesey Education and Schools service within the Safeguarding Children system is to ensure a safe environment and ethos where children and young people can learn, giving due attention to their welfare and safety.

Every employee should consider his/her role in respect of the following:

- safeguarding children from harm
- prevention of abuse
- promotion of welfare

Schools and the Education Services have a responsibility to co-operate with Social Services and other council departments to promote safety by raising awareness, improving understanding and reinforcing the resilience of children and young people through the curriculum as well as through preventive work and early intervention; by referring concerns, contributing information and towards assessments of needs. This includes work with Together in Gwynedd, Team Around the Family in Anglesey and the 'Joint Assessment for Families' (JAFF), in addition to children and young people in need or who are vulnerable to the risk of abuse. The service will co-ordinate requirements and will work closely with schools and other agencies in the area of safeguarding, specifically Social Services, Health and the Police.

The education services operate on the corporate and educational responsibilities of Gwynedd and Anglesey by ensuring that all schools, units, Further Education colleges, other education settings and partners have ownership of effective procedures by:

- preventing inappropriate people from working with children and young people
- promoting excellent practice and challenging unsatisfactory and unsafe practices
- identifying and responding robustly to any cause for concern as regards the safety and welfare of children by implementing procedures which will ensure safety
- regularly monitoring and appraisal to improve the quality of the service's safeguarding structures and procedures

All Gwynedd and Anglesey educational settings are expected to ensure the following:

- that a current and comprehensive safeguarding children policy is in place which accords with the guidance offered (Appendix 12);
- that the policies and procedures consider activities which may occur outside and inside school hours or school premises (use of leisure facilities, educational visits, use of school facilities for community use, etc.)
- that one member of the Senior Management Team is a designated Safeguarding Children person and takes responsibility within the institution for Safeguarding issues. They should give advice, induce all new/supply members of staff, offer specific and general guidance, ensure training and updating arrangements, and act as link with the education service/social services /other agencies in safeguarding issues;
- that the Designated Safeguarding Person has the appropriate authority to act, having been trained to the appropriate level and having suitable experience;
- that there is a safety 'reserve/deputy' who is known to all in the absence of the Designated Person;
- that the Designated Safeguarding Children Governor is also trained to the appropriate level, that he/she is available to assist the Designated Person when appropriate, and contributes to and presents the Annual Report to Governors for the attention of the Governing Body and
- that each school and unit submits an annual Safeguarding Children Annual Report for the attention of the Education service, by the end of the summer term

Due attention will be given to the categories of abuse as highlighted in the All-Wales Child Protection Guidelines 2008:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Everyone in the Gwynedd and Anglesey Education Service workforce has a responsibility to:

- be aware of the All-Wales Child Protection Guidelines 2008
- behave professionally and legally for the welfare and safety of children and young people
- "Blow the Whistle" should they be aware of any case of abuse
- be aware of signs of abuse and to respond in accordance with the All-Wales Child Protection Guidelines 2008 (see Part 2.1, 2.2, 2.3 and 2.4)
- be aware of signs of abuse by adults working with or supervising children and young people, and to respond in accordance with the All-Wales Child Protection Guidelines 2008 (see Part 2.1, 2.2, 2.3 and 2.4)
- be aware of signs of bullying (see national and local guidelines)
- know how to respond when a child discloses information and what appropriate steps to take (see Part 2.1,2.2,2.3 and 2.4)
- know to who to refer any doubts or disclosures by a child or young person, within and outside school hours;
- present a written statement/record of what was seen or heard by a child or young person

In accordance with WG guidelines, all schools must identify a designated teacher and governor with responsibility for Safeguarding Children (see Safeguarding Children in Education: 005/2008).

Education Department Officers will plan and co-ordinate the provision of services and allocate resources to achieve Safeguarding requirements, in accordance with legal, national and local requirements. There will be co-operation in partnership, through the North Wales Safeguarding Board, and the Gwynedd Safeguarding Strategic/Executive Panels and with other agencies to plan and provide jointly with professionals in the fields of healthcare, social services, youth justice team.

On a strategic level, the Gwynedd and Anglesey education service will:

- ensure regular contact with the appropriate diocesan authorities as to arrangements for aided schools;
- monitor and report annually on the success of schools to conform to the All-Wales Child Protection Guidelines 2008, particularly in the implementation of appropriate policies and procedures;
- secure safe recruitment and employment structures, in accordance with corporate policies;
- co-operate corporately to ensure staff are trained to the appropriate level, including the designated persons responsible for child protection (teachers and governors);
- bring any deficiencies to the attention of the School Governing Body and advise them as to what ameliorative steps to take;
- act to solve any inter-agency problems as soon as they become known;
- play a full part in reviewing cases in accordance with Chapter 10 - Child Protection; Working Together – under the 2004 Children Act;
- share relevant information and outcomes on cases and reviews with schools/designated persons as part of the quality improvement procedure;
- ensures multi-agency co-operation and partnership across the service;
- co-operate with the Local Safeguarding Board and the council to secure the appropriate resources to meet needs in the area of Safeguarding

On a supportive level, the education service will ensure:

- training is available on the appropriate level for all new Authority staff, for staff who will be working with children in school and other education services, and school governors. The training will enable them to fulfil their child protection responsibilities effectively. Annual training to ensure that staff skills and knowledge will be regularly updated.
- further training for staff in the Authority who are chiefly responsible for protecting and safeguarding children, provided through co-operation with the North Wales Safeguarding Board.
- a record of all designated individuals and governors nominated by the governing bodies to be responsible for child protection in schools, what training was given to those individuals and dates of the training.
- opportunities for staff to update training to the appropriate level every three years, in accordance with Council policy.
- offer schools sample policies and procedures on all aspects of child protection.
- act appropriately in connection with allegations of abuse against staff and volunteers.
- provide advice and support to schools and other education services on dealing with individual cases: act on their behalf when necessary to solve any difficulties with partner agencies in the Safeguarding Board.

On an executive level, Councils, in co-operation with the education service, will:

- ensure safe recruitment procedures and that all specific audits are carried out and updated on staff and volunteers working with children, as appropriate.
- ensure safe arrangements and promote the welfare of children who do not attend schools, those excluded from school, who are taught in referral units, who have complex and acute medical needs, or who receive a service from home tutors.
- monitor the welfare and safety and educational welfare of children who are home taught.
- co-operate with relevant agencies to monitor Safeguarding arrangements for learners who are educated out-county
- ensure that procedures are in place to deal with allegations of abuse against members of staff in accordance with Welsh Government guidelines. Working with schools and partner agencies in the Safeguarding Children Board to ensure that allegations are dealt with quickly, fairly and consistently.
- ensure that Authority staff (including any staff carrying out duties on behalf of the Authority) working with children are audited to an appropriate level and receive training to fulfil their child protection responsibilities effectively.
- ensure support for schools through contact with institutions and services outside the county, to receive or exchange relevant information and promote effective cross-county co-operation.

5. Role of the Governing Body in Schools and Further Education Colleges

- ensure that their institution has effective policies and procedures to safeguard and promote the welfare of children in accordance with national and local guidelines, including committing resources to child protection issues and monitor that the school conforms to requirements in the area;
- that the school has safe recruitment procedures and ensure that all appropriate audits are carried out on new staff and volunteers working with children, including Criminal Records Bureau checks. (see the Safe Recruitment Policy);
- that a senior member of the school leadership/management team is designated as Child Protection/Safeguarding Designated Person, and receives an appropriate level of refresher training and regular updates to skills and knowledge, so as to advise and support other staff. The Designated Person will liaise with the education service and will work with other agencies (see Appendix 3 – role of the Designated Person in school) and, where appropriate¸ direct other staff. A deputy should be designated

in the absence of the designated person, and in large institutions, or those with a great many child protection concerns, more than one deputy should be designated;

- that the Designated Person and all other permanent staff and volunteers working with children receive the appropriate training so that they can carry out their child protection responsibilities effectively, and refresher training to update their knowledge every 3 years. Also that supply/temporary staff and volunteers deputising during short-term absences, and who will be working with children, receive clear guidelines regarding school child protection arrangements and responsibilities;
- ensure that the Designated Safeguarding Governors are trained to a confident level of understanding in the area, to carry out their functions and to understand their wider safeguarding responsibilities. The designated Governors should liaise regularly with the principal, and assist in providing information and annual reports to the governing body on issues where there are no allegations against staff;
- follow the correct guidelines and procedures where a child protection allegation has been made against a staff member, including the appointment of an independent investigator where appropriate, in accordance with the All-Wales Child Protection Guidelines 2008 (Part 4) and the School Staff Disciplinary and Dismissal Procedures: Revised Guidelines for Governing Bodies circular 002/2013.
- that the Safeguarding policy is reviewed annually and the annual report presented to the education department every year, and is available for parents or carers on request;
- that the governing body remedies immediately any deficiencies or weaknesses in the child protection arrangements brought to its attention.

6. Additional Responsibilities of Governing Bodies for Multi-Site Education, Out of School Hours and Community Use of Settings

The Governing Bodies of schools are responsible for managing the safe use of their sites outside of school hours, other than where trust arrangements are in place, or where a management transfer agreement is in place (see Child Protection in Education 2008).

When a Governing Body commissions or offers activities or services under the direct supervision of school staff, the school's Safeguarding policies and procedures must be implemented.

Where children and young people at the school are offered activities, services and experiences outside school, care must be taken to ensure that the entity fully conforms to safe recruitment policies and that robust Safeguarding procedures are in place. The Governing Body should designate a responsible person to ensure this, drawing up and monitoring an appropriate Safeguarding risk assessment.

It is a duty to refer any insufficient Safeguarding practices or complaints regarding settings to the attention of the Designated Child Safeguarding Executive Officer in the education department, to enable action to reduce the risk to all children and young people in Gwynedd and Anglesey.

7. Role of Headteachers and Principals

- ensure that child protection policies and procedures adopted by the governing body are fully implemented, and that they are followed by all staff;
- ensure that sufficient resources and time are allocated so that the designated person and other staff can fulfil their responsibilities, including contributing to strategy discussions and other interagency meetings, and to child assessments; and
- that all staff and volunteers understand the procedures and feel they can raise concerns in connection with any poor or unsafe practices in connection with children, and that those concerns are treated sensitively, effectively and promptly in line with the Whistleblowing Procedures in Schools and Sample Policy - circular 36/2007.

8. Role of the Designated Person in School

The Designated Person has a key role in school through ensuring a safe ethos, and that safe procedures and policies are established and implemented for the pupils' benefit.

The Designated Person should:
- lead and take responsibility for managing safeguarding and child protection issues and cases
- promoting the welfare and interests of Children in Care and vulnerable groups
- be a member of the school management team,
- take responsibility for practices, policies, procedures and professional development in the area of Safeguarding. (see Appendix 8)

9. Role of Independent School/Residential Institution Owners and the Role of Independent School Owners

See the Child Protection in Education Circular 005/2008.

10. Role of Managers of Pre and After School Childcare Settings, Nursery Schools, Early Years Settings and Units

The managers of early years settings, nurseries and partners should ensure:

- that they act as Designated Safeguarding Person and undertake a lead role in safeguarding issues and procedures, ensuring the safety of the children in their care;
- that all members of staff and volunteers are safely recruited, that they receive safeguarding training and refresher courses, and that they follow safeguarding procedures to the highest standards;
- that appropriate time and resources are available for staff to fulfil their duties fully, including time to contribute to child assessments /attending case and strategy conferences as appropriate;
- that unambiguous quality policies and guidelines have been adopted and are available to parents, staff and other stakeholders.

11. Training for Education Service Staff including Schools

All members of staff, as part of the institution's induction arrangements (whether permanent or temporary, and volunteers) should receive written guidance on Safeguarding policy and procedures, with the contact details of the Designated Person, on the first day in work. (see Appendix 7 - schools)

All new staff in the education service, including schools, are expected to undertake Level One/basic training as soon as possible, in line with Gwynedd's corporate Safeguarding training policy.
Staff are expected to receive refresher/updating training at least every 3 years.
The Designated Person and the Designated Governor are expected to undertake a higher level course, in order to ensure they can carry out their duties in full.
Principals/governors will receive training/guidance on dealing with allegations and cases of professional misconduct (Part 4)
The education service shall maintain records on training and guidance, including details of staff and governor training.

Schools are expected to present staff safeguarding training records annually to the education service, as part of the Annual Report to Governors in the area of Safeguarding.
An annual training programme will be organised through the Gwynedd and Môn Safeguarding Board.

12. Allegations of Abuse by an Adult against a Child

It is essential that all allegations of abuse are dealt with promptly, fairly and consistently in order to ensure the safety of the child and the welfare of the person accused of abuse.

All members of the education service staff, including schools, should refer immediately to Part 4 of the All-Wales Child Protection Guidelines, 2008, and should follow the procedure clearly laid down therein.

For further guidance, and if the Designated Person is available OR if the allegation is against the Designated Person, contact the education department and the Safeguarding Designated Officer or another member of the Education Safeguarding Planning Sub-group - Telephone number: 01286 679007.

Gwynedd

For further guidance, contact the Social Services Child Referral Team: 01766 772 577
CyfeiradauPlant@gwynedd.llyw.cymru and out of hours on 01248 353551

Anglesey

For further guidance, contact the Social Services Child Referral Team 01248 752900 and out of hours on 01248 353551

School Arrangements and Procedures, Case Referrals, Record Keeping and Contribution and Case Conferences

See the Child Safeguarding Red Box for guidance
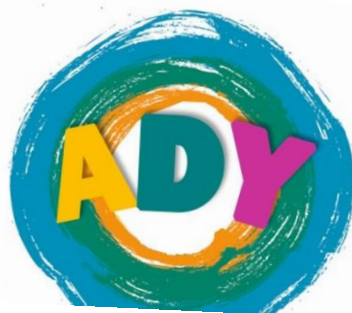
Additional Learning Needs and Inclusion Strategy

The ALN Services

Communication and Interaction

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council consider developing linguistic, speech and interaction skills as crucial. These skills are a crucial foundation for the development of other skills such as literacy and numeracy, social skills, self-confidence and self-image. It is extremely important to intervene early and to ensure suitable access to the curriculum for pupils with additional needs in these fields.

1. **What does Communication and Interaction mean?**

   Learning difficulties within the Communication and Interaction field specifically refer to:
   - Significant delay with speech and language
   - Language, speech and communication disorders
   - Social communication and interaction difficulties
   - Individuals with Autistic Spectrum Disorders
   - These difficulties impact access to the curriculum and the pupil's ability to socially and emotionally integrate within the educational environment.

2. **General**

   When a concern exists that a pupil does not make the expected progress with communication and interaction skills, the school is expected to adhere to the following steps:

   - Good contact with the early years education sector (e.g. *cylchoedd meithrin*) and the early years health sector (Health Visitor, School Nurse).
   - Close contact with parents and guardians in order to share information and ensure that parents are a crucial part of any intervention offered in the school.
   - Clear methods and processes exist to identify communication difficulties as early as possible, referring to the relevant agencies (e.g. Educational Psychologist, Speech and Communication Therapy, Clinical Psychology) in partnership with parents, if appropriate.
   - Every pupil with communication problems receives early gradual response which meets his or her needs, such as access to focus groups, target groups, to develop communication and interaction and literacy and numeracy skills.
   - Ensure that every child has access to a full and suitable curriculum.
   - Ensure multi-agency gradual commitment to support the pupils.

   The aims of the Gwynedd and Anglesey Schools' Communication and Interaction Strategy and Policies are to:

   - Promote a rich environment in terms of communication, interaction and language.
   - Intervene early in order to improve language and communication skills in the Foundation Phase and beyond.
   - Reduce the impact of language and communication difficulties on pupils' holistic development.
   - Develop the confidence of school staff and parents in terms of responding to Communication and Interaction difficulties.

3. **Clear Communication**

   Working with families and ensuring parental collaboration are crucial for a successful relationship with any pupil. Every school in Gwynedd and Anglesey should be open to discuss at all times and should encourage parents to contact if anything is concerning them.

   When praising pupils it is key to take advantage of the opportunity to contact parents.

Communication and Interaction Service

1. Aim

The Communication and Interaction Service collaborates with Gwynedd and Anglesey schools to seek to enrich language skills, communication and interaction and respond gradually when difficulties in relation to Delay, Disorders or Autism impact development in these fields.

2. Objectives

In order to achieve this aim, as a service we have set the following objectives;
- Ensure that the ethos of Gwynedd and Anglesey schools ensures the schools' ownership of young people who have communication and interaction needs.
- Ensure full partnership with relevant agencies within the Health Board (e.g. Speech and Language Therapy, Clinical Psychology).
- The workforce of each school in Gwynedd and Anglesey to receive appropriate training which will lead to teachers who are confident to plan for the development of language and communication skills.
- Ensure expert guidance to enable schools to tailor specialist interventions within the school's resources.
- Ensure local standard specialist provision for the young people with the most severe needs.
- Ensure clear contact with the community health sector to identify linguistic needs early.

3. Measures

The Communication and Interaction Service measures the success of the provision through a number of indicators. Our main indicators are noted below;
- Progress in the main indicators at the end of key stages
- An increase in the standardised scores in Numeracy and Literacy Standardised Tests.
- An increase in the standardised scores in National Tests.
- Development in skills according to indicators of standardised, non-standardised and directive criteria language and communication and interaction assessments, communication and internation by professionals (e.g., Educational and/or Clinical Psychologist, Speech and Language Therapist, Specialist Teacher)
- An increase in the percentage of schools' workforces who have relevant training in identifying and targeting language and communication needs, autism and interaction skills.
- Evidence of generalising skills by observations.

4. Provision
The provision offered by the Communication and Interaction Service has been split into two main sub-sections.

School Action
General

Every school in Gwynedd and Anglesey receives a devolved budget in order to implement school level strategies to support young people with Communication and Interaction Difficulties, for example:

- Establish systems which enable the pupils to be targeted according to their needs.

- Every pupil with communication problems receives early gradual response which meets his or her needs, such as access to focus groups, target groups, to develop communication and interaction and literacy and numeracy skills.
- Ensure an environment which is inclusive for individuals with difficulty understanding and expressing the use of verbal language, or with difficulties involving themselves in social interaction.

The Communication and Interaction Service supports the work of schools by presenting each teacher and classroom assistant with an agreed training programme. This training programme is consistent across the schools with a clear focus on secondary school progression.

The training programme is reviewed every five years and only interventions with evidence of being effective are approved. Schools can have access to ready resources and specific information through the ALN and Inclusion Service's Resource Library.

School Action Plus
Specialist

Every school in Gwynedd and Anglesey can refer pupils to the attention of the ALN and Inclusion Area Forum. This should be undertaken in line with the Criteria by following the agreed procedure. Some young pupils will have already been brought to the service's attention through Early Years identification systems through the Early Years Forum.

As part of the provision, a school can receive specialist support within a half term. The specialist support is planned with the guidance of our Senior Communication and Interaction Educational Psychologist. There is robust collaboration with the Speech and Language Therapy Department making the service completely integrated, and the work of modelling, monitoring and co-implementing the strategies under the guidance of our Specialist Teachers and Speech and Language Therapists as part of the Partnership service. The effectiveness of the specialist strategies are measured and the progress is reported back at the Forum. Where there is no evidence of progress, the support is reviewed. The Specialist support follows specific steps.

The specialist provision is planned on a step by step basis in order to ensure gradual intervention, in line with agreed Criteria. The flowchart below provides an outline of the Service's steps:

Specialist Centres

The Communication and Interaction Service offers specialist provision for a small number of pupils who meet the Criteria for Step 3. In line with the Criteria, some pupils can be referred to local specialist provision which is located within Gwynedd and Anglesey schools.

There is a focus on up-skilling these pupils to be able to cope better within a mainstream situation should they return to it. Any pupil who receives a placement within our specialist provision does so for a specific period of time with a definite plan to return full-time. The pupil remains on the school register, and in most cases half day placements are offered. The provision is reviewed after two terms, and then on a termly basis after that. The ALN&I Area Forum determines the length of the placement and comes to an opinion regarding the pupil's suitability to return to mainstream education.

On leaving the Specialist Centres, the ALN&I Area Forum will decide whether the pupil is eligible in terms of the Criteria to receive Step 1 or 2 input during the transition back to full-time mainstream school.

Language Disorder Centres

The Language Disorder Centres provision focuses on specific language disorders, where elements of a pupil's knowledge, expression, speech and short-term memory continue to develop in a problematic way in terms of suitable linguistic ability.

Social Communication Centres

The Social Communication Centres are a provision which focus on difficulties with social use of language, interaction and communicating skills, behavioural needs which derive from social communication difficulties, social situational knowledge etc. The provision is suitable for children with needs such as this who have not necessarily received a diagnosis of an Autistic Spectrum Disorder.

An Outline of the Steps of the Service

Early Warning System
- Community Health (Health Visitor)
- Early Years Educational Provision
- SCREENING

School Referrals
- Referral following implementing school provision
- Community S and L T input
- Consult with Educational Psychologist

Early Years Forum
Implementing Criteria

ALN&I Area Forum
Implementing Criteria

STEP 1 – School Action Plus
- Visit at the beginning and end of the period by a member of the team (Specialist Teacher/Speech and Language Therapist/Specialist Assistant)
- Establish INDIVIDUAL COMMUNICATION PLAN and model STRATEGIES

16 WEEKS

ALN&I Area Forum
Implementing Criteria

Unsuitable service: Refer to another service

STEP 2 – OUTREACH SERVICE
- Individual Communication Plan
- Visit by a Speech and Language Therapist/Specialist Teacher every half term (depending on the type of need)
- Input of a Specialist Assistant 1/2 times weekly to reinforce School provision.
- Consult with Educational Psychologist

2 TERMS

ALN&I Area Forum
Implementing Criteria

Unsuitable service: Refer to another service

STEP 3 – SPECIFIC SERVICES

Outreach Service (Primary/Secondary)

Language Disorder Centres (Primary)

Social Communication Centre and ASD (Primary/Secondary)

2 TERMS

ALN&I Area Forum
Implementing Criteria

Unsuitable service: Refer to another service

5. Service Centre Locations

The Centres are located in suitable locations within Gwynedd and Anglesey in order to provide input on a local level. The table below provides a summary of these locations and the type of outcomes which are targeted within the centres. The centres are an integral part of the service, with a clear focus on increasing the pupils' skills when they return to mainstream education.

Communication and Interaction Centres								
Language Disorder Centres (Two days a week)				Social Communicating Centre and Primary ASA (Full-time)			Social Communicating Centre and Secondary ASA (Full-time)	
East Gwynedd	Wes Gwynedd	South Gwynedd	Anglesey	East Gwynedd	West / South Gwynedd	Anglesey	East Gwynedd /Anglesey	West / South Gwynedd
Outcomes								
Progress in: Understanding skills and language expression Language processing skills, aural and sequential memory				Progress in: Classroom order and routine following skills Understanding of social situations Interaction skills Understanding of language Behaviour which is suitable for a situation			Progress in: Classroom order and routine following skills Understanding of social situations Interaction skills Understanding of language Behaviour which is suitable for a situation	

The Service's Senior Communication and Interaction Psychologist is responsible for ensuring that the support offered within the Centres is effective and fit for purpose.

6. Staffing Structure

Senior Communication and Interaction Educational Psychologist

The Communication and Interaction Educational Psychologist is responsible for strategic planning and ensuring the quality of the provision on a school level and beyond. This work will be undertaken in close partnership with the Speech and Language Therapy Service.

The main roles of the Communication and Interaction Educational Psychologist are highlighted below;

- To consistently research the most effective strategies jointly with the Speech and Language Therapy Service and the Senior Mental Health Worker.
- To form a five year training programme for staff of Gwynedd and Anglesey schools.
- To form an annual training programme for staff of the Communication and Interaction service jointly with the Speech and Language Therapy Service and the Senior Mental Health Worker.
- To reconcile the practice of Educational Psychologists across Gwynedd and Anglesey in the field.
- To supervise and tailor effective interventions to be implemented on a school level.
- To ensure that the ALN&I Area Forum implements in line with the Criteria.
- To lead on the programmes and strategies presented within the Specialist Centres.

Specialist Communication and Interaction Teachers

The Specialist Communication and Interaction Teachers implement the recommendations of the Senior Communication and Interaction Psychologist on a school level and within the specialist units. They work closely with the Speech and Language Therapy Service. The role of these teachers is to co-implement the strategies on a school level, ensuring the best support for the teachers of Gwynedd and Anglesey schools by:

- **Supporting within schools and spending periods within the Specialist Centres implementing strategies and agreed programmes for small groups of pupils.**
- Producing ready resources in the form of work programmes to support the teaching of pupils with communication and interaction difficulties to enrich the resource library available.
- Supervise the classroom, highlighting strengths and fields for improvement, and whole-classroom methods.
- Model good practice by working directly with individuals in the classroom.
- Actively promote the use of what was presented and modelled as intervention techniques in the classroom.
- Closely collaborate with a team of Speech, Language and Communication Difficulty Specialist Assistants who will support the pupils and teachers.
- Have training and expertise in Language Disorders and Autistic Spectrum Disorders within the team.
- The teachers extend across the key stages ensuring the most consistent provision for pupils, placing specific focus on the transitional period between primary and secondary.

Specialist Assistants

Specialist Assistants will be responsible for supporting the work of the Service Centres and will support teachers and assistants in the classroom. There will also be a clear focus on supporting families. They will spend time observing, modelling and monitoring in the classroom when working in mainstream education. At the centres, they will support the specific intervention packages for pupils who attend.

Specialist Assistants supports pupils who follow an Individual Communication Plan drawn up by a Speech and Language Therapist. They will be supervised under the requirements of the Royal College of Speech and Language Therapy (RCSLT) by a Speech and Language Therapist. As part of this role, they will:

- Collaborate with the Speech and Language Therapy Service and the Specialist Communication and Interaction Teachers.
  - Present work packages to support the teaching of pupils with language, speech and communication difficulties according to steps 1 and 2 of the provision within the mainstream school.
- Working within the Language Disorder Centres, Step 3 of the provision.
- Support parents to respond better to their children's needs in this field.
- Lesson observations by advising assistants on alternative methods of supporting individuals.
- Modelling support techniques and intervention methods in the classroom.
- Collaborate with families to support and model preventative and responsive techniques to manage behaviour.
- Actively promote the use of what is presented and modelled as learning techniques in the classroom and at home.

The Specialist Assistant also supports pupils with social communication needs and Autism Spectrum Disorders. Not every pupil in this category has an Individual Communication Plan as they are not within the Criteria of the Speech and Language Therapy Service. But they are pupils who receive the input of the Communication and

Interaction Specialist Teachers, and perhaps another agency such as a Clinical/Educational Psychologist. As part of this role, they will:

- Collaborate with the Specialist Communication and Interaction Teachers, and possibly another agency such as Speech and Language Therapy or a Clinical/Educational Psychologist.
- Present work packages to support the teaching of pupils with language, speech and communication difficulties according to steps 1 and 2 of the provision within the mainstream school.
- Work within the Social Communication Centres and ASA, Step 3 of the provision.
- Support parents to respond better to their children's needs in this field.
- Lesson observations by advising assistants on alternative methods of supporting individuals.
- Modelling support techniques and intervention methods in the classroom.
- Collaborate with families to support and model preventative and responsive techniques to manage behaviour.
- Actively promote the use of what is presented and modelled as learning techniques in the classroom and at home.

7. Training

The Communication and Interaction Service supports the work of schools by presenting each teacher and classroom assistant with an agreed training programme. This training programme is consistent across the schools with a clear focus on secondary school progression.

The training programme is reviewed every five years and only interventions with evidence of being effective are approved. For example:
- Elklan
- PECS (Picture Exchange Communication System)
- Makaton
- Talkabout
- Social Use of Language Programme
- Black Sheep Press

A bank of resources is available on the service's website which will be regularly updated.

8. Multi-agency Input

The Communication and Interaction Service is part of an integrated multi-agency team.

Speech and Language Therapy Service
By working in a completely integrated manner with the Speech and Language Therapy Service, the service provided for the children is holistic and is more effective and therapeutic.

The Speech and Language Therapy Service provides a specific service in order to:

- Take an active part in strategic discussions.
- Contribute to the discussion within the ALN&I Area Forum.
- Ensure supervision for the Specialist Assistants.
- Ensure that the Speech and Language Therapy Service collaborates in a coordinating manner with the ALN Communication and Interaction Service.

Clinical and Mental Health Service
The Communication and Interaction Service works in a completely integrated manner with the Child and Adolescent Mental Health Services (CAMHS). The Service's models agree with the diagnostic Paths for assessing neuro-developmental conditions.

The **Senior Mental Health Worker** offers a specific service in order to:

- Take an active part in strategic discussions.
- Contribute to the discussion within the ALN and Inclusion Area Forum.
- Assist the Service to contribute to the multi-agency assessment paths for neuro-developmental conditions.

9. Staffing Structure Flowchart

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┌──────────────────┐  ┌──────────────────┐  ┌──────────────────────────────┐
│ CAMHS Senior     │  │ Speech and       │  │ Communication and Interaction│
│ Mental Health    │  │ Language         │  │ Educational Senior           │
│ Worker           │  │ Therapist        │  │ Psychologist                 │
└──────────────────┘  └──────────────────┘  └──────────────────────────────┘
                                                           │
                              ┌────────────────────────────┴──────────────────┐
                   ┌──────────────────────────┐         ┌──────────────────────────┐
                   │ Language Disorder        │         │ Communication and        │
                   │ Specialist Teachers      │         │ Interaction Specialist   │
                   │                          │         │ Teachers                 │
                   └──────────────────────────┘         └──────────────────────────┘
                              │                                    │
                   ┌──────────────────────┐          ┌──────────────────────┐
                   │ Specialist Assistants│          │ Specialist Assistants│
                   └──────────────────────┘          └──────────────────────┘
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Specific Language Disorder Centres

1. Aim

The Specific Language Disorder Centres are for a small number of pupils who have specific language disorders who would benefit from **intense** support for a **short period** of time. Our aim in terms of offering this provision is to seek a long-term positive change in the young people's language disorders and through this ensure that they can succeed academically.

2. Objectives

In order to achieve this aim, as a service we have set the following objectives;
- Ensure expert provision tailored for the pupils with specific language disorders.
- Ensure that pupils are referred to the provision promptly.
- Ensure that the standard of the provision is consistently good.
- Ensure that the provision is carefully planned on a joint basis with the advice of medical experts.
- Support the young people in the most effective manner by collaborating with school workforces.

3. Measures

The Communication and Interaction Service measures the success of the specialist unit's provision via a number of indicators. Our main indicators are noted below;
- Progress in the main indicators at the end of key stages
- An increase in the standardised scores in Numeracy and Literacy Standardised Tests.
- An increase in the standardised scores in National Tests.
- Development in skills according to indicators of standardised, non-standardised and directive criteria language and communication and interaction assessments, communication and interaction by professionals (e.g., Educational and/or Clinical Psychologist, Speech and Language Therapist, Specialist Teacher)
- An increase in the percentage of schools' workforces who have relevant training in identifying and targeting language and communication needs, autism and interaction skills.
- Evidence of generalising skills by observations.

4. Access

- Access to the centres is determined through the ALN&I Area Forum which will meet every half term.
- A placement within the centres is part of a gradual response.
- It is not possible for schools to form requests for placements at the ALN&I Area Forum which will determine access in line with the pupil's needs and criteria.
- As part of the access process, the parental consent and the young individual's opinion should be sought.
- The Forum considers the needs of the pupils and the impact of interventions on tiers 1 and 2. Where the needs meet the criteria, a placement is agreed upon.
- The number of pupils within any centre is limited to 12 at any one time.
- Whole day placements for two days a week are offered.
- Schools are not expected to pay for placements within the specialist centres.

5. Staffing

At any time within the Specific Language Disorder Centres, a specialist communication and interaction teacher and a Specialist Assistant will be present. This ensures a generous adults to children ratio.

6. Provision

Curriculum
During the period in which the young people attend the centres they follow the core curriculum, but more emphasis is placed on developing understanding skills, expression, language processing skills and memory.

7. Operational Issues
- these are common to Specific Language Disorders Centers and Social Communication Centers (see below)

Attendance

Every pupil is registered for each session. The same procedure used across all education sectors is used, namely attendance codes. The young people will be registered that they are receiving education on another site within the main school.
An attendance target is set for each period at the centres. This target is higher than the current percentage.
The role of a Specialist Communication and Interaction Teacher will be to contact a pupil's home if he or she does not turn up on the day.

Individual Communication Plan

Every period within the centre is for targeting a specific element of the pupils' individual communication plan. The targets are formed by the Language Therapist. The plan will be shared with the young people, the parents and the school at the beginning of any period at the centre.

Locations

The provision is located within Gwynedd and Anglesey primary schools. The responsibility for the site's health and safety falls on the Headteacher of the school.
The responsibility for resources, staffing, safeguarding and the daily running of the units falls upon the Communication and Interaction Educational Psychologist.

Transport
Transport is provided to and from the centres. The taxi picks up the pupil from home and returns him or her back home.

National Tests
During the national tests period the centres offer a location for the pupils to sit the examinations within smaller groups. It is the responsibility of the mainstream school to ensure that a placement at the specialist centres in question does not impact the performance of the pupils in question.

Safeguarding

Robust safeguarding arrangements are a priority. If any concern arises about the safety of any young person within the provision, the Communication and Interaction Teachers who have received the information are responsible for referring the case. In addition to referring the concern and completing a children's services referral form, it is required for the Communication and Interaction Teachers to share the referral with the designated child protection individual within the school and the Senior Communication and Interaction Educational Psychologist.
Only representatives from the main school should attend child protection strategy meetings and conferences on behalf of the service. The service can provide written reports if required.

Staff from specialist centres cannot be part of the core groups apart from contributing reports at the request of the mainstream schools.

The provision submits an annual report on safeguarding children within the provision in line with the procedure for primary and secondary schools.

Social Communication Centres

1. Aim

The Social Communication Centres are for a small number of pupils who have social communication difficulties and possibly a diagnosis of an Autistic Spectrum Disorder, who would benefit from intense support within the mainstream education system. Our aim in terms of presenting this provision is to seek a long-term positive change in the young people's social communication skills, and in doing so ensuring that they can succeed academically, socially and independently.

2. Objectives

In order to achieve this aim, as a service we have set the following objectives;
- Ensure opportunities for children to integrate in mainstream education where appropriate.
- Ensure specialist provision tailored for the pupils with social communication difficulties and possible a diagnosis of Autistic Spectrum Disorder.
- Ensure that pupils are referred to the provision promptly.
- Ensure that the standard of the provision is consistently good.
- Ensure that the provision is carefully planned on a joint basis with the advice of medical experts including Clinical Psychologists.
- Support the young people in the most effective manner by collaborating with school workforces.

3. Measures

The Communication and Interaction Service measures the success of the provision of the Social Communication Centres via a number of indicators. Our main indicators are noted below;
- Progress in the main indicators at the end of key stages
- Progress in the main indicators at the end of key stages
- An increase in the standardised scores in Numeracy and Literacy Standardised Tests.
- An increase in the standardised scores in National Tests.
- Development in skills according to indicators of standardised, non-standardised and directive criteria language and communication and interaction assessments, communication and internation by professionals (e.g. Educational and/or Clinical Psychologist, Speech and Language Therapist, Specialist Teacher)
- An increase in the percentage of schools' workforces who have relevant training in identifying and targeting language and communication needs, autism and interaction skills.
- Evidence of generalising skills by observations.

4. Access

- Access to the centres is determined through the ALN&I Area Forum which will meet every half term.
- A placement within the centres is a part of a graduated response.
- It is not possible for schools to form requests for placements at the ALN&I Area Forum which will determine access in line with the pupil's needs and criteria.
- As part of the access process, parental consent and the young individual's opinion should be sought.

- The Forum considers the needs of the pupils and the impact of interventions on tiers 1 and 2. Where the needs meet the criteria, a placement is agreed upon.
- The number of pupils within any centre is limited to six at any one time.
- In the primary sector, whole day placements are offered for two days a week.
- In the secondary sector, full-time placements are offered for a specific period of time.
- Schools are not expected to pay for placements within the specialist centres.

5. Staffing

The following range of staff will be present at any time within the specialist units: a Specialist Communication and Interaction Teacher, a Specialist Assistant and a classroom assistant will be present. This ensures generous adults to children ratio.

6. Provision

Curriculum
During the period in which the young people attend the centres they follow the normal curriculum, but more emphasis is placed on developing social and interaction skills.

Communication and Interaction Criteria

Autism Spectrum Disorder (PLASC: ASD) and Communication and Social Interaction Difficulties (PLASC: SLCD)

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	The child shows delay with expression, understanding, social skills. As a consequence of the delay the child has difficulties with one or more of the following which has an effect on the child's progress and curriculum access and social skills • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction		<u>Significant</u> difficulties with: • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction	
PLASC	• CT1 • GS1	• SR1 • AA1/2	• CT1 • GS2	• SR1/2 • AA2/3
Type of Intervention	• Collaboration with the parents • IEP/IDP and specific strategies used based on Profile information. • Follow general guidance from relevant agencies (e.g. Education Psychology Service, Specialist Teachers, Language and Speech Therapy Department) • Differentiate tasks according to the pupil's needs. This can include differentiation at educational skills level, the language used and the social opportunities provided. • It is expected that there is use of specialization/experience of working with language and speech requirements in the past at the school will be done. • **Regular Input to target specific fields individually or within a small group using appropriate strategies within the school's devolved provision.**		• Educational Psychology Service consultation that will perhaps lead to a referral at the ALN and Inclusion Area Forum for input from the Communication and Interaction Team (Communication and Interaction Team Admission Criteria) • School refers to CAMHS, Speech and Language Therapy Service • Close collaboration with the parents to share good practices and share targets • Individualized Teaching Plan targets specific fields and work programme based on requirements. • Regular input to target specific fields or within a small group using recommendations of the Communication and Interaction Team.	
Monitoring Phase	School monitors over a period of one Term		ALN and Inclusion Area Forum	
Progress indicators	- Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests		- Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests	
Progress?	**Yes, <u>good progress</u> has been observed**	- Scale down to usual classroom input	Scale down to SA (Communication and Interaction Team Exit Criteria)	
	Yes, <u>adequate progress</u> has been observed	- Maintain School Action for a further cycle	Maintain School Action Plus for a further cycle	
	No, little or no progress has been observed	- Parental permission to discuss with the Educational Psychologist (Refer to the Speech and Language Therapy Service)	Discuss adapting the provision in the ALN and Inclusion Area Forum	

		Statement 1		Statement 2	
Responsible for the case		- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need		<u>Intensive and Complex</u> difficulties with: • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction These difficulties have a <u>significant and continual</u> impact on the child's ability to cope with the curriculum and develop social skills independently. The child is reliant on support communication methods or the communication skills are very limited. There may be associated learning difficulties.		<u>Intensive and Complex</u> difficulties with associated learning difficulties • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Appropriate socializing and interaction These difficulties have a <u>significant and persistent</u> impact on the child's ability to communicate, develop self-care skills and life skills, develop basic educational skills independently. Significant learning difficulties exist.	
PLASC		• CT3/4 • GS3	• SR 1, 2, 3 • AA3/4	• CT4 • GS3/4	• SR1-4 • AA4
Type of Intervention		• Close collaboration with parents. • Follow general guidance from the Psychology Service/Communication and Interaction Team for whole school or individuals at the school conditional on school requirements. • Input from Communication and Interaction Team and Educational Psychology Service. • Consultation/Assessment by Clinical Psychologist/Language and Speech Therapist and any other agencies Derwen/ Specialist Child Services if relevant • Use made of agencies recommendations to input the Individualized Development Plan and the work programme. • **Access to the support of an additional adult in a class or group in the mainstream regularly and follow external and support agencies** • **Support hours for care also in some case following performing a risk assessment**		• Close collaboration with parents. • **Specialized Input with high adults to children ratio or individual support** • Constant specialized strategies • Input/Assessment by Derwen/Specialist Child Services • Implementation of external agencies recommendations inputs the Individualized Education Plan and the work programme substantially adapted.	
Monitoring Phase		Cross County Panel ALN and Inclusion Area Forum		Cross County Panel Special School Admission Forum	
Progress indicators		- Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests - (Risk assessment : if relevant)		- Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests - (Risk assessment : if relevant)	
Progress?	**Yes, <u>good progress</u> has been observed**	Reduce to SA+ with support from the Communication and Interaction Team or SA+		Discuss changing the provision in the Cross County Panel – consider reducing to Statement 1	
	Yes, <u>adequate progress</u> has been observed	Statement 1 for a further cycle		Statement 2 for a further cycle	
	No, little or no progress has been observed	Discuss in the ALN and Inclusion Area Forum or the Cross County Panel what modifications are needed in the provision		Discuss in the Cross County Panel/Special School Forum what adaptations are needed in the provision	

Communication and Social Language Difficulties

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator
Description of need	The child shows delay in language expression, understanding language, processing and aural memory. As a consequence of the delay, the child has difficulty with one or more of the following skills: • Listening and focussing • Expressing needs and knowledge • Following instructions and understanding information • Socializing and interaction		• The child shows <u>substantial</u> delay with expression and language understanding and/or speech and this delay impacts on the individual's ability to make educational progress • May rely on other support methods of communication – e.g. Makaton, PECS, Gesture • The child consequently has difficulty following instructions and collective presentations and requires individual guidance • Has difficulty expressing basic needs • Is socially isolated and has problems in conforming • Has difficulties with literacy skills and understanding text.	
PLASC	• CT1 • GS1	• SR1 • AA1	• CT1 • GS1/2	• SR1 • AA2
Type of Intervention	• Collaborate with parents. • IEP/IDP and specific strategies used based on Profile information. • Follow general guidance from relevant agencies (e.g. Education Psychology Service, Specialist Teachers, Language and Speech Therapy Department) • Differentiate tasks according to the pupil's needs. This can include differentiation at educational skills level, the language used and the social opportunities provided. • It is expected that there is use of specialization/experience of working with language and speech requirements in the past at the school will be done. • Input to target specific fields individually or within a small group using appropriate strategies from within the school's devolved provision		• Educational Psychology Service consultation that may lead to referral for ALN and Inclusion Area Forum for Communication and Interaction Team input (Communication and Interaction Admission Criteria) • School refers to Speech and Language Therapy Service • Close collaboration with parents to share good practices and share targets • Individualized Development Plan targets specific fields • Regular input to target specific fields individually or within a small group using recommendations of the Communication and Interaction Team.	
Monitoring Phase	School monitors progress		School/ALN and Inclusion Area Forum	
Progress indicators	- Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests		- Standardized language and speech assessments - Relevant Foundation Phrase/National Curriculum Levels outcomes - Standardized literacy and numeracy scores from standardized assessments and National Tests	
Progress?	**Yes, good progress has been observed**	- Scale down to usual class input	Scale down to SA (Communication and Interaction Admission Criteria)	
	Yes, adequate progress has been observed	- Maintain School Action for a further cycle	Maintain School Action+ for a further cycle	
	No, little or no progress has been observed	- Parental permission to discuss with the Educational Psychologist (Refer to the Speech and Language Therapy Service)	Discuss adapting the provision in the ALN and Inclusion Area Forum	

	Statement 1	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	Intensive and complex needs with expression and speech, understanding, social skills. These difficulties have a substantial and continual impact on the child's ability to cope with the curriculum and develop social and life skills independently. Conditional on other support communication methods – e.g. Makaton, PECS, Gesture May have intensive learning difficulties and/or physical/mental condition.	
PLASC	● CT4 ● GS3	● SR 1-4 ● AA3
Type of Intervention	● Assessment held by Speech and Language Therapist/School or Community Nurse/any other agencies if relevant. ● IEP/IDP and work programme and curriculum substantially adapted using recommendations of agencies involved. ● Access to support of additional adult regularly for 15 hours or more per week , or is taught within a small group	
Monitoring Phase	Cross County Panel ALN and Inclusion Area Forum	
Progress indicators	Standardized language and speech assessments Relevant Foundation Phrase/National Curriculum Levels outcomes Standardized literacy and numeracy scores from standardized assessments and National Tests	
Progress?	**Yes, good progress has been observed**	Scale back to SA+ with support from the Communication and Interaction Team or SA+
	Yes, adequate progress has been observed	Continue Statement for a further cycle
	No, little or no progress has been observed	Discuss adapting strategies to promote further progress between parents, school and agencies involved.

Specific and Non-specific Additional Learning Needs (Coginition and Learning)

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council consider that the development of basic skills in literacy and numeracy is a key part of learners' development. It is very important to ensure suitable access to the curriculum for pupils with additional needs in these areas.

1. **What do Specific and Non-specific Additional Learning Needs mean?**

   Specific and Non-specific Additional Learning Needs refer specifically to:
   - Substantial difficulties in literacy and/or numeracy skills over a period of time. This refers to difficulties outside the average range for the child's age.
   - Difficulties in these areas have an effect on the pupil's access to the curriculum and to learning. These difficulties exist across the range of cognitive abilities.
   - In some cases, these literacy difficulties are described as Dyslexia in line with British Psychological Society's definition.

   "Dyslexia exist when the accuracy and flow of reading words and/or spelling develops with great difficulty or incompletely. This focuses on reading at word level and suggests that the problem is substantial and continuing despite suitable learning opportunities. It provides a basis for step by step learning and assessment through learning"

   The British Psychological Society (1999) Dyslexia, Literacy and Phonological Assessment: Report of a Working Party of the Division of Educational and Child Psychology of the British Psychological Society, Leicester, BPS

2. **General**

   Each school has a responsibility to create a supportive and caring atmosphere where it is possible for each pupil to develop to his/her full potential. To ensure an environment which is friendly to learners with literacy and numeracy difficulties, **schools are expected to:**
   - Consider difficulties with literacy and numeracy in the spectrum which must be planned for as an integral part of school provision.
   - Ensure that all teachers plan to respond to these difficulties as part of the daily class curriculum.
   - Have specific screening processes in place to identify pupils displaying difficulties.
   - Ensure a firm emphasis on developing phonological and language skills, pre-literate and pre-numerate promptly in the Foundation Phase so as to reduce the risk of developing literacy and numeracy difficulties.
   - Respond in a graduated manner to needs by establishing interventions for groups of children, or individual children identified through screening and assessment processes.
   - Measure the progress of children receiving interventions so as to demonstrate the effectiveness of the interventions.
   - Use standardised and referral assessments to reach conclusions regarding progress with appropriate intervention.

3. **The Aim of the Gwynedd Anglesey Schools Specific and Non-specific Additional Learning Needs Strategy is to:**

    - Promote consistency and graduated response;
    - Enable pupils with difficulties to receive the best opportunity to achieve their full potential;
    - Make clear the responsibilities of the teaching team, senior management team and school headteacher;
    - Promote an ethos of working in partnership between pupils, school staff and external agencies.

4. **Communication with Homes / Parental Partnership**

Working with families and ensuring that parents are part of any intervention is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact should they have any concerns. When praising pupils' success and progress, it is essential to take advantage of any opportunity to contact parents.

Specific and Non-specific Additional Learning Needs Service

1. Aim

The Specific and Non-specific Additional Learning Needs Service co-operates with schools in Gwynedd and Anglesey to seek to enhance literacy and numeracy skills and to respond in a graduated manner when difficulties affect development in these areas.

2. Objectives

To achieve this aim, we as a service set the following objectives;
- Give a clear focus on whole school development skills to support the development of literacy and numeracy across the ability range, to create and environment suitable for variations in teaching methods.
- Ensure that clear processes and methods exists for the timely identification of literacy and numeracy difficulties.
- Ensure that all pupils with literacy and numeracy problems receive a speedy and graduated response which meet s their needs.
- Ensure that all children /young persons have access to a full and appropriate curriculum.
- Ensure that parents are a key part of any intervention offered.

3. Indicators

The Specific and Non-specific Additional Learning Needs Service measures the success of the provision by means of a number of indicators. Our main indicators are given below;
- Increase in literacy and numeracy skill levels in standardised and national tests.
- Increase in the chief indicators relating to literacy and numeracy at the end of key stages.
- Increase in the percentage of schools' workforce with current training in strategies to develop literacy and numeracy skills.

4. Provision

The provision delivered through the Specific and Non-specific Additional Learning Needs Service is divided into two main components.

School Action
General
All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with literacy and/or numeracy difficulties.

The Specific and Non-specific Additional Learning Needs Service supports the work of schools by delivering an agreed training programme for every teacher and classroom assistant. This training programme is consistent across schools with a clear focus on primary/secondary progression. The focus is clear on developing a whole school response to difficulties with basic literacy and numeracy skills.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved. A large part of the training will be delivered by Educational Psychologists and the Specialist Specific and Non-specific Additional Learning Needs Teachers. Resources are available in the Resource Library.

School Action Plus
Specialist

All schools in Gwynedd and Anglesey can refer pupils who continue to experience considerable difficulties, despite the school's having provided appropriate suitable teaching and learning opportunities, to the ALN&I Area Forum. This should be done in accordance with the Criteria following the agreed procedure. As part of the provision, a school can receive specialist support within a half term. Specialist support will be planned under the strategic guidance of the Senior Specific and Non-specific Additional Learning Needs Psychologist. The work of modelling, monitoring and jointly implementing the strategies will be led by our Specialist Teachers. The effectiveness of specialist strategies will be measured and reports made to the Forum on individual progress. Where there is no evidence of progress, the support will be reviewed. Specialist support follows specific steps.

5. Staffing Structure

Senior Specific and Non-specific Additional Learning Needs Education Psychologist

Each Educational Psychologist will be involved in encouraging schools to be an inclusive environment for children with additional learning difficulties in literacy and numeracy. The Senior Specific and Non-specific Additional Learning Needs Education Psychologist is responsible for strategic planning and quality assurance of the provision on school level and beyond.

We highlight below the chief functions of the Senior Specific and Non-specific Additional Learning Needs Education Psychologist:
- Researching into the most effective strategies for ensuring a friendly and inclusive environment.
- Giving strategic direction to the service
- Drawing up a 5 year training programme for school staff in Gwynedd and Anglesey.
- Drawing up an annual training programme for staff in the Specific and Non-specific Additional Learning Needs and Education Psychologist service.
- Standardise the practice of Education Psychologists across Gwynedd and Anglesey in the area of literacy and numeracy difficulties.
- Observe and tailor interventions effectively for implementation at school level.
- Ensure that the ALN&I Area Forum operates in accordance with the Criteria.

Specialist Specific and Non-specific Additional Learning Needs Teachers

- Assist the work of the Senior Specific and Non-specific Additional Learning Needs Educational Psychologist as regards training and upskilling staff in schools.
- Producing resources in the form of work packages to support the teaching of pupils with literacy and numeracy difficulties in order to form a bank of electronic resources for schools.
- Observe in class, highlighting strengths and areas for improvement, and whole class methods.
- Model good practice by working directly with pupils jointly with school staff.
- Promote the use of what has been delivered and modelled as intervention techniques at classroom level.
- Manage the Specialist Specific and Non-specific Additional Learning Needs Assistants who will support pupils and teachers.
- Co-operate with the Senior Specific and Non-specific Additional Learning Needs Education Psychologist to develop an evidence base in the area through research projects.
- Provide and assessment service for Special Circumstances Examinations for Secondary Schools in line with Local Authority arrangements.

Specialist Specific and Non-specific Additional Learning Needs Assistants

The Specialist Specific and Non-specific Additional Learning Needs Assistants work under the guidance of the Specialist Specific and Non-specific Additional Learning Needs Teachers to implement the recommendations of Educational Psychologists in schools. There will be a clear focus on the development of skills within schools and supporting parents by:

- Introducing intervention packages to support the education of pupils with literacy and numeracy difficulties.
- Supporting parents to respond better to their children's needs in this area.
- Observing lessons or group session, advising assistants on different methods of supporting individuals.
- Modelling support techniques and intervention methods in class or in target groups.
- Promote the use of what was delivered and modelled as teaching techniques in class and at home.
- Offering a specific period of work with individual pupils /small groups

6. Training

The Specific and Non-specific Additional Learning Needs Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.
A bank of resources is available in the Resource Library and will be regularly updated.

7. Staffing Structure Flowchart

Senior Specific and Non-specific Additional Learning Needs Psychologist

Specialist Specific and Non-specific Additional Learning Needs Teachers

Specialist Specific and Non-specific Additional Learning Needs Assistants

Bangor University

The service regularly meets University representatives. They influence and contribute towards the Specific and Non-specific Additional Learning Needs Service training programme and are aware of the Gwynedd and Môn strategic directions.

Specific and Non-specific Additional Learning Needs Criteria

Literacy and Dyslexia Difficulties (Dysl)

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	Shows delay with literacy and scores standardized score of below 85 on standardized reading and/or spelling tests Requires differentiated tasks for each literacy related task and has difficulties in focussing and working independently unless this provision is provided. Level of literacy lower than expected.		Received SA input but no progress. Delay with literacy and score below the standardized score of 80 on standardized tests in reading and/or spelling Has difficulty in coping with differentiated tasks in the classroom <u>most of the time</u>.	
PLASC	• CT1 • GS1	• SR1 • AA1	• CT1 • GS1	• SR1,2 • AA1
Type of Intervention	• <u>Collaboration with parents</u> • Individualized Education Plan/IDP and specific strategies used based on Profile information. • Follow general guidance from agencies (e.g. Educational Psychology Service/Specialist Teacher) • Plan and differentiate literacy tasks within the classroom e.g. use multi-sensory activities, target specific skills to meet Individualized Education Plan/IDP targets. • <u>Regular</u> input for reading and/or spelling and/or handwriting, within the school's devolved provision. •		• <u>Collaboration</u> with parents • Individualized Education Plan/IDP and specific strategies used on the basis of consultation held with Educational Psychologist and possibly refer for input from the Specific and General Additional Learning Needs Service (see the Entrance and Exist Criteria Grid). • Plan and differentiate literacy tasks within the class e.g. use of multi-sensory activities, target specific skills to meet Individualized education Plan targets. • **Regular input** using a specific programme for reading and/or spelling and/or handwriting, within the school's devolved provision.	
Monitoring Phase	School		ALN and Inclusion Area Forum	
Progress indicators	- Reading and/or Spelling skill level in standardized tests - Reading level standardized scores. - Progress in the main indicators to do with Numeracy at the end of key stages		- Reading and/or Spelling skill level in standardized tests - Reading level standardized scores. - Progress in the main indicators to do with Numeracy at the end of key stages	
Progress? — Yes, <u>good progress</u> has been observed	- The scores exceed 85. - Move down to Early Intervention.		The scores exceed 80 or show progress. Move down to SA.	
Progress? — Yes, <u>adequate progress</u> has been observed	Standardized scores remain below 80 or have remained under 85 over two or more SA monitoring phases, Remain on SA for a further cycle		Standardized scores remain below 80 but higher than 70 or the pupil continues to need support/differentiation most of the time Discuss in the ALN and Inclusion Area Forum Continue with SA+	
Progress? — No, little or no progress has been observed	Standardized score remains under 80 or has remained under 85 over two or more monitoring SA periods Parents' consent to discuss with an Educational Psychologist		Standardized score remain at 80 or lower despite intervention over two cycles of SA+ Discuss adapting the provision in the ALN and Inclusion Area Forum	

Numeracy and Dyscalculia (Dysc)

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	• Shows delay with Numeracy and scores standardized score of below 85 on numeracy and/or mathematics • Requires differentiated tasks for every task involving Numeracy and has difficulties in focussing and working independently unless this provision is provided. • Level of Numeracy and Mathematics lower than expected.		• Received input on School Action but no progress. • Delay with Numeracy and achieves lower score than standardized score of 80 on numeracy standardized tests. • Has difficulties in coping with differentiated numeracy tasks within the class <u>most of the time.</u>	
PLASC	• CT1 • GS1	• SR1 • AA1	• CT1 • GS1	• SR1, 2 • AA1
Type of Intervention	• <u>Collaboration with parents</u> • Individualized Education Plan/IDP and specific strategies used based on Profile information. • Follow general guidance from agencies (e.g. Educational Psychology Service/Specialist Teacher) • Plan and differentiate Numeracy tasks within the classroom e.g. use multi-sensory activities, target specific skills to meet Individualized Education Plan/IDP targets. • <u>Regular</u> input for numeracy within the school's devolved provision.		• <u>Collaboration</u> with parents • Individualized Education Plan/IDP and specific strategies used on the basis of consultation held with Educational Psychologist and possibly refer for input from the Specific and General Additional Learning Needs Service (see the Admission and Exit Criteria Grid). • Plan and differentiate literacy tasks within the class e.g. use of multi-sensory activities, target specific skills to meet Individualized education Plan targets. • **Regular input** using a specific programme for numeracy within the school's devolved provision.	
Monitoring Phase	School		School/ ALN and Inclusion Area Forum	
Progress indicators	- Numeracy skills level in standardized tests (e.g. Basic Number Screening). - Operational Numeracy and Logical Numeracy National Tests standardized scores level. - Progress in the main indicators to do with Numeracy at the end of key stages		- Numeracy skills level in standardized tests (e.g. Basic Number Screening). - Operational Numeracy and Logical Numeracy National Tests standardized scores level. - Progress in the main indicators to do with Numeracy at the end of key stages	
Progress?	**Yes, <u>good progress</u> has been observed**	- The scores exceed 85. - Move down to Early Intervention.	- The scores exceed 80 or show progress. - Move down to SA.	
	Yes, <u>adequate progress</u> has been observed	- The standardized scores remain below 80 or have remained under 85 over two or more SA monitoring periods - Remain on SA for a further cycle	Standardized scores remain below 80 but higher than 70 or the pupil continues to need support/differentiation <u>most of the time</u> Discuss in the ALN and Inclusion Area Forum Continue with SA+	
	No, little or no progress has been observed	- Standardized score remains under 80 or has remained under 85 over two or more monitoring SA periods - Parents' consent to discuss with an Educational Psychologist	Standardized score remain at 80 or lower despite intervention over two cycles of SA+ Discuss adapting the provision in the ALN and Inclusion Area Forum	

Sensory Impairment

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council consider essential any barrier existing for any pupil with Sensory Impairment to have full access to the curriculum. Schools should be an inclusive and welcoming environment for any individual with sensory impairment.

1. **What is meant by Sensory Impairment**
   Learning difficulties within the Sensory Impairment area refer specifically to the following:
   - Visual Impairment: Pupils who are registered blind or partly blind.
   - Hearing Impairment: Pupils with Hearing Impairment identified by the Health Board's Audiology Department.
   - Multi-Sensory Impairment: Pupils with a combination of Visual Impairment and Hearing Impairment.
   - These difficulties have a negative effect on the pupil's ability to access the curriculum without substantial adaptations.

2. **Geral**
   Each school has a responsibility to create a safe and caring environment where every pupil can develop happily and confidently. In order to ensure an environment friendly to learners with a sensory impairment, schools are expected to:
   - Ensure that any risks are targeted.
   - Ensure that the learning and social environment is inclusive and welcoming.
   - That the response is graduated to needs by taking into consideration any reasonable specialist advice provided.
   - That the progress of children/young people receiving interventions be measured in order to demonstrate the efficiency of those interventions.
   - Use standardised and referral assessments so as to reach conclusions on progress with suitable intervention.

3. **The Aim of the Gwynedd and Anglesey Schools Sensory Impairment Strategy is:**
   To co-operate with parents, schools and other professionals to ensure that each child and young person with Sensory Impairment can:
   - Have equal opportunities.
   - Receive their education with their peers in local schools and communities.
   - Develop necessary specialist skills.
   - Achieve their potential and develop as independent learners.
   - Provide a service tailored for children and young people in both Counties by following national NatSIP (National Sensory Impairment Partnership) quality standards.
   - Promote the educational, social and welfare inclusion of pupils with Sensory Impairment from 0 to 25 years old.
   - Co-operate with parents and schools to raise awareness of referral arrangements to relevant agencies and services.

4. **Communication with Homes / Parental Partnership**

   Working with families and ensuring that parents are part of any intervention is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact should they have any concerns. When praising pupils' success and progress, it is essential to take advantage of any opportunity to contact parents.

Sensory Impairment Service

1. Aim

The Sensory Impairment Service co-operates with schools in Gwynedd and Anglesey to ensure that children and young people with Sensory Impairment have full access to the curriculum and learning environment to reduce the effect of the impairment on pupils' holistic and academic progress.

2. Objectives

To attain this aim, we as a service set the following objectives:
- Ensure that key staff in schools have the appropriate skills and resources when working with a pupil with sensory impairment.
- Provide a structured service which fulfils the needs of pupils with Sensory Impairment from 0 to 25 years of age in early years provision, primary, secondary and special schools, ensuring they reach their full potential.
- Offer a variety of suitable assistance, provision and resources to fulfil individual needs, which accord with the requirements of the National Sensory Impairment Partnership (NatSIP).
- Deliver and monitor the development of a Specialist Curriculum amongst pupils with Sensory Impairment and ensure robust development of the necessary skills.
- Ensure that parents are a key part of any intervention offered.
- Co-operate with external agencies to ensure a graduate response to support pupils.
- Foster the specialist knowledge and skills of the Sensory Impairment Team in order to maintain the levels of expertise necessary to support and fulfil pupils' acute and complex needs.

3. Indicators

The Sensory Impairment Service measures the success of the provision by means of a number of indicators. We note below our chief indicators;
- Progress in standardised literacy and numeracy scores.
- Progress in National Curriculum outcomes or levels.
- Evidence of stability or progress in the pupil's ability to access the curriculum.

4. Provision

The provision delivered through the Sensory Impairment Service is divided into two main components.

School Action
General
All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with sensory difficulties.

The Sensory Impairment Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.
The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.
Most of the training will be delivered by the Sensory Impairment Teachers with input by Education Psychologists when appropriate.

School Action Plus
Specialist

When a pupil is identified as having Hearing Impairment or Visual Impairment, the relevant Hospital department will be required to inform the Sensory Impairment Service. Referrals will be considered, in accordance with the Service access Criteria, by the ALN&I Area Forum. In some cases, the Forum will refer to the Cross-County Panel for consideration. The effectiveness of specialist strategies will be measured and a report made to the Forum on individual progress. Where there is no evidence of progress, the support will be reviewed. Specialist support follows specific steps.

5. Staffing Structure

Senior Sensory Impairment Education Psychologist

Each Educational Psychologist will be involved in promoting schools as an inclusive environment for children with Sensory Impairment. The Senior Sensory Impairment Education Psychologist will be responsible for strategic planning and quality assurance of the provision on school and beyond.

The chief functions of the Senior Sensory Impairment Education Psychologist are given below:
- Co-operating with the Specialist Sensory Impairment Teachers to investigate the most effective strategies to ensure a friendly and inclusive environment.
- Joint planning of a 5-year training programme with the Specialist Sensory Impairment Teachers for staff in Gwynedd and Anglesey schools.
- Joint planning of an annual training programme for staff of the Sensory Impairment Service and Education Psychologists.
- Standardise the practice of Education Psychologists cross Gwynedd and Anglesey in the area of Sensory Impairment.
- Ensure that the ALN&I Area Forum operates in accordance with the Criteria.

Visual **Impairment** Service

Specialist Visual Impairment Teachers (QTVI)

Teachers reach across the key stages, ensuring the most consistent support for pupils, with specific attention to pupils' curricular access. The teachers will spend extended periods in educational settings, observing, modelling and monitoring in order to:

- Provide and teach parts of a specialist curriculum tailored for the individual child /young person (Braille, ITC software, touching skills, listening skills, intensive CVI provision).
- Analyse medical information and ensure suitable educational provision to respond to sight requirements.
- Monitor the child /young person's sight by administering standard sight tests (logMAR, Kay, Snellen, BRAT, Maclure, BUST)
- Observe at classroom level and offer constructive comments.
- Monitor that recommendations given are implemented on classroom level.
- Report on pupils' progress to the ALN&I Area Forum or Cross-County Panel.
- Consult on mobility and Health and Safety issues.
- Provide input on VI at Special Schools at the request of the Special School.
- Co-operate with external agencies - RNIB, Libraries for the blind, specialist software companies, UCAN.
- Create links within school to promote information sharing.

- Manage the day-to-day work of the Specialist Visual Impairment Assistants following the recommendations of the ALN&I Area Forum or Cross-County Panel.
- Provide resources for the Resource Library and share good practice between schools

Specialist Visual Impairment Assistants

The Specialist Visual Impairment Assistants work under the guidance of the Specialist Visual Impairment Teachers. There will be a clear focus on promoting skills development in schools and supporting parents by:

- Assisting the link Specialist Visual Impairment Teacher to fulfil NatSIP requirements.
- Delivering work packages to support the teaching of pupils with Visual Impairment.
- Assisting schools to deliver a suitable curriculum and materials for children with Visual Impairment under the guidance of the Specialist Teacher. Specialist Visual Impairment Assistants shall have a minimum Braille Grade 2 level and a robust understanding of the seven Braille codes.
- Offering Braille training to parents in their homes after working hours.
- Offering Braille training to assistants.
- Helping the school to provide and adapt resources with a clear focus on upskilling school staff to fulfil pupil needs.
- Specialise in the use of Visual Impairment ITC and equipment and training pupils in its use.
- Observing lessons and offering training, advising assistants on various methods of supporting individuals.
- Modelling support techniques and intervention methods at classroom level.
- Promote the use of what has been delivered and modelled as teaching and learning techniques at classroom level and at home.
- Provide the necessary service as Mobility Officers
- Co-operate with external agencies - RNIB, Mobility Officers, Libraries for the Blind, specialist software companies, UCAN

Hearing Impairment Service

Specialist Hearing Impairment Teachers

Teachers reach across the key stages, ensuring the most consistent support for pupils, with specific attention to pupils' curricular access. The teachers will spend extended periods in educational settings, observing, modelling and monitoring in order to:

- Complement the provision and teaching of a specialist curriculum tailored for the individual child/young person.
- Analyse medical information and ensure suitable educational provision to respond to Hearing requirements.
- Monitor the child/young person's hearing by administering standard hearing tests.
- Observe at classroom level and offer constructive comments.
- Monitor that recommendations given are implemented on classroom level.
- Report on pupils' progress to the ALN&I Area Forum or Cross-County Panel.
- Consult on health and safety issues and risk assessments.
- Multi-agency co-operation (e.g. Speech and Language Therapy, Careers Wales).
- Create links within school to promote information sharing.
- Manage the day-to-day work of the Specialist Hearing Impairment Assistants following the recommendations of the ALN&I Area Forum or Cross-County Panel.
- Provide resources for the Resource Library and share good practice between schools

Specialist Hearing Impairment Assistants

Specialist Hearing Impairment Assistants work under the guidance of Specialist Hearing Impairment Teachers. There will be a clear focus on skill development within schools and supporting parents by:

- Assisting the link Specialist Hearing Impairment Teacher to fulfil NatSIP requirements.
- Delivering work packages to support the teaching of pupils with Hearing Impairment difficulties.
- Assisting schools to deliver a suitable curriculum and materials for children with Hearing Impairment under the guidance of the Specialist Teacher.
- Specialist Hearing Impairment Assistant will have a minimum of level 2 in British Sign Language.
- Offering training to parents in their homes after working hours.
- Offering training to the children's school assistants.
- Helping the school to provide and adapt resources with a clear focus on upskilling school staff to fulfil pupil needs.
- Specialise in the use of Hearing Impairment ITC and equipment and training pupils in its use.
- Observing lessons and offering training, advising assistants on various methods of supporting individuals.
- Modelling support techniques and intervention methods at classroom level.
- Promote the use of what has been delivered and modelled as teaching and learning techniques at classroom level and at home.
- Assist multi-agency work as a team.

6. Training

The Sensory Impairment Service supports the work of schools by delivering an agreed training programme for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on progression through early years /foundation phase and primary / secondary.
As part of this training programme, the following may be supported and delivered:
- Training at whole school level and on provision mapping level to promote an inclusive environment.
- Training on individual pupil level – i.e., on tailoring strategies for the individual pupil.
- Recommend training courses to others which might be useful.
- Observation visit by the team to offer recommendations.
- Access to a bank of suitable resources from the Resource Library.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

7. Staffing Structure Flowchart
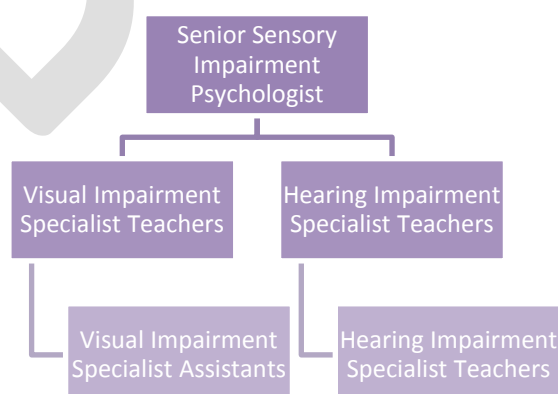
8. Multi-Agency Service

The Sensory Impairment Service is part of an integrated multi-agency team. By working in a totally integrated manner, the service provided to the children is holistic and more effective. The Sensory Impairment Service co-operates closely with Specialist Departments in Hospitals and referrals to the Service come from these Departments.

Sensory Criteria

Visual Impairment – PLASC VI

	School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	The child is showing signs of having a Visual Impairment e.g. Difficulties with close work, copying, mobility (e.g. falls frequently and misses obstacles)		NATSIP Category – Green Confirmation of Partial Visual Impairment **Nursery and Reception** Minor difficulties with access to the Foundation Stage when presented with standard resources Able to access information only when sitting at the front. Minor difficulties with moving around the environment **KS 2,3,4,5** Minor difficulties with access to the curriculum when presented with standard resources Able to access information when sitting at the front and difficulties copying from the board Minor difficulties moving around the school	
PLASC	• CT1 • GS1	• SR1 • AA1	• CT2 • GS1	• SR3 • AA3
Type of Intervention	- Discuss concerns with the parents so that they can arrange for optician to assess - Use of expertise within the school already (e.g. a teaching assistant with experience of working with a child with a visual impairment) in order to share good practice - Ensure that the environment is safe and free of unnecessary obstacles - Appropriate seating, lighting and acoustics		- Partnership with parents - Monitoring input from the Specialist VI Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs (Guidance of frequency from South East sensory Partnership document) - Consultation with the Educational Psychology Service if appropriate - Ensure full access to the curriculum through differentiation of teaching methods and resources - Opportunities for small group working focussing on specific targets - Management of seating, lighting and acoustics - Access to adult support for part of the day to: - Explain visual concepts - Photocopy/ magnify/reformat/reformat to Braille - Support for learning/play opportunities developing play skills - Skill acquisition – literacy, numeracy and key skills Supervise safety and mobility issues	
Monitoring Phase	School to monitor progress over a period of half a Term		ALN and Inclusion Area Forum	
Progress indicators	- Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category		- Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category	
Progress?	**Yes, good progress has been observed**	- Move down to usual class input	Move down to SA support	
	Yes, adequate progress has been observed	- Continue with School Action for a further cycle	Continue with School Action for a further cycle	
	No, little or no progress has been observed	- Optician to refer to the Opthalmist - Discuss with Educational Psychologist	Review NATSIP Category	

	Statement 1	Statement 2
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator - Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator - Headteacher - ALN Governor
Description of need	• NATSIP Category – Yellow - Registered partially sighted - Major difficulties with access to the curriculum - Requires access to large print N18+ - Poor distance vision - Possible difficulties with moving around the environment - Needs keyboard skills or other augmentative ICT	• NATSIP Category – Red - Registered blind - Major difficulties with access to the curriculum - Requires access to very large print N24+ - Unable to access standard PC Software in the same way as their peers - Unable to use distance vision for classroom based learning - Unable to move confidently round the environment, concerns for safety
PLASC	• CT4 • GS2, 3 or 4 • SR4 • AA4	• CT4 • GS2, 3 or 4 • SR4 • AA4
Type of Intervention	Partnership with parents Input from the VI Specialist Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs Educational Psychology input if appropriate Ensure full access to the curriculum through differentiation of teaching methods and resources (Class Teacher/ALENCo) More time allowed to access teaching and instructions visual/verbal Close monitoring of progress and performance Opportunities for small group work focussing on specific targets within the classroom Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, independence, safety, reduce noise in classrooms Designated trained adult to support assist with the above and the management of specialist equipment. • Time allocated to prepare/differentiation resources e.g. adapting, modifying and reformatting, Braille • Support for learning and play opportunities, to ensure safety, and to reinforce specialist key skills teaching • Preparation room (Secondary) • Ensure Health and safety issues are minimised • Develop independence.	Partnership with parents Input from the VI Specialist Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs Educational Psychology Service input if appropriate Ensure full access to the curriculum through differentiation of teaching methods and resources (Class Teacher/ALENCo) More time allowed to access teaching and instructions visual/verbal Opportunities for small group work focussing on specific targets within the classroom Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, independence, safety, reduce noise in classrooms Designated trained adult support throughout the school day to: • Ensure safety • Time for preparation, modification, differentiation, re-formatting, adapting and preparing materials in alternative media and Braille • Reinforce specialist key skills teaching
Monitoring Phase	ALN and Inclusion Area Forum , Cross County Panel	ALN and Inclusion Area Forum , Cross County Panel
Progress indicators	- Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category	- Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category

Progress?		Statement 1	Statement 2
	Yes, good progress has been observed	and the child does not require the present level of input: Reduce to SA+ with support	and the child does not require the present level of input: Reduce level of support
	Yes, adequate progress has been observed	Continue with the current level of input for a further period	Continue with input at current level
	No, little or no progress has been observed	Review NATSIP Category	Review NATSIP Category

	Statement 3 – Secondary only			
Responsible for the case	⁃ Class Teacher	⁃ ALN and Inclusion Co-ordinator	⁃ Headteacher	⁃ ALN Governor

Description of need	- NATSIP Category – Red
	- Registered blind
	- Major difficulties with access to the curriculum
	- Requires access to very large print N24+ and/or Braille
	- Unable to access standard PC Software
	- No useable distance vision
	- Unable to use standard modes of travel, requires life skills training, concerns for safety

PLASC	● CT4	● GS2, 3, or 4	● SR4	● AA4

Type of Intervention	Partnership with parents Ensure full access to the curriculum through differentiation of teaching methods and resources (Class Teacher/ALENCo) More time allowed to access teaching and instructions visual/verbal Close monitoring of progress and performance Opportunities for small group work focussing on specific targets within the classroom Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, independence, safety, reduce noise in classrooms Input from the HI Specialist Teacher to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs 40 hours per week adult input to include direct input from the Specialist VI Teacher for: • Time for preparation, Modification, differentiation, re-formatting, adapting and preparing materials in alternative media and Braille • Provide teaching and support for learning and recording • Ensure safety needs are met • Reinforce specialist key skills teaching

Monitoring Phase	ALN and Inclusion Area Forum , Cross County Panel

Progress indicators	- Literacy and Numeracy standardized scores - Relevant Foundation Phrase/National Curriculum Levels outcomes - Information regarding the Visual Impairment from Health Agencies - NATSIP Category

Progress?	Yes, good progress has been observed	and the child does not require the present level of input: Reduce level of support
	Yes, adequate progress has been observed	Continue with input at current level
	No, little or no progress has been observed	Review NATSIP Category

Hearing Impairment

		School Action (SA)		School Action Plus (SA+)	
Responsible for the case	- Class Teacher - ALN and Inclusion Co-ordinator		- Headteacher - ALN Governor	- Class Teacher - ALN and Inclusion Co-ordinator	- Headteacher - ALN Governor
Description of need	May be diagnosed with temporary hearing loss (e.g. glue ear) May exhibit difficulties with listening, attention, concentration and confidence Difficulties apparent in settings where pupils come together, such as assembly, group tasks, whole class presentations Able to access the curriculum fully through spoken and written Welsh/English			Diagnosis of Hearing Loss confirmed at this stage. NATSIP Category - Green Difficulties with listening, attention and concentration and communication May access the curriculum through additional amplification e.g. hearing aids, cochlear implant May rely on lip reading May exhibit delayed development of language, communication skills and/or literacy May have reduced speech clarity May have social, emotional, behavioural difficulties associated with hearing loss May have difficulties with organizing their own learning	
PLASC	• CT1 • GS1	• SR1 • AA1		• CT2 • GS1	• SR3 • AA3
Type of Intervention	Discuss concerns with parents – if not confirmed, arrange for hearing assessed via GP. Ensure full access to the curriculum through differentiation of teaching methods and resources Close monitoring of progress (by the school) Opportunities to complete specific tasks within a small group Appropriate seating, lighting and acoustics – links to information Collaboration with parents Use of expertise already in the school			Ensure full access to the curriculum through differentiation of teaching methods and resources Close monitoring of progress Opportunities for small group work focussing on specific targets Management of seating, lighting and acoustics Input from the Sensory Impairment Service (Guidance on frequency of involvement from NATSIP document) Access to adult support for part of the day to support with the above and manage hearing equipment Consultation/Assessment by other agencies such as Educational Psychologist when appropriate	
Monitoring Phase	The school to observe for one term			ALN and Inclusion Area Forum	
Progress indicators	- Literacy and Numeracy standardized scores - Foundation Phrase/National Curriculum Levels outcomes - Information provided from professionals in the Health field regarding Hearing difficulties - NATSIP Category			- Literacy and Numeracy standardized scores - Foundation Phrase/National Curriculum Levels outcomes - Information provided from professionals in the Health field regarding Hearing difficulties - NATSIP Category	
Progress?	**Yes, good progress has been observed**	Remove from ADY list		Reduce support to SA support	
	Yes, adequate progress has been observed	- Continue with the current level of support for a further cycle		Continue with School Action for a further cycle	
	No, little or no progress has been observed	**Discuss with Educational Psychologist** **Refer to the Specialist HI Teacher through GP**		ALN and Inclusion Area Forum Consider referring to other services	

Hearing Impairment – PLASC HI

	Statement 1	Statement 2
Responsible for the case	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor
Description of need	Diagnosis of permanent hearing loss. NATSIP Category - Orange Reliant on lip reading Limited benefits from additional amplification e.g. Radio aid/ sound field system but may enable access to the curriculum. Difficulty accessing and/or processing spoken language May rely on BSL/manually coded language to support/supplement understanding Significant language delay which may impede conceptual development and the acquisition of vocabulary and general knowledge Significant delay in the development of communication skills and/or literacy Reduced speech clarity Reduced general knowledge Difficulties with attention, concentration and class participation Social difficulties associated with hearing loss May exhibit emotional, behaviour difficulties associated with hearing loss Difficulties with organizing their own learning	Highly reliant on lip-reading NATSIP Category - Red Has great difficulty locating direction of voice Attention must be gained through physical signal e.g. tapping May rely BSL/Manually Coded Language to support understanding and communication Individual circumstances lead to limited benefits from additional amplification Difficulty accessing and/or processing spoken language May rely on BSL/Manually coded language to support/supplement understanding Significant delay in the development of communication skills and/or literacy Very reduced speech clarity Reduced general knowledge Difficulties with attention, concentration and class participation Social difficulties associated with hearing loss May exhibit emotional, behavioural difficulties associated with hearing loss Difficulties with organising learning
PLASC	• CT4 • SR4 • GS2, 3 or 4 • AA4	• CT4 • SR4 • GS2, 3 or 4 • AA4
Type of Intervention	Ensure full access to the curriculum through differentiation of teaching methods and resources Close monitoring of progress and performance Opportunities for small group work focussing on specific targets Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural, independence and safety needs, reduce noise in classrooms Liaison with the Hearing Impairment Specialist Service to develop strategies to support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs. Support for a large proportion of the school day from a designated adult to assist with the above and the management of audiological equipment. Regular input with the Specialist HI Teacher Consultation/Assessment by other agencies such as the Speech and Language Therapist, Educational Psychology when needed	Ensure full access to the curriculum through differentiation of teaching methods and resources Requires modification of the curriculum into visual mode Close monitoring of progress and performance Opportunities for small group work focussing on specific targets Management of seating, lighting and acoustics Access arrangements for exams (Secondary School only) Strategies to support participation in class, develop language, literacy, organizational and communication skills, improve general knowledge, assist attention and concentration, support social, emotional, behavioural needs, reduce noise in classrooms Liaison with the Hearing Impairment Specialist Service to develop strategies and support participation in class, develop language, literacy, organizational and communication skills, support social, emotional and behavioural needs. High level access to a designated adult to explain clarify and reinforce lesson content and language, assist in the preparation of resources and materials, implement support programmes designated by outside agencies, assist attention, concentration and class participation, takes notes as necessary, and assist with the above and the management of audiological equipment. May also require supervision to ensure safety during unstructured periods Regular input with the Specialist HI Teacher Consultation/Assessment by other agencies such as the Speech and Language Therapist, Educational Psychology when needed
Monitoring Phase	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel
Progress indicators	- Literacy and Numeracy standardized scores - Foundation Phrase/National Curriculum Levels outcomes - Information provided from professionals in the Health field regarding Hearing difficulties - NATSIP Category	- Literacy and Numeracy standardized scores - Foundation Phrase/National Curriculum Levels outcomes - Information provided from professionals in the Health field regarding Hearing difficulties - NATSIP Category

Progress?			
	Yes, good progress has been observed	← Reduce to SA+	← Reduce to SA+ support
	Yes, adequate progress has been observed	Continue with ALN Statement	Continue with ALN Statement
	No, little or no progress has been observed	Review and discuss NATSIP Category in the ALN and Inclusion Area Forum Consider referring to other services →	Review and discuss NATSIP Category in the ALN and Inclusion Area Forum → Consider referring to other services

Medical and Physical Needs

Whole School Expectations

Gwynedd Council and the Isle of Anglesey County Council are proud of the achievement of every pupil. This is particularly true of our pupils with medical and/or physical difficulties. Our schools are traditionally very inclusive and this is one of the main features of both counties. Medical and Physical ALN ar described as difficulties which would, without the correct attention, have an effect on pupils' access to the curriculum.

1. **What is meant by Medical and Physical Needs?**

A number of Medical and Physical conditions will have no effect on a pupil's access to the curriculum, given minor adaptations and the existence of a school medical plan. Medical and/or Physical Learning Difficulties refer to individuals with a Medical and/or Physical condition having a considerable effect on the pupil's ability to access the curriculum without substantial adaptations.

Some pupils with Developmental Co-ordination Disorder (also referred to as Dyspraxia) might need some specific adaptations and strategies. These may come from information and recommendations from an Occupational Therapist or Physiotherapist, rather than through a Medical Plan.

2. **General**

Each school has a responsibility to create a safe and caring environment where every pupil can develop happily and confidently. In order to ensure an environment friendly to learners with Medical and/or Physical difficulties, schools are expected to:

- Ensure that the learning and social environment is inclusive and welcoming.
- Ensure that effective, flexible and sensible use is made of whole school staffing resources to fulfil the needs of these pupils where this is reasonable.
- Ensure that any risks are identified and targeted within reasonable boundaries.
- Respond in a graduated manner to needs by taking into consideration any reasonable specialist advice provided.
- That the progress of children receiving interventions is measured in order to demonstrate the effectiveness of the interventions.

The Aim of the Gwynedd and Anglesey Schools Medical and/or Physical Needs Strategy and Support Policies is:
- Promoting consistency in the manner schools respond to Medical and Physical needs;
- To make clear the responsibilities of the teaching team, pastoral leaders, senior management team and school headteacher;
- Promoting an ethos of partnership working between pupils, school staff and external agencies.
- To ensure that the pupils have equal opportunities, and receive their education with their peers in local schools and communities
- To promote the independence of pupils in response to their own medical and physical needs where this is possible.
- To achieve their potential and develop to be independent learners.

3. **Pupils with Additional Learning Needs**

Schools in Gwynedd and Anglesey give special consideration in cases relating to pupils on the ALN register for reasons other than their Medical and Physical needs. Medical and Physical intervention must be tailored bearing

in mind the pupil's other possible needs (e.g. learning disability, communication difficulties). In such cases, the role of other Services must be considered.

4. Communication with Parents /Carers

Working with families and ensuring the co-operation of parents is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact them should they have any concerns.

Medical and Physical Service

1. Aim

The Medical Physical Service co-operates with schools in Gwynedd and Anglesey to facilitate an appropriate and reasonable response to young people experiencing medical and/or physical difficulties where these needs substantially affect individuals' access to the curriculum.

2. Objectives

To achieve this aim, we as a service have set the following objectives;
- Ensure that the ethos of schools in Gwynedd and Anglesey secures the schools' ownership of these young people who have medical and/or physical needs.
- Every teacher in all schools in Gwynedd and Anglesey to receive appropriate training which will create teachers who are confident to work with young people with medical and/or physical needs.
- Ensure specialist guidance to enable schools to tailor specialist interventions within a school's resources.
- Ensure local quality specialist provision for young people with the most acute needs.

3. Indicators

The Medical Physical Service measures the success of the provision by means of a number of indicators. We note below our chief indicators;
- Progress/stability in attendance percentage.
- Progress in the chief indicators at the end of key stages.
- Progress in the percentage of schools' workforce with current training in whole school responsibilities
- Medical evidence of the intensity and stability of the condition.

4. Provision

The provision delivered through the Medical Physical Service is divided into two main components.

School Action
General

All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with Medical and/or Physical needs.
The Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

School Action Plus
Specialist

All schools in Gwynedd and Anglesey can refer pupils to the attention of the ALN&I Area Forum. This should be done in accordance with the Criteria by following the agreed procedure. As part of the provision, a school can receive specialist support to co-ordinate medical advice and respond to a Medical Plan, assess risk and respond to reduce identified risks, and find necessary training, referral to a source of advice on strategies/resources.

5. Staffing Structure

Senior Medical Physical Educational Psychologist

The Senior Medical Physical Psychologist participates in the strategic planning and quality assurance of the provision on school level and beyond.

The chief functions of the Medical Physical Psychologist are outlined below
- Joint planning of a 5-year training programme with officers from the Health Service (e.g. Specialist Doctors and Nurses, Physiotherapist, Occupational Therapist, Speech and Language Therapist) and the Medical Physical Co-ordinators for Gwynedd and Anglesey school staff.
- Joint Planning of workforce training and skill in the area of Developmental Co-ordination Disorder by creating operational links with health workers, e.g., Occupational Therapists.
- Ensure that the ALN&I Area Forum operates accordance with the Criteria.

Medical Physical Needs Specialist Teacher

The role of the Medical Physical Specialist Teacher is key in supporting schools' response to pupils' needs by:
- Using an understanding of the heath area to co-ordinate information on pupils' health and physical conditions, assisting schools to interpret the information.
- Quality assurance of medical plans across schools.
- Identify the support needed on the most appropriate and reasonable level.
- Assist schools to carry out risk assessments.
- Have an understanding of medical and physical conditions and suitable interventions for those conditions.
- Advise schools in their understanding of LEA responsibility and Criteria

Specialist Medical and Physical Needs Nurse

Risk Assessment Officer

The role of the risk assessor is key in supporting school staff to manage risks in working with pupils who have medical, behavioural and physical needs.

6. Training

The Medical Physical Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved. The Service will also co-ordinate Health Service training on school level according to the specific needs of pupils' conditions.

7. Staffing Structure Flowchart

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                    ┌──────────────────────────┐
                    │ Physical / Medical Senior│
                    │      Psychologist        │
                    └──────────────────────────┘
┌─────────────────┐                    │          ┌──────────────────────────┐
│  Health Board   │                    │          │ Risk Assessment Officer  │
│   Supervision   │                    │          └──────────────────────────┘
└─────────────────┘                    │
        │                              │
┌─────────────────┐      ┌──────────────────────────┐
│  Co-ordinator/  │      │ Physical / Medical Specialist │
│  School Nurse   │      │        Teacher           │
└─────────────────┘      └──────────────────────────┘
```
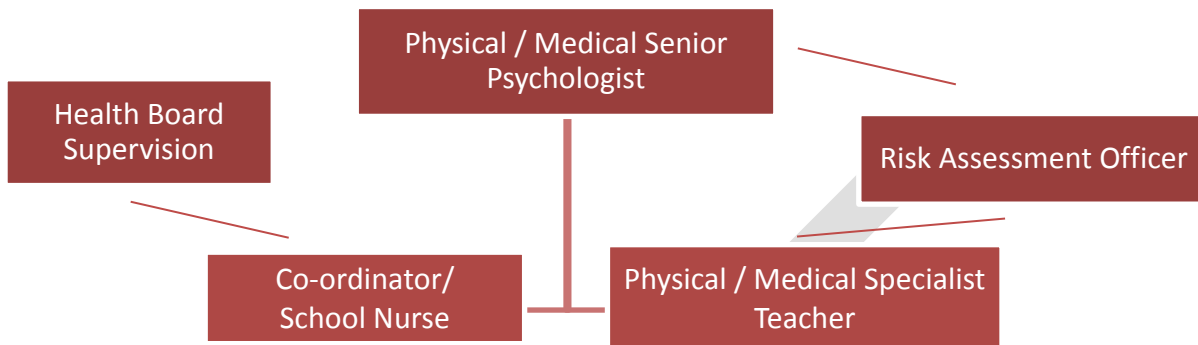
8. Multi-Agency Service

The Medical Physical Service is part of a multi-agency integrated team. Liaison with the Health Service is essential to ensure a co-ordinated Service. By working in a totally integrated manner, the service provided to the children is holistic and more effective.

Physical Criteria

	School Action (SA)	School Action Plus (SA+)
Responsible for the case	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor
Description of need	**Fine Motor Skills** Fine motor skill/hand control difficulties impacting on functioning in some curricular/self help areas Fine motor development is delayed showing difficulties with activities such as changing clothes, closing fastenings, development of pencil grip, handwriting **Gross Motor skills** Gross motor development is delayed showing difficulties such as frequent falling, difficulties maintaining position, using slides and large play equipment.	**Fine Motor skills** Fine motor skills/hand control difficulties impacting on independent functioning in many curricular and self help areas. Hand grasps are atypical or weak resulting in fatigue and poor control of objects. May also experience difficulty with planning movement, with attention, perception and/or organisational skills which has a significant impact upon functioning. **Gross Motor/Mobility Skills** Walks in and outdoors and climbs stairs without limitations but demonstrates some difficulties with very complex gross and fine motor skills due to the reduction in one or more of the following: speed, balance, coordination, independence, self-help skills Low muscle tone (but not abnormally low)
PLASC	• CT1 • SR1 • GS1 • AA1	• CT2 • SR3 • GS1 • AA3
Type of Intervention	Partnership with parents Use of expertise already in school (e.g. a teaching assistant with previous experience/training) **Fine Motor Skills** Curriculum differentiation to practice identified fine motor/hand control co-ordination skills. May require extra supervision/time to complete a task. Specific targets set within the Individual Education Plan/IDP targets to promote the development of fine motor/hand control co-ordination using materials from the occupational therapy resource pack. **Gross Motor skills** Specific targets set within the Individual Education Plan/IDP to target the development of gross motor skills using materials from the occupational therapy resource pack. School staff attend occupational therapy training events **Adult input individually or in a small group of less than 6 for 30 minutes per week, or 10 minutes three times a week to target skills that are proving difficult.**	Input from Medical/Physical Specialist Teacher/Co-ordinator according to ALN and Inclusion Area Forum request Partnership with parents IEP/IDP targets based on the advice of involved agencies such as Occupational Therapy, Physiotherapy, Educational Psychologist, Specialist Teacher for Physical Needs May be referred to Speech and Language Therapy if there is communication difficulties **Fine Motor skills** Individualised programmes to develop fine motor/hand control skills accommodated within differentiated content, delivery and recording. Availability of individual pieces of equipment and a variety of environment modifications depending on need. Support available for special examination arrangements when necessary **Gross Motor/Mobility** Ongoing programmes that can be used across curriculum areas to teach gross motor/mobility skills as outlined in the IEP/IDP targets. Access to adult support for curriculum differentiation, personal care, self help skills (e.e. changing clothes for Physical Education) General equipment available as prescribed by occupational therapy/ physiotherapy Risk Assessment Adaptations to the environment to promote mobility Access to adult input for up to 10 hours per week in order to follow a specific programme and external agencies recommendations involved (School Provision)
Monitoring Phase	School to monitor progress over a period of one Term	ALN and Inclusion Area Forum
Progress indicators	• Progress in the main indicators at the end of key stages • Progress in Literacy and Numeracy standardized scores • Assessments by Health Agencies	• Progress in the main indicators at the end of key stages • Progress in Literacy and Numeracy standardized scores • Assessments by Health Agencies
Progress?	**Yes, good progress has been observed** — Reduce level of input — Continue monitoring progress following reduction in input	- Reduce level of input - Continue monitoring progress following reduction in input
	Yes, adequate progress has been observed — Continue with the current level of input	- Continue with the current level of input
	No, little or no progress has been observed — Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies	- Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies

	Statement 1	Statement 2
Responsible for the case	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor
Description of need	**Fine Motor skills** Severe fine motor skills/hand control difficulties with some limited independent functioning. Curriculum and self help areas affected. Abnormal muscle tone and/or weakness in one or both arms significantly affects the ability to grasp objects and move the hands and arms with adequate control and complete tasks. Significant difficulties with co-ordination and /or orientation. Assists and/or co-operates but requires physical assistance to complete tasks in several areas. **Gross Motor skills** Walks indoors and outdoors and climbs stairs holding onto a rail but experiences limitations when walking on uneven surfaces and inclines and when walking in crowds and confined spaces. Children have at best only minimal ability to perform gross motor skills such as running and jumping. May require some aids and adaptations or physical assistance to perform self-help skills. Difficulties with unfamiliar environments May have low muscle tone Difficulties with communication May have associated learning difficulties/disability	**Fine Motor skills:** Profound fine motor skills hand control difficulties. Significant abnormal muscles tone and/or weakness prevent a functional grasp of objects and purposeful controlled movement. Requires physical support to achieve maintain a seated position. Totally dependent on an adult to perform hand control tasks and for all personal care. Severe difficulties with co-ordination/orientation/sensory/perceptual skills **Gross Motor/Mobility Skills:** Walks indoors and outdoors on level surfaces with walking aid. More dependent on wheelchair for outdoor mobility and indoors where distance, crowds or other hazards make walking impractical or unsafe. Has independent sitting balance but may require pelvic or trunk support to maximise function and access curriculum. Specific postural management equipment may be required. Will require assistance with self-help skills. OR No functional walking ability but may use walking as a therapeutic exercise Can transfer with assistance and may be independently mobile in manual or powered wheelchair Sitting ability is likely to be limited and postural support required Specific postural management equipment will be required Will require help in the classroom setting and with all self help skills
PLASC	• CT4 • SR4 • GS2, 3 or 4 • AA4	• CT4 • SR4 • GS2, 3 or 4 • AA4
Type of Intervention	Regular input from the Medical/Physical Specialist Teacher / Co-ordinator **Fine Motor skills** Regular provision within a flexible curriculum that ensures a prioritised programme to develop fine-motor/hand control skills. Teaching styles and curriculum designed to enhance hand control. Adult support for part of the day to support learning and recording, assist with physical needs, contribute to examination arrangement, assist with personal care, ensure safety. Availability of a wide variety of equipment and resources for specific purposed throughout the day. Support available for special examination arrangements where necessary. **Gross Motor skills** Individualised programmes to develop gross motor/mobility skills accommodated within differentiated curriculum content and delivery. Adult support for part of the day for curriculum differentiation, personal care and self helps skills e.g. changing for Physical Education, negotiating stairs, care of personal belongings Availability of individual pieces of equipment and resources. Risk assessment Input from involved agencies (Occupational Therapist/Physio/Specialist Teacher/Ed Psych/SALT) incorporated into the Individual Education Plan/IDP/Medical Plan Access to adult input for 15 hours or more dependent on the individual reaching multiagency recommendations.	Regular input from the Medical/Physical Specialist Teacher / Co-ordinator Input from involved agencies (Occupational Therapist /Physiotherapy/Specialist Teacher/Educational Psychologist/Speech and Language Therapy) incorporated into the Individual Education Plan/IDP Access to appropriate training for support and teaching staff (e.g. manual handling, feeding) **Fine Motor skills** A structured individualised curriculum for promotion and maintenance of functional fine motor/hand control. Adult support throughout the day to support learning and recording, assist with physical needs, contribute to examination arrangement, assist with personal care, ensure safety. Highly individualised equipment and resources used through the day. **Gross Motor Skills** Regular provision within a flexible curriculum that prioritises the development of gross motor skills through a targeted programme. Site adapted to accommodate large wheelchairs/physiotherapy equipment and to provide space for out of wheelchair physiotherapy activities. Adult support throughout the day for: • Curriculum differentiation and recording • Personal care and self help skills, eg dressing, feeding, negotiating the school site • Communication A wide variety of resources required for specific purposes throughout the day Access/site adapted to ensure full independent mobility and to provide space for out of wheelchair/physiotherapy activities.
Monitoring Phase	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel	ALN and Inclusion Area Forum: every term Discuss Annual Review in Moderation Panel

Progress indicators	• Progress in the main indicators at the end of key stages • Progress in Literacy and Numeracy standardized scores • Assessments by Health Agencies	• Progress in the main indicators at the end of key stages • Progress in Literacy and Numeracy standardized scores • Assessments by Health Agencies
Progress? Yes, **good progress** has been observed	- Reduce level of input	- Reduce level of input
Yes, **adequate progress** has been observed	- Continue with the current level of input	- Continue with the current level of input
No, little or no progress has been observed	- Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies	- Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies at the Annual Review

Statement 3	
Responsible for the case	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor
Description of need	**Gross Motor skills:** Unable to walk but may transfer with assistance and equipment May be independently mobile in powered wheel chair or with assistance in manual wheelchair. Sitting ability is likely to be limited and postural support required. Will require considerable help in the classroom setting and with all self-help skills Specific postural management equipment will be required May have associated Fine Motor Skill difficulty May have associated learning difficulty/disability
PLASC	• CT3/4 • SR3/4 • GS 3 or 4 • AA3/4

Type of Intervention	Regular input from the Medical Physical Teacher/Co-ordinator
	Input from involved agencies (Occupational Therapist /Physiotherapy/Specialist Teacher/Educational Psychologist/Speech and Language Therapy) incorporated into the Individual Education Plan
	Access to appropriate training for support and teaching staff (e.g. manual handling, feeding)
	Gross Motor skills:
	Essential daily provision within a structured individualised curriculum for provision and maintenance of functional mobility.
	   • Curriculum differentiation/recording
	   • Personal care, hygiene and self help skills e.g. feeding, toileting, dressing
	   • Communication
	Site adapted to accommodate large wheelchair/physiotherapy equipment.
	Areas for vulnerable students to receive passive physiotherapy and pursue out of wheelchair activities safely within the teaching environment
	
	Risk assessment
	Highly individualised equipment/resources
	Multiple adult support may be required for specific tasks (e.g. toileting, transfer to standing frame, hoisting) dependent on risk assessment
	Access to appropriate training for support and teaching staff (e.g. manual handling, feeding)

Monitoring Phase	ALN and Inclusion Area Forum /Cross County Panel Discuss Annual Review in Cross County Panel
Progress indicators	• Progress in the main indicators at the end of key stages • Progress in Literacy and Numeracy standardized scores • Assessments by Health Agencies
Progress? Yes, **good progress** has been observed	- Reduce level of input
Yes, **adequate progress** has been observed	- Continue with the current level of input
No, little or no progress has been observed	- Discussion regarding modifying strategies or moving to the next stage by parents, school and involved agencies at the Annual Review

Medical Criteria

	School Action (SA)	School Action Plus (SA+)
Responsible for the case	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor	- Class Teacher - Headteacher - ALN and Inclusion Co-ordinator - ALN Governor
Description of need	Occasional support required so that the medical condition does not prevent or impair on curriculum access, the ability to participate in specific activities in the classroom or in aspects of school life.	Mae tystiolaeth Feddygol yn nodi fod y disgybl a chyflwr meddygol fydd yn cael effaith ar bresenoldeb a/neu fynediad cyson at y cwricwlwm pe **na fyddai'r cyflwr yn cael ei reoli neu ei fonitro** (e.e. monitro hypoglycemia, epilepsi sydd o dan reolaeth). Darperir cefnogaeth wedi ei gynllunio fel nad yw'r cyflwr meddygol yn rhwystro neu darfu ar fynediad i'r cwricwlwm, y gallu i gymryd rhan mewn gweithgareddau penodol yn yr ystafell ddosbarth neu mewn agweddau o fywyd ysgol Medical evidence notes that the pupil has a medical condition that will affect attendance and/or regular access to the **curriculum if the condition is not controlled or monitored** (e.g. hypoglycemia, epilepsy under control) Planned support is provided so that the medical condition does not prevent or disrupt access to the curriculum, the ability to participate in specific activities in the classroom or in aspects of school life
PLASC	• CT1 • SR1 • GS1 • AA1	• CT2 • SR3 • GS1 • AA3
Type of Intervention	- Health care provision through school staff or self-medication, following medical guidelines	Make special arrangements agreed upon with parents, school and personnel in Health Care Scheme through school provision. Input from Medical/Physical Teacher/ Co-ordinator according to ALN and Inclusion Area Forum request
Monitoring Phase	Parents and school staff collaborate to assist the child to catch up with work lost; flexible arrangements for work requirements.	Staff, parents and pupil make special arrangements on curriculum matters, agree on a consistent method of dealing with the child's education. ALN and Inclusion Area Forum monitors the role of the Medical/Physical Teacher/ Co-ordinator
Progress indicators	• Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores • Medical evidence	• Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores • Medical evidence

Progress?		School Action (SA)	School Action Plus (SA+)
	Yes, good progress has been observed	The child no longer requires the input: Reduce input level	The child no longer requires the input: Reduce input level
	Yes, adequate progress has been observed	The child still requires input: Continue	The child still requires input: Continue
	No, little or no progress has been observed	The medical condition has deteriorated leading to the need for more input	The medical condition has deteriorated leading to the need for more input

	Individual Development Plan (with Medical Appendix)	**Statement**
Responsible for the case	- Athro/awes dosbarth - Pennaeth - Cydlynydd ADYaCh - Llywodraethwyr ADY	- Athro/awes dosbarth - Pennaeth - Cydlynydd ADYaCh - Llywodraethwyr ADY
Description of need	Medical and Educational evidence notes that the pupil's medical condition is unstable and beyond control. This has an effect on attendance and/or access to the curriculum (e.g. unstable hypoglycemia, epilepsy which cannot be controlled by medication).	1. Medical condition that requires regular treatment for a regular period by an adult 2. Medical condition where the individual requires periods of adult support with tasks such as changing 'dressings', feeding and gastronomy, cleaning trachaeostomi, monitor hypoglycaemia level, changing/given a shower 3. Medical condition where the individual requires periods of adult support with tasks such as changing 'dressings', feeding and gastronomy, trachaeostomi cleaning, monitor level of hypoglycaemia, changing/given a shower Seriousness of condition requires specific input from nursing service 4. Medical condition such that the individual requires adult support all day to deal with personal care, toiletting, ensure care and safety and assist learning. Seriousness of condition such that specific input required from nursing service 5. Medical condition following rapid deterioration Condition requires continual monitoring The child requires 'ventilation' and support with feeding
PLASC	• CT4 • SR4 • GS2, 3 or 4 • AA4	• CT4 • SR4 • GS2, 3 or 4 • AA4
Type of Intervention	Short regular demand for care and treatment, where daily access is required to treatment or medicine on the site. The medical condition has a regular impact on the curriculum that requires specific input to ensure that the child has access to the curriculum. Input from Medical/Physical Teacher/ Co-ordinator according to ALN and Inclusion Area Forum request	1. Physitherapy Sessions, practices, changing cholostomy bag 2. Access to adult support when required during the day Classroom teacher monitors the situation Close collaboration between the school and parents Assistance to ensure that the individual has input to curricular and extra-curricular opportunities including educational visits. 3. Adult support for daily periods Individual scheme of work to ensure that the chiold can keep up with the curriculum if they miss periods due to condition (e.g. period spent in hospital) . The school monitors progress and maintains close contact with the parents. Support to ensure that the individual has input to curricular and extra-curricular opportunities including educational visits Individual scheme of work to ensure that the child can keep up with the curriculum if they miss periods due to the condition (e.g. a period in hospital) 4. Support throughout the day and supervision whilst resting The school monitors progress and maintains close contact with the parents. Support to ensure that the individual has input to curricular and extra-curricular opportunities including educational visits. 5. Support throughout the time the individual is on the school premises. Requires extended support throughout the time that the individual is on the school premises.
Monitoring Phase	Staff, parents and pupil make special arrangements on curriculum matters, agree on a consistent method of dealing with the child's education. ALN and Inclusion Area Forum	ALN and Inclusion Area Forum /Cross County Panel

Progress indicators	• Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores • Medical evidence		• Up-dated information from revevant medical personnel • Up-dated information regarding the child's progress and how the condition affects the child at school: • Attendance percentage • Main indicators at the end of key stages • Basic skills standardized scores
Progress?	**Yes, <u>good progress</u> has been observed**	The medical condition has stabilized: Reduce input level	
	Yes, <u>adequate progress</u> has been observed	The continues to be unstable and the child continues to require input: Continue	
	No, little or no progress has been observed	A deterioration has been in the medical conditionleading to more input being required	

Additional Learning Needs And Inclusion Strategy

The Inclusion Services

Behavioural Support

Behavioural Support within Schools

Gwynedd Council and the Isle of Anglesey County Council are proud of the achievement of every pupil. This is particularly true of our pupils with behavioural or emotional difficulties. Our schools are traditionally very inclusive and this is one of the main features of both counties.

1. **General**

   Each school has a responsibility to create a safe and caring environment where every pupil can develop happily and confidently.
   If a pupil misbehaves or displays unacceptable behaviour, each school takes robust, consistent and fair steps to progress in the right direction.

   These robust steps are based on a number of simple principles:
   - that the teacher who has care of the pupil, *in loco parentis*, does so in the most positive and caring manner
   - that each pupil is important and a valued part of the school community
   - that the treatment of each pupil is consistent and fair
   - that praising pupils is key to offering pupils advice and guidance in addition to ensuring that unacceptable behaviour is corrected
   - appreciate that consistency and order contribute towards pupils' satisfaction and welfare
   - that fostering accountability and responsibility in individuals is an important part of the school's aim
   - that keeping in constant touch with pupils' homes is key to establishing an effective and constructive relationship with parents.

   The Aim of the Gwynedd and Anglesey Schools' Behavioural Support Strategy and Policies is to:
   - promote consistency
   - facilitate the work of dealing with problems, thus building staff confidence
   - make clear the responsibilities of the teaching team, pastoral leaders, senior management team and the school headteacher
   - promote an ethos of working in partnership between pupils, school staff and external agencies.

2. **Reward and Praise**

   The emphasis on schools in Gwynedd and Anglesey in behavioural support is on rewarding and praising good behaviour. It is essential that we reward and praise since this has a positive effect on behaviour and acts as a powerful tool to encourage pupils to behave better. In principle, all schools should focus attention on good behaviour and reward rather than drawing attention to unacceptable behaviour. All schools should regularly practice the following:

   - oral praise;
   - paying attention to those pupils who listen straight away rather than to those who do not listen;
   - awarding success points
   - regularly distributing certificates to celebrate success
   - display good work, public praise
   - comments on work
   - comments in the home contact book
   - draw others' attention to good work.

3. Daily Routine and Staff Consistency

We emphasise that staff should expect respect from every member of the school community. All members of staff should seek to follow these guidelines, since ensuring **consistency** across the school is key to ensuring order and a respectful and positive community.

Lessons

The teacher is the greatest influence on any class in any lesson. The success of the lesson is based on the following elementary factors:

- Punctuality by the teachers. This is essential to ensure a prompt start and early order to the activities and the teaching and learning.
- Orderly start to a lesson.
- Orderly end to a lesson with the pupils leaving on time.
- Treat the pupils with respect. Every attempt should be made to maintain a positive working relationship with the pupils.
- Willingness to respond immediately to unacceptable behaviour.
- Carefully prepare the lesson activities.
- Setting suitably differentiated work, ensuring that the language used to communication is suitable and understood by all pupils.
- It is necessary to be aware of individuals' educational and behavioural needs and how this may affect behaviour in lessons. If you have concerns regarding a child/young person's educational or behavioural needs, this should be discussed with the ALN&I Co-ordinator.

Non-contact time

The behaviour of pupils in informal situations displays the school's true ethos. Ensuring that the school rules and standards are followed in these situations is the responsibility of all members of staff at all times.

5. Pupils' Behaviour in Lessons

Every pupil has a responsibility for his/her own behaviour. The success of the lesson is based on the following elementary factors:

- Punctuality
- Entering in an orderly and quiet manner
- Having the necessary equipment for the lesson
- Willingness to listen and follow the lesson directions
- Courtesy and respect towards others
-
- Taking a constructive part in the lesson and the learning
- Respecting the learning environment
- Leaving the class in an orderly and quiet manner

6. Pupils with Additional Learning Needs

Schools in Gwynedd and Anglesey give special consideration to cases involving pupils on the ALN register if it considered that the pupil's medical condition ethnic background, disability, the fact they are in care, etc., might be a factor influencing the misbehaviour.

7. Clear Communication

Expectations of schools in Gwynedd and Anglesey as regards pupil behaviour will be communicated clearly, simply and consistently. Setting consistent expectations are key and simple and clear communication is a method of sharing this vision. The teacher's voice is a powerful and constructive influence. Complex sentences, the use of irony or words which may confuse pupils should be avoided, particularly when a pupil is petulant or unwilling to listen.

5. Communication with Homes / Parental Partnership

Working with families and ensuring that parents are part of any intervention is key to a successful relationship with any pupil. All schools in Gwynedd and Anglesey should be always open to discussion and should encourage parents to contact should they have any concerns.
When praising pupils it is essential to take advantage of the opportunity to contact parents.
When disciplining, schools in Gwynedd and Anglesey contact parents to explain the context and any response or penalty administered by the school. There should be agreement on the way ahead.

8. Responding to Behaviour Problems Within School

School Rules
All schools in Gwynedd and Anglesey ensure that the school rules are known by all pupils and the school community. Rules are reviewed annually by school councils and school staff before discussion and approval by the governing bodies.

Praise and Positive Behaviour Policy
All schools in Gwynedd and Anglesey have a current policy for promoting positive behaviour. This policy highlights the school's arrangements for dealing with behaviour. This is a graduated arrangement.

Secondary Inclusion Support

1. Vision

Every secondary school in Gwynedd and Anglesey has a clear vision regarding inclusion. The vision focuses on maintaining the pupils within the schools and within mainstream provision. This will be done by alternative opportunities and support for pupils.

By agreeing on cross-county quantitative and qualitative indicators, we have ensured that schools' vision accords with the Counties' Inclusion Vision, namely that pupils with emotional and behavioural needs are fully included within Gwynedd and Anglesey schools.

Every Secondary school receives a delegated budget to ensure support for pupils with behavioural and / or emotional needs.

2. Who is the provision for?

A wide range of pupils benefit from the inclusion provision in schools.

A number of pupils with emotional and social needs benefit from the inclusion provision within the school. As a result, the use of external agencies for less acute needs has reduced. In many schools, time demands on members of the Senior Management Team have reduced.

A reduction in temporary and permanent exclusions is a method of measuring the good work that each Secondary school makes in the area of behaviour.

The provision does not ensure the inclusion of pupils with the most acute behavioural needs within the County.

3. What is the range of provision?

Provision in class:
Support is provided at classroom level in all schools. This includes a one-to-one assistant to keep a pupil/pupils on task. The subject teacher plans and discusses with inclusion staff the type of support needed. In some schools, the Senior Management Team/Inclusion Staff regularly monitor difficult classes or individuals. The behaviour support policy in all schools details a clear procedure to keep pupils in class.

Provision outside the classroom:
Provision outside the classroom varies from school to school as required. Almost every one has a specific room or rooms to support/maintain vulnerable pupils and those with behavioural, social and emotional needs. In some of the rooms, there is an emphasis on emotional support as well as giving pupils an opportunity to concentrate on their work with the support of staff who understand their circumstances. In other rooms, there is an emphasis on academic progress which might have been impaired because of behaviour difficulties and/or regular absences. All schools have a referral process for this provision.

In a minority of schools, the emotional and behavioural support is provided within the one room.

A very small number of pupils with acute behavioural needs receive a considerable part of their education in Inclusion Rooms outside the mainstream classrooms. This takes place under the guidance of the inclusion teacher with the curriculum coming from the subject teachers.

There are no chillout rooms in the schools.

4. How is the provision staffed?

The way the provision is staffed varies according to the budgetary allocation and needs of the school. For instance:
Specialist teacher and Assistants /Assistants in charge of inclusion across the school
Specialist teacher and/or assistant in charge of inclusion provision
Assistants supporting pupils in class
Assistants providing ALN support for pupils who also have social, emotional and behavioural needs
Assistants providing courses to develop emotional literacy skills

5. Multi-agency work

The inclusion provision exists in order to ensure a reduction in the number of external agencies which would occasionally have visited individual pupils. However, specialist support will still be provided by a smaller number of individuals from external agencies.

Forming a constructive relationship with the parents of pupils with social, emotional and behavioural problems is an important part of inclusion provision, and works best when the school co-operates with external agencies to support families.

6. Monitoring

Every school monitors exclusions (temporary and permanent), attendance and qualifications in detail. Exclusions, attendance and qualifications are used as a rule to measure success. Use is also made of the numbers of pupils not in employment, training or college after they have completed their education.

7. Governors' Role

Governors are aware of the work of inclusion provision in schools.

Behavioural Support Service

1. Aim

The Behavioural Support Service co-operates with schools in Gwynedd and Anglesey to seek positive changes in the behaviour of young people who experience difficulties with behavioural, emotional and social development. Our aim is to improve behaviour and reduce the risk of exclusion from school.

2. Objectives

To achieve this aim, we as a service have set the following objectives:

- Ensure that the ethos of schools in Gwynedd and Anglesey ensures schools' ownership of these young people who have behavioural, emotional and social needs
- Pall teachers in every school in Gwynedd and Anglesey to receive appropriate training which will result in teachers being confident to work with young people who have behavioural, emotional and social needs
- Ensure specialist guidance to enable schools to tailor specialist interventions within the school's resources
- Ensure quality specialist provision locally for those young people with the most acute behavioural and emotional needs

3. Indicators

The Behavioural Support Service measures the success of the provision by means of a number of indicators. We note below our chief indicators:

- Reduction in temporary and permanent exclusions
- Increase in attendance percentages
- Increase in the chief indicators at the end of key stages
- Increase in the percentage of schools' workforce with current training in behavioural support
- Reduction in the number of young people with behavioural, emotional and social development difficulties who are placed out-county

4. Provision

The provision delivered through the Behavioural Support Service is divided into two main components.

School Action
General

All schools in Gwynedd and Anglesey receive a delegated budget to implement school level strategies to support young people with behavioural/emotional difficulties.

The Behavioural Support Service supports the work of schools by delivering an agreed programme of training for all teachers and classroom assistants. This training programme is consistent across schools with a clear focus on primary/secondary progression.

Schools can access resources and specific information through the ALN and Inclusion Resource Library.
The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.

School Action Plus
Specialist

Each school in Gwynedd and Anglesey can refer pupils for the attention of the Area Forum. This should be done in accordance with the Criteria by following the agreed procedure. As part of the provision, school can receive specialist support within a half term. The specialist support is planned under the guidance of our Senior Behaviour and Inclusion Psychologist and the Senior Mental Health Worker who are tasked with modelling, monitoring and co-delivering the strategies led by our Head of Behavioural Support and the Specialist Teachers. The effectiveness of the specialist strategies will be measured and a report made to the Forum on the individual's progress. Where there is no evidence of progress, the support will be reviewed. Specialist support follows specific steps.

Team Intervention

The Behavioural Support Service is divided into specific teams, East Gwynedd, Anglesey and West/South Gwynedd. Each team includes a Specialist Teacher, Specialist Assistant and a Senior Mental Health Worker. It is important to note that schools, through their delegated budgets, have access to Specialist ALN Assistants. The Forum will direct this assistance as required.

At the request of the Forum, the team can provide intensive support to individuals or groups of pupils at classroom level for extended periods. By offering this support within schools, it will be easier to identify when pupils display challenging behaviour and also to identify and model how to respond to them in a positive manner.

Team intervention should be considered as a first step before considering specialist support.

Specialist Support (Specialist Centres KS2 and KS3)

Following full consideration of team intervention at school level, the Behavioural Support Service will offer specialist support for a small number of pupils with needs beyond that which is expected of a school's response without additional help. In accordance with the Criteria, the Area Forum may refer some pupils for specialist support located within schools in Gwynedd and Anglesey.

Any pupil receiving our specialist support does so with a definite plan to return full-time to the mainstream. The pupil remains on the school register, and in most cases, half day placements are offered.

The Area Forum sets the length of the placement, but the Behavioural Support Service wishes all pupils to integrate back within a half term.

The number of pupils who can access the specialist support is limited to no more than 6 at any one time. By using half day sessions, it will be possible to adapt the number of pupils who can access the provision, and specific groups will be targeted.

Authority boundaries will not be considered, and as a result, children from one authority can attend specialist support in another authority.

The Head of Behavioural Support and Senior Behaviour and Inclusion Psychologist have responsibility for ensuring that the support offered within the provision is effective and fit for purpose. They will work closely with the Senior Mental Health Worker to ensure that the support reinforces pupils' mental health.

The Senior Mental Health Worker will act as a bridge between the pupils' homes, offering training and support to the families of these vulnerable pupils.

25 Package

The Behavioural Support Service has specialist provision for a small number of pupils who are totally alienated from education by or during KS4. Schools pay for access to a 25 Package.

The ALN Area Forum decides on access in accordance with the Criteria.
The service, jointly with Ysgol y Moelwyn, draws up packages of provision will aim to deliver a maximum of 25 hours' provision for each pupil. The Head of Behavioural Support assures the quality of the sessions received by pupils by monitoring lessons and scrutinising pupils' books.

Every pupil's package is different and is tailored around their targets and aspirations; however literacy, numeracy, information technology, extended work experience, sports, youth work and college courses can form part of the package. The Head of Behavioural Support will regularly draw up and monitor these packages.

Each pupil has a key worker who is in regular contact with providers, pupils, schools and families.

Governance

Pupils referred to acute specialist support in the primary sector ar at KS3 are dually registered at the school where the specialist support is located.

The quality of provision is scrutinised by the authority's EOTAS standards board and is under the day-to-day care of the Head of Behavioural Support.

Pupils accessing a 25 Package are registered as pupils at Pendalar Special School. The Head of Behavioural Support is part of the Ysgol Pendalar management team and works with the school to ensure the quality of the specialist provision.

The quality of the provision is regularly monitored by Ysgol Pendalar Governing Body in conjunction with the authority's EOTAS standards board.

5. Staffing Structure

Head of the Behavioural Support Service

The Head of the Behavioural Support Service is accountable for the day-t-day running and quality of the provision. The manager's responsibilities extend from the early years to the end of Key Stage 4.
We set out below the chief functions of the Head of the Behavioural Support Service
- Ensure that safeguarding children is a priority within the service.
- Draw up, implement and report on the progress of an annual business plan in accordance with the priorities of the education services and the behavioural support service.
- Ensure the professional development of the service staff.
- Ensure effective risk assessment procedures.
- Ensure the implementation of the access procedure to unit provision.

Senior Behavioural and Inclusion Psychologist

The Senior Behavioural and Inclusion Psychologist is responsible for the strategic planning and quality assurance of the provision at school level and beyond. The specific focus of the work will be from early years to the end of Key Stage 3.

The chief functions of the Senior Behavioural and Inclusion Psychologist are listed below
- Continually research the most effective behavioural support strategies.
- Draw up a 5-year training programme for staff in Gwynedd and Anglesey schools.
- Draw up an annual training programme for staff of the behavioural support service.
- Standardise the practice of Education Psychologists across Gwynedd and Anglesey in the behavioural support and emotional health area.
- Observe and tailor effective interventions to be implemented at school level in conjunction with the Senior Mental Health Worker.
- Ensure that the ALN&I Area Forum acts in accordance with the Criteria.
- Lead on the programmes and strategies delivered within the specialist units.
- Observe and tailor effective interventions to be implemented at unit level.

Specialist Behavioural Teachers

The Specialist Behavioural Teachers operate under the guidance of the Head of Behavioural Support, the recommendations of the Senior Behavioural and Inclusion Psychologist on a school level and within the specialist support. The role of these teachers will be to will be to implement the strategies at school level, ensuring the best support and guidance for teachers in Gwynedd and Anglesey schools.

The teachers spend periods within the specialist support implementing agreed strategies and programmes for small groups of pupils; in addition, they support teachers in the classroom.

The teachers extend across key stages, ensuring the most consistent support for pupils, with specific attention to the primary/secondary transitional period.

Senior Mental Health Worker

The Senior Mental Health Worker is on secondment from CAMHS and operates under the guidance of the Head of Behavioural Support. Professional supervision is provided in co-operation with CAMHS.

The role of the Senior Mental Health Worker will be to work closely with the Senior Psychologist and Head of Behavioural Support in order to plan, where appropriate, interventions to support the mental health of pupils displaying behavioural and emotional problems and anxiety conditions (e.g. elective mutism, general anxiety) and depression. These interventions may take the form of training, part of a team intervention or as part of specialist intensive support.

The focus is on whole school training and preventive work. There is also a focus on offering guidance for parents and carers.

The Senior Mental Health Worker offers guidance to a small team of mental health workers who form part of teams at an area level.

The Senior Mental Health Worker acts as a contact to the CAMHS and ensures that referrals from the education services and from schools are appropriate.

Specialist Behavioural Support Assistants

The Specialist Behavioural Support Assistants work jointly with the Specialist Behavioural Teachers to implement the recommendations of the Specialist Behavioural Psychologist as part of team intervention or as part of acute specialist support.

In the absence of one of the Specialist Behavioural Teachers, the Specialist Behavioural Support Assistants will ensure the continuation of the service and will continue to pursue the pupil's individual programme.

Mental Health Promotion Workers

The Mental Health Promotion Workers work under the guidance of the Senior Mental Health Worker to deliver an intervention programme to groups or individual pupils.

Where appropriate, these workers also work with families.

P25 Secondary Inclusion Officers

The Secondary Inclusion Officers act as key persons for a small number of pupils receiving support through the Package 25.

Under the guidance of the Head of Behavioural Support and the curricular lead of Ysgol y Moelwyn they provide and adapt education packages for pupils on a one-to-one level or in small groups.

This provision takes place in a number of locations across Gwynedd and Anglesey with priority given to offer the support locally.
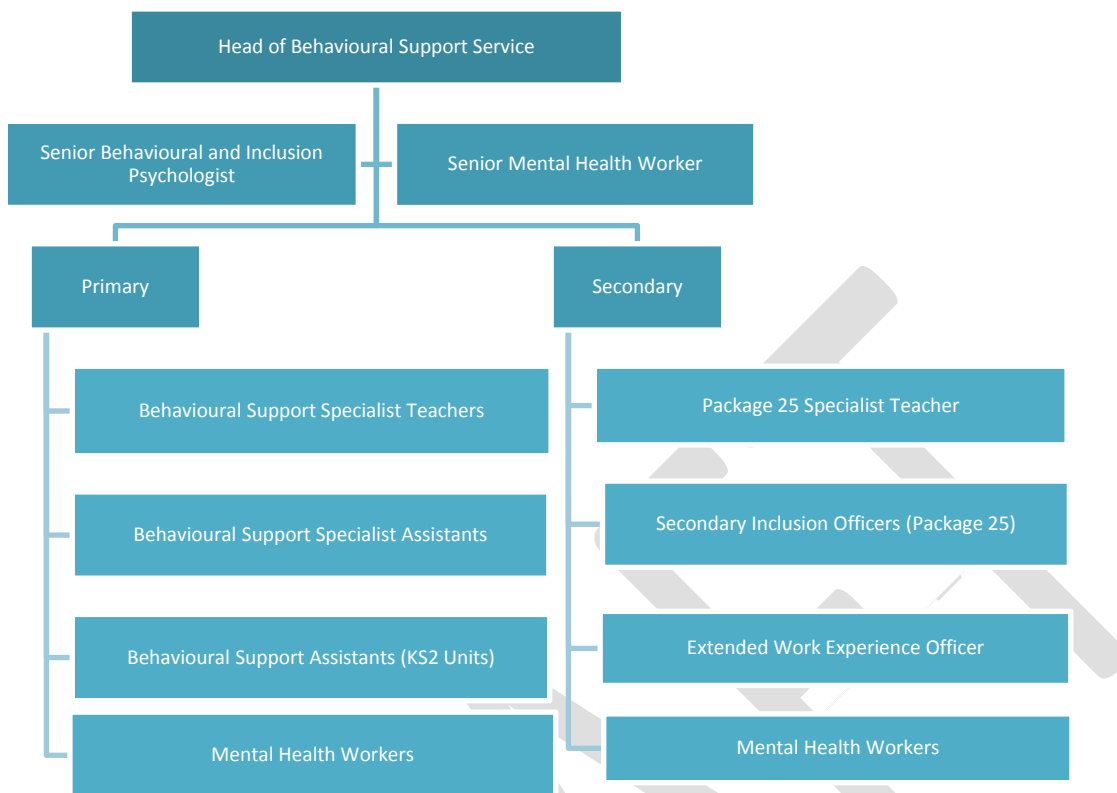
6. Training

The Behavioural Support Service supports schools' work by delivering an agreed training programme for all teachers and classroom assistants. This training programme is consistent across the schools with a clear focus on primary secondary progression.

The training programme is reviewed every 5 years and only interventions where evidence has proved them to be effective will be approved.
A bank of resources is available in the service Resource Library which will be regularly updated.

7. Staffing Structure Flowchart

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                    ┌─────────────────────────────────────┐
                    │  Head of Behavioural Support Service  │
                    └─────────────────────────────────────┘
                                      │
           ┌──────────────────────────┴──────────────────────────┐
  ┌─────────────────────────────┐          ┌─────────────────────────────┐
  │ Senior Behavioural and      │          │ Senior Mental Health Worker │
  │ Inclusion Psychologist      │          │                             │
  └─────────────────────────────┘          └─────────────────────────────┘
           │                                          │
     ┌───────────┐                            ┌───────────┐
     │  Primary  │                            │ Secondary │
     └───────────┘                            └───────────┘
           │                                          │
  ┌──────────────────────────────────┐     ┌──────────────────────────────────┐
  │ Behavioural Support Specialist   │     │ Package 25 Specialist Teacher    │
  │ Teachers                         │     │                                  │
  └──────────────────────────────────┘     └──────────────────────────────────┘
  ┌──────────────────────────────────┐     ┌──────────────────────────────────┐
  │ Behavioural Support Specialist   │     │ Secondary Inclusion Officers     │
  │ Assistants                       │     │ (Package 25)                     │
  └──────────────────────────────────┘     └──────────────────────────────────┘
  ┌──────────────────────────────────┐     ┌──────────────────────────────────┐
  │ Behavioural Support Assistants   │     │ Extended Work Experience Officer │
  │ (KS2 Units)                      │     │                                  │
  └──────────────────────────────────┘     └──────────────────────────────────┘
  ┌──────────────────────────────────┐     ┌──────────────────────────────────┐
  │ Mental Health Workers            │     │ Mental Health Workers            │
  └──────────────────────────────────┘     └──────────────────────────────────┘
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Multi-Agency Service

The Behavioural Support Service forms part of a multi-agency team. By working in an integrated manner, the service provided for the children is holistic and more effective.

Social Services

It is not possible to work with pupils who are the subject of statutory services. However, when a pupil is subject to these, we shall co-operate closely with the children services.

Bangor University

The Service meets regularly with representatives of the University. They influence and contribute to the Behavioural Support Service's training programme.

Overview of the Behaviour Support Provision

Package 25 (KS4)
- 25 hours provision tailored to pupils' needs.

Specialist Maintenance (KS2 and KS3)
- Specific period of intensive attention in a small group within mainstream school.

Team Intervention (KS2)
- Acute attention to support the individual's behaviour at school and home level.

ALN&I Assistants
- Support the school's work to support pupils' inclusion.

Whole School Training
- Agreed programme of training for the whole school community.

Package for Children who are Ill
- Provision tailored for the needs of the pupil

Package 25

1. Aim

Package 25 are offered to pupils in schools in Gwynedd and Anglesey who have experienced the most acute behavioural, emotional and social development difficulties during and to the end of Key Stage 4.
Our aim in delivering this provision is to seek positive change in young people's behaviour, offering them an alternative way to succeed academically in addition to doing away with the risk of exclusion from school.

2. Objectives

To achieve this aim, we as a service have set the following objectives:

- Ensure specialist provision tailored specifically for the young people with the most acute behavioural, emotional and social needs.
- Deliver a wide-ranging and challenging curriculum which accords with their abilities.
- All pupils to receive a level 1 threshold with level 2 threshold as a target for all pupils.
- Supporting vulnerable pupils to continue to engage with education to the end of Key Stage 4 and beyond.
- Co-operate closely with all agencies to enhance the provision further and ensure a wholly holistic provision.

3. Indicators

The Behavioural Support Service measures the success of the Package 25 provision by means of a number of indicators. We set out below our chief indicators;

- Reduction in the number of temporary and permanent exclusions
- Increase in attendance percentages
- 100% of pupils receiving the package reach level 1 threshold
- 100% engaging with education, training or work 6 month after they have left the provision
- Reduction in the number of young people experiencing behavioural, emotional and social difficulties who are placed out-county

4. Access

Access to the Package 25 are determined through the Area Forum.

Schools are invited to apply for a Package 25 placement every term through the Area Forum.
As part of any application, parental permission and the opinion of the young person should be sought.

The panel considers the needs of the young people and the schools' response. Where the needs and response meet the criteria, a placement on the package is guaranteed.

The number of pupils on Package 25 is limited to 30.

As a first step in drawing up any package, the school has the flexibility to agree to the lessons and /or provisions which the pupil can continue to purse in school.

All schools pay £3500 for access to Package 25. Where a school agrees to continue with elements of the provision this sum will be reduced by £700 per 5 hours of provision.

5. Provision

Key Worker

Each young person on the Package 25 receives the support of a key worker (under the supervision of a specific teacher). The role of the key worker is to ensure that young people engage with the education delivered to the through the package and to be a regular point of contact so that the young person can voice any concerns which might be personal or relating to the provision. This role is fulfilled by the Secondary Inclusion Officers.

Individual Timetable

Within a week of receiving access to the package each young person takes part in a thorough-going review. At the end of this review, a timetable of provision is drawn up which will respond to individual aspirations.
The package is different for each pupil and is tailored around their targets and aspirations; however literacy, numeracy, information technology, extended work experience, therapeutic input, youth work and college courses can form part of the package.

Attendance

Each pupil is registered for each session. The same attendance codes as those used across the education sectors are utilised.
An attendance target is set for each pupil every term, with this target being higher than the pupil's attendance percentage for the last educational year within the mainstream.

The role of the Secondary Inclusion Officer will be to liaise with the pupil's home if he/she does not attend on the day.

Educational Targets

Each package ensures a level 1 threshold as a minimum expectation with a level 2 threshold as a target for each pupil.
The service in conjunction with Ysgol y Moelwyn draws up packages of provision with the aim of a maximum of 25 hours provision for each pupil.

Target Review

The educational progress of each pupil with a Package 25 every half term through the ALN&I Area Forum. Where progress is unsatisfactory, the package will be adapted as required.

Locations

The provision will take place in various locations across Gwynedd and Anglesey. We use leisure centres, libraries and other locations in co-operation of the third sector. Our intention always is to find a local placement for the pupils with sufficient space, web access and a responsible person within reach should problems arise.

Examinations

Each pupil is registered through Ysgol y Moelwyn as an external candidate for external examinations.
Pupils' coursework is marked by Ysgol y Moelwyn staff.
Pupils take examinations in the local secondary schools with staff from the education department supporting the work of supervising examinations when required.

Safeguarding

The nature of these pupils' needs calls for priority to be given to robust safeguarding arrangements. Should any concern arise about safeguarding any young person within the provision, the responsibility for referring the case falls on the Secondary Inclusion Officer receiving the information. In addition to referring the concern and completing the children's service referral form, the Inclusion Officer is required to share the referral with the Head of the Behavioural Support Service.

The Head of the Behavioural Support Service will attend strategy meetings and child protection conferences. Inclusion Officers will form part of any core group.

The Head of Behavioural Support presents an annual child safeguarding report within the provision of Package 25 in accordance with the procedure for primary and secondary schools.

Transport

Since we provide the packages locally, only a small number of pupils will need specialist transport. The majority of pupils will receive a bus pass or train ticket. Where the use of public transport is not practicable, consideration will be given to commissioning a taxi to the placement.

Lead School

Ysgol y Moelwyn is the lead school for Package 25 across Gwynedd and Anglesey. The school provides the following support;
- Curricular guidance in the form of work packages in a range of subjects including each of the core subjects.
- Curricular guidance in the form of management meetings with subject leaders.
- Advice on how to adapt and deliver specific pieces of work.
- Registering pupils for examinations (external candidates)
- Training Secondary Inclusion Officers in curricular areas

Governance

Pupils accessing a 25 Package are registered as pupils at Pendalar Special School.

The quality of the provision is regularly monitored by Ysgol Pendalar Governing Body in conjunction with the authority's EOTAS standards board.

Specialist Support KS2 and KS3

1. Aim

The intensive specialist support is available for a small number of pupils with needs beyond what is expected for a school to respond to. Our aim in delivering this provision is to seek positive long-term change in the behaviour of young people, thus ensuring that they continue to succeed academically within the normal education system.

2. Objectives

To achieve this aim, we as a service have set the following objectives:

* Ensure specialist provision tailored for the young people with the most acute behavioural, emotional and social needs.
* Ensure that pupils re referred promptly to the provision
* Ensure that the standards of the provision are consistently good.
* Ensure that the provision is carefully planned with a specific focus.
* Support the young people in the most effective way by co-operating with schools' workforce.

3. Indicators

The Behavioural Support Service measures the success of the provision in specialist units through a number of indicators. We set out below our chief indicators:

* Reduction in the number of temporary and permanent exclusions
* Increase in attendance percentages
* Reduction in numbers of young people experiencing behavioural, emotional and social development difficulties accessing Package 25.
* Reduction in the number of young people experiencing behavioural, emotional and social difficulties who are placed out-county

4. Access

* Access to the specialist support is decided through the Area Forum which will meet each half term.
* Access to the specialist support forms part of the graduated response.
* Schools cannot make applications for placement on the specialist support; the Area Forum will decide access in accordance with the pupil's plan.
* As part of the access process, parental permission and the young person's opinion will be sought.
* The Forum considers the needs of the young people and the schools' previous response. Where the needs and response meets the criteria, placement in specialist support will be permitted
* The number of pupils within any specialist support will be limited to 6 at any one time.
* Our aim is to offer half day placements; however, extended placements will be considered in exceptional circumstances.

5. Staffing

At any time within the specialist support, there will be two other members of staff who may include a Specialist Teacher, Specialist Assistant, Mental Health Promotion Worker or Secondary Inclusion Officer. This ensures a generous adult child ratio.

6. Provision

Curriculum

During the young people's period within the specialist support thy follow a specialist curriculum targeting specific behavioural or emotional need in a therapeutic and holistic way.
Although they practice literacy, numeracy and information technology skills, the sessions do not focus specifically on these aspects.

Attendance

Each pupil is registered for each session. The same procedure and attendance codes as those used across the education sectors are utilised. The young people will be registered as being educated on another site at the mother school.
An attendance target is set for each period in the specialist support. This target is higher than the current percentage.
The role of the Specialist Behavioural Teacher will be to contact the pupil's home if he/she does not turn up on the day.

Targets

Each period within the specialist provision will be for targeting specific aspects of behavioural or emotional needs.
Targets are agreed with the young people, parents and the schools.

Reviewing Targets

The progress of each pupil within the specialist unit will be continually monitored with the mainstream school and the parents, and at the end of the placement, a summary report will be drawn up on the strengths and areas for improvement. As part of the report, the young people's teachers will receive guidance on effective support strategies together with guideline son their implementation.

Locations
The provision will be within primary and secondary schools in Gwynedd and Anglesey. Responsibility for health and safety on the site lies with the school Headteacher.

Responsibility for resources, staffing, safeguarding and the day to day running of the units lies with the Head of the Behavioural Support Service.

Transport

Transport to and from the specialist support is provided. For morning sessions, a taxi picks up the pupil from home and returns him/her to mainstream school. For afternoon sessions, the young people take a taxi from mainstream schools and are returned home.

National Tests

During the period of national tests, the specialist support offers a location for pupils to sit the tests within smaller groups. It is the responsibility of mainstream schools to ensure that the location within the specialist support has an effect on the performance of the pupils in question.

Safeguarding

The nature of these pupils' needs calls for priority to be given to robust safeguarding arrangements. Should any concern arise about safeguarding any young person within the provision, the responsibility for referring the case falls on the Specialist Behavioural Teacher receiving the information. In addition to referring the concern and completing a children's service referral form, the Specialist Behavioural Teachers must share the referral with the child protection designated person within the school and the Head of the Behaviour Maintenance Service.

The Head of Behaviour Maintenance will attend strategy meetings and child protection conferences on behalf of the service.

Staff of the specialist support cannot be part of core groups and can only contribute reports at the request of mainstream schools.
The Head of Behaviour Maintenance will present annual reports on safeguarding children within the provision in accordance with the procedure for primary and secondary schools.

Work Experience and Extended Work Experience

1. Aim

The work experience scheme (a week's work experience) and extended work experience (one day a week's work experience during school terms) allows pupils in Gwynedd and Anglesey who are in Year 10 or higher to attend a work placement with the emphasis on aspects of learning. The aim of the scheme is to increase attendance and improve pupils' behaviour and motivation including the development of workplace skills which will make them more employable and reduce the chance of their being NEET after leaving school.

2. Objectives

To achieve this aim, we as a service have set the following objectives:
- Respond promptly and consistently to schools' applications for extended work experience.
- Liaise with employers to find suitable placements for pupils.
- Make suitability visits to work placements to ensure they conform to health and safety rules before the pupils commence.
- Organise interviews and start days on behalf of the pupils.
- Ensure that the database of appropriate placements is constantly updated.

3. Indicators

The work experience scheme measures the success of the provision through a number of indicators. We set out below our chief indicators:
- Increase in attendance percentages.
- Performance at the end of Key Stage 4 in the main indicators.
- Number of pupils having participated in the scheme.
- Number of pupils having gained a recognised qualification following an extended work experience placement.
- Number of pupils who have changed placements during the year.
- Employer feedback at the end of the experience.

4. How is work experience organised?

Every school or Pupil Referral Unit has a Work Experience Co-ordinator who is responsible for supervising any Work Experience programmes.
Students are asked to find their own placements with the help of teachers/parents. If they cannot find a placement, a referral form may be filled and sent to a Work Experience Officer; the officer can help a student find a placement. Once the company is willing to take a student, the company can have a placement suitability visit. Parents, employers and students are then asked to complete an approval form stating that each party agrees to the arrangements.

5. Referral Process

All applications for work experience are referred through the school's work experience co-ordinators. The pupil, parent and school must complete a referral form before any work is done to find a suitable placement.
Any application for work experience should be clear and detailed, and should state any issue which could endanger the health and safety of the child, employer, members of staff and the public. If pupils work with external agencies such as the Justice Service, then they are expected to submit an appropriate risk assessment to decide what would be suitable for the pupil. Only when all details have been received shall we proceed to find the most suitable placements for the pupils.

6. Approval and Permission Form

Before pupils go out on work experience, the Work Experience Officer will visit the work site in order to ensure the placement is safe. During the visit, the officer will complete an approval and permission form with the employer. The Approval and Permission Form is a way for all partners (student, parent, employer and school) to approve officially the activities and conditions by signing it. A work placement cannot take place unless this form is completed and returned to school. This form identifies the particular risks and management measures in addition to outlining the responsibilities of each partner.

7. Monitoring Arrangements

For block and extended work experience, it is the school's responsibility to monitor placements. A member of the school staff will visit the employer during the placement in order to speak with the student and supervisor to monitor and review the student's progress. If a visit is not "reasonably practicable", e.g., outside the county, the school will contact the employer and student and will complete a report.

8. Staffing

Work Experience Officer

One Work Experience Officer operates in Gwynedd and Anglesey.
The Officer has responsibility for discovering suitable placements for pupils who go out on extended work experience. Once placements have been found for block and extended placements then the officer will visit the work placements. While on visit, the officer will collect details from the employer to ensure the placement is safe and suitable. When collecting details, a risk assessment will be carried out on the pupil's duties whilst at the workplace.
Once all the details of the placements have been collected regarding the employer, the officer will send the form for signature by the school, pupil and parent. Once all have signed, a copy will be sent to the employers and co-ordinators in the schools.
The officer will update the database following the visits to employers, ensuring it is current for the schools.

9. Budget

Each school will pay a fee for an extended work experience placement.

Education Welfare Service

1. Aim

The Education Welfare Service co-operates with schools in Gwynedd and Anglesey to provide professional quality assistance to children, young people, families and schools so that children and young people can benefit from the educational provision provided for them. Our aim is to improve attendance and thus our young people's educational achievement.

2. Objectives

To achieve this aim, we as a service set the following objectives by ensuring that we:
- Investigating the reasons for absence from school.
- Offering information and guidelines.
- Supporting organised interventions.
- Giving advice to families on other specialist assistance services.
- Make referrals to appropriate services as required.
- Warn, delegate and prosecute in accordance with agreed procedure.

3. Indicators

The Education Welfare Service measures the success of the provision through a number of indicators. We set out below our chief indicators:
- General increase in attendance percentage.
- Increase in the number of schools performing better than the mean as compared with schools in the same free school meals family.
- Gwynedd and Anglesey attendance being higher than other Wales authorities.

4. Role of the Education Welfare Service

The Education Welfare Service provides assistance to schools, pupils and parents to ensure regular attendance and to solve problems relating to absence. The Service engages with other agencies and provides an important link between home and school, helping parents and teachers to work in partnership so that pupils may benefit from the educational opportunities available locally.

The Education Welfare Officer operates on behalf of the local authority to ensure that parents conform to their duty to provide appropriate education for their children. The main function of the Education Welfare Service is to improve general attendance and reduce continuing absence at all schools and alternative education provision.

In addition, the Education Welfare Service carries out other duties such as:

- regulating the employment of children and performance licences for children of school age;
- helping to organise alternative educational provision for individual pupils;
- providing advice on children educated outside school; and
- advising on safeguarding children in education.

Main Objectives of the Education Welfare Service

The main objectives of the Education Welfare Service shall be to work in partnership with schools, pupils, parents and communities to ensure the right to education and regular attendance. The Service contributes to

attempts by the local authority and schools to improve results for children and aims to co-operating effectively with networks of agencies providing education, health and social services for children and young people.

We shall achieve the above objectives by:
- promoting and supporting whole school attendance policies;
- providing advice on established good practice;
- working with school staff, pupils, parents and other relevant personnel on programmes to seek to improve attendance levels;
- achieving individual work with pupils;
- carrying out family centred work;
- operating statutory steps on behalf of the local authority;

5. Staffing Structure of the Education Welfare Service

To ensure that the Education Welfare Service achieves the chief objectives, the service has the following staffing structure.

Senior Education Welfare Officer

- One Senior Welfare operational in Gwynedd and Anglesey. It continues to operate as welfare officer but with a smaller number than usual of schools.
- The Senior Officer with responsibility for providing regular supervision and professional advice to the rest of the Welfare Officers.
- It produces regular reports will summarize effective and less effective practice across the authorities and formulate, implement, monitor and review plans to improve the service.
- The role of the Senior Welfare Officer is to assist schools in self-evaluation, planning and improving attendance. Along with the annual self-evaluation and attendance data for rolling the Senior Welfare Officer targeting schools consultant working on improvement strategies

Welfare Officers

Each school has a designated Welfare Officer. Each Welfare Officer responds to referrals in the manner defined in the directorate "Response of the Education Welfare Service to Referral". In addition to responding to referrals, they are expected to undertake other varied duties such as regulating the employment of children, performance licences for children of school age and advising on safeguarding children in education.

Although located in and associated with schools, the Welfare Officers are part of a team at 3 area levels, Anglesey, East Gwynedd, South/West Gwynedd.

Staffing Structure Flowchart

Senior Education Welfare Officer
- East Gwynedd Welfare Officers
- Anglesey Welfare Officers
- South/West Gwynedd Welfare Officers
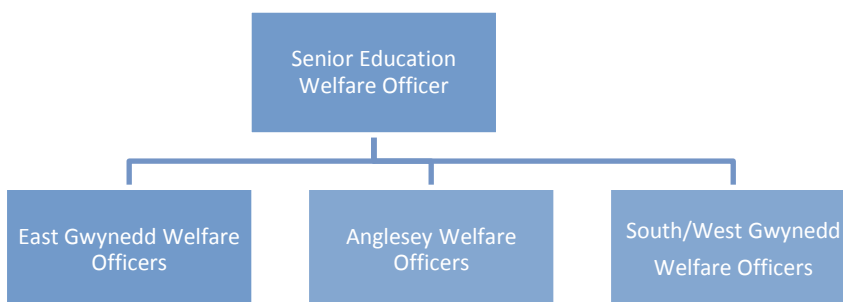
6. Work Location

Welfare Officers are located in Secondary Schools. This leads to better use of time, a better working relationship with schools and more effective arrangements for access to data and recording work.

They will need:

- A suitable designated room in the school.
- Access to a phone.
- Access to the web.
- Place to store files.
-

7. Responding to Lack of Attendance

Schools Response

- Ensure the school's attendance and punctuality policy is current.
- Carefully record attendance and punctuality.
- Contact the home by phone, letter or meeting.
- Work with parents.

Education Welfare Service Assistance

- Welfare Service to work in a consultative role with schools to trial alternative strategies amgen.
- Support schools to seek the services or assistance of other appropriate agencies.
- Co-operate with schools to draw up proactive resources.
- Hold a series of activities during school holidays to promote attendance, punctuality and welfare by forming a bridge with the home.

Referral to the Education Welfare Service

- Referrals based on a pupil's attendance and punctuality level.
- Referral form completed.
- School has made attempts to contact the pupil's home by phone, letter or meeting.

Work of the Education Welfare Officer

- Draw up a plan to respond to the pupil's lack of attendance or punctuality.
- Concentrate on co-operation with children and families.
- Set a specific intervention period.
- Regularly review and evaluate the effectiveness of any intervention.
- Record regularly and effectively.
- Discuss any concerns with the Area Welfare Officer in supervision sessions.
- Regularly report back to schools.

Prosecuting Parents

- Implement the powers to prosecute parents in the Magistrates' Courts under Section 444 oof the 1996 Education Act

8. Duties of Schools

It is the school's responsibility to ensure attendance and schools should consider the most effective method of using and collaborating with the Education Welfare Officer. The Education Welfare Officer is a service provider for schools and acts as a contact point between home and school. Every school in Gwynedd and Anglesey has a designated Welfare Officer who has a duty to visit regularly.

The Education Welfare Service's time is limited; therefore schools should ensure that clear arrangements are in place as to when referrals are made, ensuring that all staff members understand the procedures. Before referral, a school must:

• use all its own procedures to deal with absence;
• use a referral form at all times so that there is a written record of each pupil's attendance, punctuality, strengths and weaknesses, relationship with peers and teachers, current or past contact with external agencies, and any other relevant information

9. Self-Evaluation and Planning for Improving Attendance at School Level

All schools in Gwynedd and Anglesey are required to self-evaluate their attendance procedures for ensuring attendance annually. A simple template is available for this, which will be collected and analysed by the Senior Education Welfare Officer. See **Appendix 1**

Information from the Self-Evaluation, together with rolling performance data assists the Welfare Service to target more effectively any assistance and guidance it can give to schools.

10. School's Attendance Register

The Education (Pupil Registration) (Wales) Regulations 2010 require schools to register pupils' attendance twice a day: at the beginning of the morning session and once during the afternoon session. The school might be asked to present the register in court as evidence in a case of absence. It can also contribute information to end of term reports, records of achievement and pupil references when leaving. An accurate and consistent registration system is essential in order to tackle poor attendance and punctuality in a school. It is vital for all pupils to be aware that registration is an important part of the school day.

All staff members who are part of the registration process should be aware that the law is specific about arrangements for registers. Marking and keeping the register is most important.
Unauthorised absence means absence which has not been approved by one of the school's authorised representatives, and includes all unexplained absences. There will be occasions when the school authorises a pupil's absence, and when no offence is deemed to have been committed. Therefore, the school's decision to authorise or to refuse to authorise absence is a vital factor in a local authority's decision to prosecute parents, since prosecution is possible for unauthorised absences only.

Schools must take care when authorising absence. Should a school doubt the explanation given by parents, the absence should be investigated further and authorisation refused until the matter is satisfactorily resolved. The school's decision to authorise or to refuse to authorise absence is a vital factor in deciding the degree to which the Education Welfare Service will be involved. If the school has authorised a pupil's absence, the parents have no case to answer in law.

The Education Welfare Service will be available to offer schools advice and guidance on the attendance register procedure. It is the school's responsibility to maintain the register. All schools are expected to maintain a digital version of the school register which will be current at the end of each day.

11.School's Attendance Policy

Schools are encouraged to develop a whole school attendance policy in consultation with staff, governors, parents and pupils, bearing in mind Welsh Government guidelines on Pupil Inclusion and Assistance and good practice identified by the local authority.

This policy should:
- give high priority to attendance and punctuality;
- ensure compliance with all statutory requirements;
- ensure that clear information is communicated regularly to parents and pupils;
- collect attendance data and make effective and constructive use of it;
- provide clear guidelines for staff on the registration process and associated issues such as correctly categorising absence;
- include clear procedures to identify and investigate every case of absence and lack of punctuality;
- recognise the importance of early intervention;
- make provision for contact on the first day of absence;
- monitor truancy after registration by taking class registers and spot checks;
- being vigilant at significant times (e.g. transfer between Key Stages 2/3);
- identify a variety of strategies to tackle absence/lack of punctuality;
- provide a clear and coherent hierarchy of penalties;
- develop attendance incentives which recognise pupils' attendance achievements;
- consider setting targets for individuals, classes, year groups etc.;
- establish procedures to identify and reintegrate pupils who have been absent for a long period;
- make provision for regular structured meetings between school staff and the Education Welfare Service;
- ensure that the school takes reasonable steps before making appropriate referral to the Education Welfare Service;
- emphasise to parents the importance of continuity of learning, particularly in relation to family holidays during term time (absence for holidays during term time should be permitted by schools only in rare cases);
- use opportunities such as parents' evenings and the school prospectus to remind parents of the school's attendance policy;
- including governors;
- identify a senior member of key staff with general responsibility for attendance;
- ensure that good practice is identified and shared;
- be regularly monitored and reviewed; and
- take steps to create a culture which encourages attendance, tackling the cases of poor attendance in school such as bullying, racism, the curriculum etc.

12.Working with Parents

In many ways, absence condoned by parents is more difficult to identify than any other type of absence. This type of absence is as damaging to the pupil's educational experience as any other type of absence. In many cases, parents feel that they are keeping their child from school for valid reasons. They might feel they are safeguarding their child. When school staff feel that there is a pattern of absence, it is essential that they work closely with health, social and education assistance services to ensure that the most appropriate and effective intervention is available for pupil and parents.

Parents of children from different cultures might feel that the school is a safe or appropriate environment for their children. It is essential that schools investigate and seek to identify cultural issues which may prevent a pupil from attending school.

A pupil's punctuality is a legal requirement and the parents/carers of a pupil who is persistently late are guilty of an offence. The law considers persistent lateness (after Registration) to be the same as irregular attendance, and parents may be prosecuted unless the problem is solved.

Parents can do much to improve their children's attendance and punctuality. Schools and the Education Welfare Service should work with parents to help and encourage them to:

- show an interest in their child's life and school work;
- attend parents' evenings and other events at school where possible;
- ensure that their child completes his/her homework and goes to bed at the appropriate time;
- be aware of letters their child brings home from school;
- ensure their child reaches school on time every day;
- ensure that their child does not miss school unless there are unavoidable reasons or other justifiable reasons such as illness or days dedicated to religious rituals;
- inform the school as soon as possible – on the first morning if possible –of any absence;
- confirm this in writing when the child return to school;
- seek to avoid organising family holidays during term;
- speak to the school if they are concerned that their child is reluctant to go to school.

The Education Welfare Service will hold a number of annual events to educate and support parents to improve their children's attendance and punctuality. Activities will also be held for the pupils with the aim of establishing a positive working relationship. Activities will be planned by the Area Welfare Officers and will be held and delivered during school holidays by all members of the Service.

13. The Referral Process

Attendance data should be analysed before meeting with the Education Welfare Officer. Before receiving a referral for work, the Education Welfare Officer will look for evidence that the school has attempted to tackle the issue by means of:
- action steps by the class tutor as part of his/her daily duties
- include others in the school e.g. Head of Year, Headteacher, etc.; and
- contact with parents.

The Education Welfare Service will ask schools to present the following information in the form of a referral sheet as part of referral for service:
- information about the pupil, e.g. name, age, date of birth, year group/class, sex, ethnic origin, language other than English/Welsh, requirements of any religious rituals, address if different from that of the parents/carers, etc.;
- assessment of the pupil by the school e.g. ability, academic history, areas presenting difficulty, reason for referral, details of attendance, etc.;
- information about parents/carers, including their dates of birth;
- steps taken by the school to solve difficulties and the results of these steps;
- other relevant information related to contributory factors and any other individuals/agencies forming part of the work;
- risk issues, e.g. safeguarding issues, aggressive behaviour or domestic violence by the family or pupil;
- any other information relevant to the case.

The Education Welfare Service will receive referrals for service when:
- a pattern of irregular attendance has developed;
- a period of long-term absence has been established;
- letters sent by the school to parents have received little or no response;
- lack of co-operation by parents to ensure a child's regular attendance;
- pattern of truancy after registration persisting despite the school's attempts to prevent it;

- parent withdrawing the pupil from school after having expressed an intention to educate him/her at home, but has not deregistered the child formally by informing the local authority;
- a pupil has been withdrawn from the school by parents moving to another area but the school has not received a request for the pupil's records from the school in the new area;
- the child has reached an absence percentage set by the school;
- a pattern of constant lack of punctuality (after closing the register) has developed;
- specific and obvious welfare issues preventing the pupil from accessing education;
- specific concerns relating to child protection matters: these cases should be referred directly to the school's Child Protection Officer.

14. Education Welfare Service's Response to a Referral

The Education Welfare Service will visit the pupil's home within 3 working days of receiving the referral. Following this visit, the Welfare Officer shall provide a written response in the form of a report and discuss it with the headteacher /year tutor within 5 working days. Where no reply has been received from the home and where parents have not received a response to a visiting card, we shall write a letter (and send a copy to the school), visit the home in the evening or contact the parents at work.

If the pupil's attendance does not improve and if all attempts to contact the parents/carers fail, an official notice may be issued.

Issues identified by the family / Specific action

If illness is a factor, the Education Welfare Officer will confirm the medical problems identified by the child/parent (particularly if several referrals have been made and if illness is the explanation given for the absence). If it is felt that the parents have not asked for appropriate medical help and the absence continues, with the parents' consideration, a referral will be made to the school nurse of the school's medical officer. If the illness given as reason for frequent or continuing absence is identified as mild asthma, migraine or period pains, the medical opinion of the school nurse or school medical officer must be sought.

In the case of additional learning needs or problems relating to school phobia or refusal to go to school, the Education Welfare Officer will consult with the ALN&I Co-ordinator (ALENCo) to consider a referral to the Educational Needs Advisory Teacher or appropriate Education Psychologist. Also, the Education Welfare Officer might need to discuss with the family and child a referral to CAMHS or other agencies if this is appropriate.

If Social Services are involved, the Education Welfare Officer will contact the designated social worker to set areas of responsibility and consider the possibility of a joint visit.

Depending on age, the Education Welfare Officer might need to discuss other options with the family and the school, such as alternative education provision.

The Education Welfare Officer will deal with any issues identified by the child and/or the family regarding any other difficulties which may prevent regular attendance, for instance, bullying, problems with the curriculum, teacher/pupil relationships, domestic problems, financial difficulty, misuse of drugs /alcohol etc., and draw up an action plan with the school to solve the problems.

Assessment is a continuing process and several visits might be necessary if cases are complex. Following the initial assessment, the Education Welfare Officer, in conjunction with the school staff and possibly other agencies, will draw up an action plan. In some cases, this may mean working with parents to help them see the school's viewpoint, and vice versa. Resolving conflict between school and home and seeking to change parents' attitudes to education is one of the main functions of the Education Welfare Service.

15. Record keeping

The Education Welfare Service shall maintain an accurate and objective record of their continuing work with service users, together with details and results of referrals.

We shall use standard forms to facilitate this process:
- referral form;
- initial assessment form;
- case file;
- contact summary form;
- record of supervision; and
- final summary

Much of the Education Welfare Service's work on attendance relates to the legislative framework, and might lead to providing information to the courts when legal action is taken. Under most circumstances, it is expected that the reports requested about a specific child or family will be discussed with them before submission. All Education Welfare Officers shall retain documentary evidence of the casework carried out.

16. Ensuring the Quality of Provision

The Education Welfare Service is committed to ensuring a quality education welfare service for all pupils, parents and schools in Gwynedd and Anglesey without discrimination. To this end we shall establish and follow:

- A case management procedure which incorporates a formal referral system.
- A case management procedure which incorporates assessment, planning, monitoring and evaluation.
- Organise case closure.

The service staffing structure allows all employees easy access to effective line manager supervision. The line manager shall have responsibility for managing the employee's workload and evaluate and respond to the employee's service user feedback.

All Education Welfare Officers shall co-operate with schools to prepare reports on attendance and truancy in consultation with schools. In conjunction with this, the Senior Welfare Officer prepares termly reports for the education management team on attendance and punctuality in a specific number of schools.

17. Legal powers to ensure regular attendance

The Education Welfare Service operates on behalf of the local authority in relation to parents who do not ensure their children's regular attendance at school or parents who do not register their children in a school or alternative educational provision.

Legal proceedings will be considered against parents as part of family intervention.

18. Functions and responsibilities

Ensuring regular attendance at school is a difficult area which depends on establishing and fostering working relationships between parents, pupils, schools, the Education Welfare Officer and other professionals working with children and young people in social, educational and healthcare settings.

A clear understanding of the role and responsibilities of each individual is a key part of any successful working relationship, and this section therefore will explain the duties and responsibilities of those seeking to deal with attendance issues.

Parent

Under Section 7 of the 1996 Education Act, the parent is responsible for ensuring that his/her child of compulsory school age receives effective full-time education which is suited to the child's age, ability and skill and any special educational needs he/she might have. This education could be through regular attendance at school, alternative provision or home education through choice (the parent may choose to provide education for the child).

School

The Education (Pupil Registration) (Wales) Regulations 2010 require schools to register pupils' attendance twice a day: at the beginning of the morning session and once during the afternoon session. The accuracy of the register is important in order to support any required statutory interventions which might be necessary. It should be noted that failing to maintain accurate registers is an offence.

Local authority

Under Section 437 of the 1996 Education Act, local authorities have a duty to ensure that the child for whom they are responsible receives suitable education, either through regular attendance at school or alternative provision.

In September 2009, the Assembly Government initiated Section 436A of the 2006 Education and Inspections Act, which requires local authorities to make arrangements to enable them to discover (insofar as is possible) children living in their area who are not receiving 'suitable education'.

The work of implementing the Section 436A duty should be integrated with the wider range of local authority duties, including the 2004 Children Act (Sections 25-29) and Safeguarding Children: Working Together under the 2004 Children Act which seeks to improve outcomes, and to safeguard and promote children's welfare. The new duty should reinforce and complement these current duties.

Fixed Penalty Notices (F.P.N.)

Pupils' regular and punctual attendance at school is a legal requirement, and is essential so that pupils can take full advantage of the educational opportunities available to them. In law, an offence is committed if a parent/carer fails to ensure their child's attendance at school and the school has not authorised the absence.

Sections 444A and 444B of the 1996 Education Act state that specific cases of unauthorised absences can be dealt with by means of a penalty notice. A penalty notice is a fine of up to £120 which may be imposed on a parent /carer as a result of a child regularly missing school. Penalty notices must comply with all the requirements of the Human Rights Act and equal opportunities legislation.

Gwynedd and Anglesey Councils have the chief responsibility for developing the protocol and all partners named in the Education (Penalty Notices) (Wales) Regulations 2013 shall operate in accordance with the protocol and the Education Welfare Service (EWS) shall carry out the responsibility on behalf of the local authorities. Gwynedd Council and the Isle of Anglesey County Council shall continue to investigate cases of irregular attendance by a school and follow up appropriate casework, and shall initiate legal proceedings if appropriate. However, penalty notices are a rapid intervention method which Gwynedd Council and the Isle of Anglesey County Council may use to deal with irregular absence issues before they become established.

School Attendance Orders (SAO)

Where appropriate, the Education Welfare Service shall make use of a School Attendance Order. We will use them in cases where the parent of a child of compulsory school age fails to prove that the child is receiving suitable education and where the authority is of the opinion that the child should attend school. A School Attendance Order can be used to instruct a parent to send his/her child to a specific school, and should be used when a pupil is not on the register of any school. We shall not use them for pupils who attend school irregularly. The order will remain in force as long as the child is of compulsory school age. Should the parents persist in failing to register the child, the local authority may opt to refer the case to the Social Services to consider care action.

Education Supervision Order

An Education Supervision Order can be used to ensure regular attendance at school, whether a child is registered at a school or not. It is also necessary to ensure that a child receives a full-time, age-appropriate education suitable for his/her ability, gifts and any special educational needs he/she might have, and that the parent and child receive sufficient assistance and guidance.

A local authority has a duty under Section 447 of the 1996 Education Act to consider applying for an Education Supervision Order before deciding whether or not to prosecute parents for poor attendance or failure to comply with a School Attendance Order. A local authority may apply for an Education Supervision Order instead of or as well as prosecuting the parents. Should a local authority choose not to apply for an Education Supervision Order, it should record/provide evidence of the consideration and the reasons for deciding that it would not be appropriate.

The Education Supervision Order places a duty on a local authority to be responsible for advising, supporting and giving 'directions' to the child receiving supervision and his/her parents in a manner which ensures that the child is correctly educated. These directions must be defined by the local authority and they should seek to help improve the child's attendance (for instance, the local authority might direct the parent to attend meetings at the school over the period of the order, make it compulsory for the parent/child to inform the local authority of their current address or make it compulsory for the parent to attend parenting classes).

Gwynedd's Education Welfare Service shall make full use of Education Supervision Orders where appropriate to ensure an increase in attendance.

Prosecuting Parents

The Authority recognises its responsibility in cases of serious absences and when all other reasonable attempts have failed, to prosecute parents in the Magistrates Court under Section 444 of the 1996 Education Act.

We shall at all times explain the legal implications of absence from school at a very early stage of any intervention but shall take care not to undermine the co-operative method of getting to grips with fundamental problems.

Prosecution is always a planned intervention. Through effective prosecution, it is possible to safeguard a child's right to education and engage more robustly with parents who have failed to co-operate with previous interventions to improve attendance.

In order to make sure that the authority's prosecution process is transparent, consistent and fair, all Welfare Officers shall consult with an Area Welfare Officer and the authority's Inclusion Officer before proceeding to prepare a case.

We shall consider prosecution when a pupil's attendance has fallen below 70% over a period of two terms which could be over two school years.

Prosecution will not be considered appropriate:
- where there are concerns as to the parents' mental health.
- if prosecution will exacerbate a difficult situation in which other agencies are engaged.
- when illness is certificated by a Doctor.
- where there are specific circumstances regarding the parents.

Formal notifications will be sent to parents before initiating legal proceedings. We shall ensure that a wide range of preventive strategies has been implemented by the school and the Education Welfare Service. Written evidence of the strategies are available in the referral form and in the Education Welfare Service's case records.

We shall hold a strategy meeting which will discuss the case with all agencies working with the pupil. The effect of prosecution on the pupil and the parent will be discussed at this meeting, as well as the parents' responsibility for the child's absence.

We shall consider other factors such as:
- • How poor is the level of attendance?
- • Is there a history of poor attendance?
- • Are there valid reasons for the absence? e.g. bullying, bereavement, emotional issues, medical issues
- • Has the school authorised the absence; if so, for what reason?
- • Are the parents aware of the absence?
- • How much control /influence do the parents have over the child?
- • How co-operative are the parents?
- • What are the family circumstances?
- • What is the child's opinion and to what degree should this be considered (e.g. the child's age)?
- • What work has already been done with the family? How effective was this work?
- • Is there sufficient evidence to support prosecution?
- • Would prosecution solve the attendance problem?
- • Would prosecution be in the public interest?

All Education Welfare Officers shall prepare a minimum of one prosecution per annum. This does not necessarily mean that every prosecution will go to court. It is the responsibility of the Welfare Officer to prepare a case.

The Education Welfare Service shall publish a report each term for the attention of schools and the schools service management team summarising instances where parents have been prosecuted. The report shall summarise each intervention where the school and the welfare service have acted before proceeding to prosecution. By means of this report, schools can share good practice as regards proactive procedures and can be updated as to the effectiveness of the Education Welfare Service's prosecution work.

Parenting Contracts
The Education Welfare Service recognises its role in working with schools to draw up parenting contracts for a pupil who is constantly absent or being excluded from school. The Welfare Service shall contribute by submitting a written report on the pupil's attendance and what has already been done to improve attendance. This report shall inform the formation of part of the contract. It shall be the school's responsibility to draw up these parenting contracts.

Parenting Orders
The aim of Parenting Orders is to help parents to tackle their child's problematic behaviour. Their intention is to assist rather than penalise.

The court may issue a Parenting Order under several sets of circumstances, including following a conviction for an offence under Section 443 or 444 of the 1996 Education Act. The court must be satisfied that the Order would be desirable in order to prevent any further offending under those Sections. The Parenting Order is a supplementary order and cannot be a discrete sentence – therefore, if it is issued, it will be in addition to any other penalty imposed.

Before issuing a Parenting Order in relation to a child or young person under 16 years of age, the court must obtain and consider information regarding the family's circumstances and the likely effect of an Order on those circumstances. This information is usually in the form of a written or oral report presented by the Education Welfare Service as appropriate. The Education Welfare Service should include this report in the information for the court.

The Education Welfare Service shall present an oral or written report for the preparation of a Parenting Order.

19. Safeguarding Children and Child Protection

Every member of an Education Welfare Service has a responsibility to: -

- Help identify welfare concerns and indicators of possible abuse or neglect in relation to every pupil at an early stage, referring those concerns to the appropriate agency (the categories of abuse being physical, emotional and sexual abuse, and neglect)
- Work with the local authority to ensure that all staff at the school are familiar with safeguarding procedures and understand their responsibilities
- Work with the local authority to provide advice and training as required
- Help child protection agencies to investigate abuse and to protect children who are "at risk" as required
- Represent education in Child Protection reviews, core groups and case conferences
- Where appropriate, act as advocate for the child
- Be aware of issues such as forced marriage, child trafficking, safeguarding children whose illnesses are faked, and safeguarding children from abuse in relation to beliefs that they have been possessed by evil spirits.

All-Wales Child Protection Procedures 2008

All Education Welfare Service staff shall comply fully with the latest version of the procedures since they form an essential part of the wider agenda in relation to safeguarding children and young people and promoting their welfare. The procedures have been considerably rewritten and revised to take account of more recent changes in policy and legislation.

The guidelines for the Education Welfare Service state that:
- If there are concerns or if an allegation is made of abuse in a school situation, the headteacher or senior member of staff with responsibility for dealing with child protection issues should be informed immediately, and the school procedures followed.
- If there are concerns or if an allegation is made of abuse "outside the school situation", the same procedures should be followed immediately.

20. Employment / Performances

Further details of Child Employment regulations are to be seen in **Appendix 2**

The main provisions governing the employment of children are contained in Section 18 of the 1993 Children and Young People Act. Local authority bye-laws made under the 1933 Act set further conditions regarding the hours and conditions of work and the nature of the employment allowed.

Although these bye-laws vary from one authority to the next, they must all comply with the underlying legislation and the general principle that the welfare of the child is the most important consideration. The National Network for Children in Employment and Entertainment (NNCEE) provides more information on their website **http://www.nncee.org.uk**

21. Child Performance Licences

Mae 1933 Children and Young People Act and the Children (Performances) Regulations 1968 as amended identify the rules on children participating in performances, including broadcasting, photography or modelling performances. The Regulations require that children younger than school leaving age are licensed before taking part in a performance. The aim of these provisions is to safeguard the health, welfare and education of children taking part in performances. The legislation requires that children, from new-born babies until they are older

than compulsory school age, are licensed to perform from the local authority where they live. Every local authority has a statutory responsibility to issue a Child Performance Licence for children living in their area. Each local authority has a responsibility to inspect any property in its area where children might perform.

When considering an application for a licence, the local authority should be satisfied:
- That the child's formal education will not be affected
- That the child's health will not suffer
- That the location where the performance or rehearsal is held in suitable
- That all the licence conditions are satisfied.

The child will be under the supervision of a chaperone. The law states that the chaperone acts for the parent *in loco parentis* and should provide the care which it is expected that a good parent would provide for that child.

The Education Welfare Service will act to ensure the child's welfare in all cases. An application form for a licence should be completed and signed by the parent, the employer and the school and be submitted to the child's Welfare Officer before work commences. The Welfare Service shall process each application within 10 school days.

Counselling Service

1. Aim

The Counselling Service is an independent service working with schools in Gwynedd and Anglesey to support young people who have social or emotional anxieties to reach their full potential. Our aim is to support the complex emotional needs of these young people and thus improve their educational achievement.

2. Objectives

To achieve this aim, we as a service set the following objectives by ensuring that we:
- Offer a regular place and time to talk and discuss their anxieties or difficulties
- Help young people to discuss their feelings and look at the way they might want things to be different, by talking and using a variety of counselling models.
- Engage in developmental issues, solve problems, improve relationships, make choices, coping with change, foster insight and understanding, grow as an
- Support and maintain our children and young people by securing trained and qualified counsellors who work within the code of ethics and recognised code of practice of the British Association for Counselling and Psychotherapy

Counsellors do not give advice. They seek to look at the problems the young people mention to them from the young person's perspective. By providing time, confidentiality and a safe place where they can help young people to talk about their anxieties and problems affecting them, and finding ways of coping.

3. Education Indicators

The Counselling Service measures the success of the provision by means of a number of indicators. We set out below our chief indicators:
- Reduction in the number of short-term and permanent exclusions
- Increase in attendance percentage
- Increase in the main indictors at the end of key stages
- Measured improvement (CORE) in mental health, motivation and educational success.
- Reduction in the number of young people who have social, emotional and behavioural concerns which may lead to educational underachievement.
- School evaluations on the individuals and the Service.
- Client feedback forms /Schools' feedback forms.

4. What is counselling?

"The work of Formal Counselling is carried out by professional counsellors by virtue of their specialist function and in accordance with a recognised ethical code requiring confidentiality, accountability, supervision and continuing professional development."

(Counselling Services in Schools in Wales – National Strategy)

"Childhood and adolescence can be very trying periods, and, as with adults, young people sometimes need to speak to someone intelligent and independent who will not judge them."

"Counselling is a way of helping people to speak by listening. Clients are encouraged to express their feelings and thoughts concerning their problem so that they understand each other and their behaviour better and as a result improve their coping mechanisms."

"Counselling involves an agreement intentionally made with agreed boundaries and a commitment to privacy and confidentiality. A clear and informed concept is necessary."
(Code of Ethics and Code of Practice of the British Association for Counselling and Psychotherapy)

5. Counselling Service

The Counselling Service in Schools is a professional, confidential service available to young people in secondary schools and for Year 6 pupils in primary schools. The service offers a regular place for young people to talk and think about what is important to them. The service operates in accordance with the Ethical Framework of the British Association for Counselling and Psychotherapy and the Strategy which the Welsh Government is developing for counselling services established in schools in Wales. The counselling service provides support for children and young people who have social and emotional anxieties such as grief, suicide, injury, violence and trauma, and supports them to reach their potential. The service has professional and qualified counsellors, supervisors, inspectors and trainers who have years of experience in working with children and young people.

The counselling service is planned for the individual needs of children and young people. It provides:
- one-to-one counselling for young people
- training for staff when requested
- consultancy
- liaison with other appropriate agencies
- group work following liaison with other agencies

It is a service which should be promoted as a means of support, with no stigma attached.

6. How does counselling accord with pastoral support at school level?

A variety of professionals work in schools where their functions includes the pastoral care of pupils, and schools have a responsibility for pupils' education and development; this includes matters relating to welfare.

The Counselling Service in Schools is a specialist independent service which is professionally managed. It is considered an additional source of specialist help which is available generally in schools and within school time. Although it is a separate service, it co-operates with the school and the education department.

Every school has a link teacher who acts as liaison to ensure that the Counselling Service in Schools operates effectively in school and in accordance with the needs of the children/young people.

7. Referral procedures

Access to one-to-one counselling sessions in school is by young people **self-referring**. School staff can also refer, as can professional working with young people, and parents/guardians with the young person's permission.

School counsellors may be contacted by the following methods:
- Visiting the counsellor (on the dates when he/she is in school) at the contact point in school to arrange an appointment
- Phoning the Counselling Service on 01286 679199 to arrange an appointment
- e-mailing the Counselling Service in Schools

All this information should be included in the contact booklet provided for every pupil each year. Dates, times and locations of the counselling available should also be included in the contact booklet.

Staff or parents/guardians may support young people to access the service. However, the counsellor must have the young person's explicit consent before commencing counselling sessions.

8. Appointments System

After an appointment has been arranged, the counsellor will contact the designated staff member at the school to inform him/her that the young person will receive counselling and to explain in what room the meeting will take place in school. When available, the school's internal e-mail system may be used. At times, the young person might not want counselling in school. If so, the counsellor might be able to arrange an alternative location and time. Counselling will not take place in the home.

It is important for the appointments system by operated in a sensible manner, and that staff are informed on a need to know basis. The designated staff member will need to know that a young person is receiving counselling. See appendix 1.

9. Confidentiality

Confidentiality is a basic ethical principle of the counselling process. It allows a relationship of trust to develop. It enables the young person to share feelings and concerns without fear of fault or reprisal. A young person's right to privacy and confidentiality has been legally established in Article 8 of the 1998 Human Rights Act.

The counsellor will not share any details of the sessions, but may, with the child's permission, communicate from time to time with the school's pastoral staff concerning general development. The young person is free to speak to anyone about the counselling sessions if he/she wishes to do so, but school staff should not question directly. Sometimes, the young person will need to be contacted or referred to another agency to obtain further assistance. This should be done with the young person's explicit consent, subject to issues relating to children's safety and mental health.

Problems relating to maintaining confidentiality are unlikely to arise if there is mutual trust, goodwill and respect between the counsellor, the school, staff and parents.

10. What are the limitations on confidentiality?

(Please refer to the Counselling in Schools Toolkit)

"Any attempt to dispose of the principle of confidentiality when counselling undermines the general ethos of the school as a caring educational community."
(Roger Casemore, *Confidentiality & School Counselling*, British Association for Counselling and Psychotherapy 1995)

However, the chief duty of safeguarding a child's welfare goes beyond individual wishes regarding confidentiality. (This depends on the matters disclosed.) (*A child is defined as anyone under 18 years of age,* 1989 Children Act.) School counsellors operate in accordance with the safeguarding children policies of individual schools and the All-Wales Child Protection Procedures.

From the outset, the counsellor will explain to the young person that he/she might have to break confidentiality (that is, tell someone and seek help). This will occur when the young person or any other individual is at risk of suffering significant harm. The counsellor will discuss this again with the young person if needs be. If the child is *'Gillick and Frazer competent' (see appendix 4), the counsellor will seek his/her permission to disclose the concerns. If possible, the counsellor will inform the young person and include him/her in this process. School counsellors are familiar with child protection procedures in schools and will work within them, and they know how to contact the designated individual responsible for safeguarding children in school. In exceptional cases, even without the child's consent, it might be necessary to disclose information which the child has disclosed.

In the case of a young person threatening suicide or serious self-harm, the need for intervention is generally accepted even when this means breaching confidentiality. Less serious concerns will remain confidential unless the young person wishes to share them in order to obtain further assistance.

A counsellor is **not** required to share information about a young person breaking a school rule or offending, unless it is considers that the counsellor, in not sharing information, assists and encourages an offence (for instance, a young person selling drugs in school).

* Young people who are considered 'Gillick and Frazer competent' are intelligent enough to be able to make a decision regarding the matter on which they must decide without the consent of their parents or contrary to their parents' will.

11. Child Safeguarding / Protection

The counsellor is committed to the All-Wales Child Protection Procedures and guidelines within the Local Safeguarding Children Board.

This includes the need for the counsellor to identify and inform, through the Designated Child Protection Person, about possible cases of harm to children and young people which might arise from any disclosures made by the young person, or if the counsellor has information, concerns or suspicions that the child is suffering harm or is at risk of suffering harm. This will include disclosures about physical, emotional and /or sexual abuse, and/or alleged neglect by him/herself or anyone else, and shall override any confidentiality agreement made between the counsellor and client.

Counsellors should strive to be aware of current legislation and case law. All counsellors should keep the school's Pastoral Documents which include the child protection policy, anti-bullying policy and discipline policy. All counsellors are required to participate in any compulsory national, regional or local child protection training.

The school will agree on specific arrangements to inform of any child protection concerns and will identify those arrangements in the school's procedures.

Any child protection concerns MUST be communicated to the Designated Child Protection Person who will act in accordance with Welsh Government directions and the All-Wales Child Protection Procedures.

Services should have due regard to current legislation and guidelines, and offer confidentiality within the usual ethical and safeguarding limits.

The school and the Counsellor must co-operate within the requirements of the Welsh Government directive, Safeguarding Children: Working Together under the 2004 Children Act (issued in 2007); Safeguarding Children in Education: Role of local authorities and governing bodies under the 2002 Education Act (issued in 2008) and the All-Wales Child Protection Procedures (issued in 2008).

Estyn, and in some circumstances, the Care and Social Services Inspectorate Wales, shall carry out an inspection of all educational establishments, every independent school and every local authority. The organisation's performance in relation to its responsibility to safeguard and promote the welfare of children in accordance with the relevant legislation and guidelines shall form part of the relevant inspectorate's judgement of the organisation's overall performance. Performance in this area will not be measured solely by the existence of procedures, but by their effectiveness in safeguarding children from harm."
(Counselling in Schools Toolkit – British Association for Counselling and Psychotherapy / Welsh Government)

12. Parental permission

The Counsellor shall seek parental permission if the client is not competent to receive counselling (*'Gillick and Frazer competent'*)

13. When does a young person have a right to access counselling without parental permission?

Sometimes a parent refuses permission or the young person is in great distress and unwilling for the school to approach the parents. In such cases, counselling can proceed if the counsellor is of the opinion that the young person is Gillick competent to give his/her own permission. See appendix 2.

If the young person is unwilling to involve his/her parents and is assessed competent, the young person can give his/her own written permission to receive counselling.

"*As a general principle, it is legal and acceptable for a young person to request confidential counselling without parental permission as long as he/she has sufficient understanding and is intelligent enough.*" (*Gillick v. West Norfolk AHA*, House of Lords 1985)

If they are not Gillick competent, parental permission will be necessary, other than in exceptional cases, when alternative processes may be used.

The competence assessment based on the Gillick principle depends on the following:
- The young person's maturity
- That the young person has sufficient understanding and intelligence to enable him/her to understand what is being offered, i.e., counselling
- That the young person has sufficient intelligence and understanding of the consequences of his/her actions.

An individual:-
a) who does not have parental responsibility for a specific child but
b) has care of the child

(subject to the provisions of the Act) can do whatever is reasonable under any one of the circumstances of the case for the purpose of safeguarding or promoting the child's welfare. (Children Act 1989 Section 3. (5))

14. Counselling sessions

The first session is an opportunity for young persons to find out more about counselling. They shall be told that it is voluntary and confidential (with some exceptions which will be explained later), that they can begin to trust the counsellors and talk about their situation. The counsellor will also engage the young person's interest and make an initial assessment, which will steer future work.

One-to-one counselling sessions usually last about 45 - 50 minutes. Time might need to be allocated at the end of the sessions for young people to think about what was discussed at the session. At times, a young person might need access to a quiet place after a session.

If a young person has missed two sessions or more once counselling has commenced, the specified staff member will be informed and will contact the young person.

A decision to end counselling sessions is something agreed upon between the counsellor and the young person. If this happens, the designated staff member will be informed, together with the relevant Head of Year.

At times, young people might have to be referred to another agency for further assistance. This will be done with the young person's permission, subject to child protection or mental health concerns. The school counsellor shall establish links with other appropriate local agencies, and in some cases, with parents or carers.

15. Room

An appropriate room should be provided for counselling sessions. Ideally, the room should not be overlooked, and it should be decorated in a way which differentiates it from a classroom or office.

16. Promoting the Counselling Service in Schools

The service shall produce information leaflets for parents to inform them appropriately and so that they are aware of how young people may use the service. Leaflets will be available from the school counsellors.

Information about the counselling service must be available in the school's prospectus, on the school website, in literature about pastoral care and in information leaflets.

17. Ethical Framework

All school counsellors are registered with the British Association for Counselling and Psychotherapy and operate in accordance with the British Association for Counselling and Psychotherapy's 'Ethical Framework for Good Practice'. Supervision and record keeping (within the data protection data), evaluation forms and complaints procedures are all contained in this code for professional counsellors.

18. Record keeping

The counsellor shall provide the following records for designated members of staff:
- Pupils receiving counselling
- Parental permission requested or received [Year 6 – Gillick]
- Number of sessions attended up to the end of the counselling
- Any further action

All counsellors in this service shall use the same leaflets and forms to record data and any other information. The school counsellor shall keep 'process notes' during this work with young people. After completing the counselling or after using them during consultative professional supervision, the counsellor shall ensure that the process notes are safely retained and will be destroyed after a reasonable period.

The school counsellor shall comply with the 1998 Data Protection Act which encompasses handwritten notes kept in a systematic manner and which name individuals, in addition to those kept on computer. Young people can ask to see these notes after giving reasonable notice.

In some cases, children of under 16 years of age, who have the ability and understanding to make a decision as to their treatment, have the right to discuss which personal information is shared and for all to respect their confidentiality generally, for instance, if they receive counselling or treatment for something they do not wish their parents to know about. Case law has established that the decision of such a child, known as being "Gillick competent", where the child is under 16 years of age but understands enough about the treatment in question to give or withhold consent, should be respected. However, good practice states that the child should be encouraged to include parents or other legal guardians in any necessary information.

(Directions on Access to Health Requests under the 1998 Data Protection Act)

19. Complaints Procedures

All counsellors of the Counselling Service in Schools are registered members of the British Association for Counselling and Psychotherapy and adhere to the Association's Professional Conduct Procedure. The aim of the Professional Conduct Procedure is to provide complainants with a clear and honest route when complaints are made against members of the British Association for Counselling and Psychotherapy. When processing these

complaints, the British Association for Counselling and Psychotherapy aims to safeguard members of the public, the reputation of the British Association for Counselling and Psychotherapy and the counselling and psychotherapy professions.

20. Additional Information

This document should be read in conjunction with the following:
- **Counselling Service in Schools in Wales – National Strategy,** October 2006 by the Welsh Assembly Government
- **Guidelines for counselling in schools** – British Association for Counselling and Psychotherapy in conjunction with the Gulbenkian Institution
- **Good Practice Guidance for Counselling in Schools** published by the British Association for Counselling and Psychotherapy – edited by Janette Newton 4th edition, 2001

This document will be reviewed every two years

21. References

- Casemore, R. (1995), **Confidentiality & School Counselling**, British Association for Counselling and Psychotherapy
- **Children Act** (1989), Section 3.(5)
- The Department for Education, Lifelong Learning and Skills, (2007), **Counselling Service in Schools in Wales – National Strategy,** Welsh Assembly Government
- House of Lords, **Gillick v. West Norfolk AHA**, (1985), 3 All ER 402 (HL)
- Newton, J. **Good Practice Guidance for Counselling in Schools,** British Association for Counselling and Psychotherapy
- Bond, T. (2007), **Ethical Framework for Good Practice in Counselling and Psychotherapy,** British Association for Counselling and Psychotherapy
- Data Protection Act 1998, **Guidance for Access to Health Requests,** Department of Health

Websites

www.bacp.co.uk

22. Staffing Structure

To ensure that the Counselling Service achieves its main objectives, the staffing structure of the service is as follows:

Senior Counsellor

One Senior Counsellor operates in Gwynedd and Anglesey. Although the Senior Counsellor has a commitment in terms of counselling hours per week, he/she shall be responsible for a fewer number of clients than is usual.
The Senior Counsellor has responsibility for providing regular supervision and professional advice to the remaining counsellors.
He/she produces regular reports summarising service performance across both y authorities and shall draw up, implement, monitor and review service improvement plans.
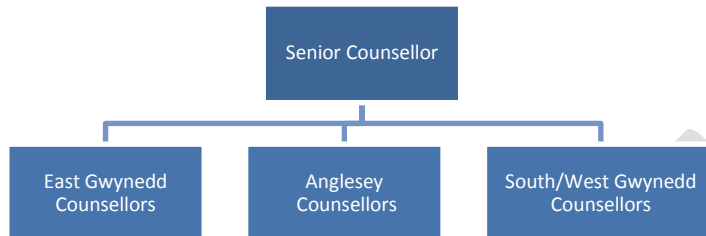The Senior Counsellor has no responsibility for budget management or human resources issues within the service.

School Counsellors

There is a designated counsellor for every school in Gwynedd and Anglesey. Every Counsellor responds to referrals in the manner defined in Appendix 3.

Although Counsellors are associated with individual schools, they are also part of an area team within one of the following regions: Anglesey, East Gwynedd, South/West Gwynedd.

23. Staffing Structure Flowchart

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          ┌─────────────────────┐
          │  Senior Counsellor  │
          └─────────────────────┘
      ┌────────────┼────────────────┐
┌───────────┐ ┌───────────┐ ┌──────────────────┐
│East Gwynedd│ │ Anglesey  │ │South/West Gwynedd│
│Counsellors │ │Counsellors│ │   Counsellors    │
└───────────┘ └───────────┘ └──────────────────┘
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24. Funding Additional Provision

Schools may apply for funding for further support by the counselling service.
Individual schools should make the application prior to the start of the financial year for implementation from the start of the academic year. Additional support cannot be funded during an academic year.
Any additional investment will be used to target pupils within schools.

Home Education for Children who are Ill

1. Aim

The home education service for children who are ill works with families and mainstream schools in Gwynedd and Anglesey to support young people who have complex medical conditions to reach their full potential. Our aim is to offer prompt and effective support to pupils in Gwynedd and Anglesey so as to overcome any problem which might arise as a result of long-term illness.

2. Objectives

To achieve the above aims, we as a service set the following objectives by ensuring that we:
- Respond promptly and consistently to schools' requests for home education for children with medical needs.
- Plan educational provision at an appropriate level for each pupil.
- Co-operate with schools to deliver the most suitable provision.
- Support the pupils emotionally.
- Make referrals to appropriate services as required.
- Ensure a career path for pupils at the end of the educational career.

3. Indicators

The Education Service for Children who are Ill measures the success of the provision by means of a number of indicators. We set out below our chief indicators:

- Increase in percentage of attendance at primary and secondary schools.
- Increase in the chief indicators at the end of key stages.
- Reduction in the number of young people who are ill who underachieve educationally.
- Reduction in the number of pupils out of education, training and employment after 16.
- Client feedback forms.

4. Criteria

Home education is provided for pupils of compulsory school age who cannot, for various reasons, attend an appropriate school. In individual cases, specific factors are often complex.
Temporary/fixed term home education will be considered under the following circumstances;

- Pupils with medical conditions which prevent them from attending school. (Medical cases; including pupils with psychological or psychiatric conditions and who can access CAMHS service)
- Medical physical – Children who have received a medical report from specialists or paediatrician stating that it is dangerous for them to attend school.
- Medical emotional - (phobia and who can access CAMHS service).

With each of the above conditions, there should be a letter from a Paediatrician or Medical Specialist stating clearly that the pupil should receive home education. Any application submitted without a letter will be refused.

5. Registered Pupils

The Authority is responsible for making provision for pupils after they have been accepted into the service because of one of the reasons listed above. However, while the provision continues, the pupil's name will remain on the school register, and the school will continue to receive the pupil's financial value.

In most cases, situations like these arise from temporary conditions, and the pupil frequently returns to school after a period of absence. Therefore, and in order to ensure that the pupil is not educationally disadvantaged as a result of the absence, schools must co-operate with the Education Department by providing and marking work. This is essential for pupils facing tests /external examinations.

6. Pupils Not Registered

Very infrequently, a situation might arise where home education might be an option for a pupil not on the school register. The Authority shall take responsibility for educating and providing work for this category. Each pupil shall be registered on the education other than at school (EOTAS) register. The Authority is responsible for any examination costs.

7. Nature of Home Education for Children who are Ill

Education outside school can provide pupils with the breadth of educational experiences and social environment of a school, therefore wherever possible, pupils will be taught in small groups. This has several advantages:

- increase in the number of hours available to learn;
- allows for some specialism,
- encourages some pupils to return to school.

Individual training at home will be offered following any failure to join small learning groups.

A minimum of *5 hours per week* of individual training at home shall be offered. This can be held at the pupil's home or at a specific centre. The Specialist Teacher of Children who are Ill is responsible for monitoring the progress of each pupil and for reviewing the arrangements. Reviews are held every half term and evidence will be requested from the relevant agencies.

The provision will come to an end at the end of Year 11, in line with the education year timetable.

8. Referral Process

All applications for home education shall be referred to the attention of the **'ALN&I Area Forum'** through the 'Home Education Referral Form'.

The Forum will arrive at a decision, based on evidence from agencies and individuals involved in the case, whether the authority has a duty to provide and prepare home education provision.

In most cases, the provision is for a short temporary period until pupils return to education with their peers.

Any application for home education should be accompanied by clear and detailed evidence of need, including reports from medical specialists or a paediatrician stating that attendance would endanger the child's health and safety. The school will be expected to submit an appropriate risk assessment to support the application for consideration by the access panel.

Pupils are expected to be able to access the provision. If a pupil is unwilling to receive home education, or refuses to co-operate, the provision will be withdrawn and the parents or carers informed in writing, giving them opportunities to discuss ways ahead.

9. Monitoring Arrangements

Following the arrangement of any type of home education, the Education Department shall take responsibility for monitoring and reviewing the arrangements. The aim is to carry out a review every half term, with evidence requested from relevant agencies. Ending the provision and reintegration into the mainstream will be discussed at each monitoring meeting.

10. Reintegration

The Education Department has an agreed procedure for supporting the reintegration of pupils into school. This may take the form of supporting the child back into school when he/she is on the register or supporting a pupil to settle in to a new school. The integration/support programme shall involve the following:

- Holding an initial meeting with relevant school staff to discuss details of the support. The meeting may also involve representatives of other agencies such as social workers, the home tutor, educational psychologists, etc.
- The integration programme will usually be delivered step by step, and structured so as to provide support while the pupil is at school. This includes:
    - Agreement regarding lessons where support is given.
    - Agreement regarding the form and nature of the support.
    - Agreement regarding dealing with situations which might be difficult for the pupil.
    - Review and monitoring arrangements for the programme.

11. Staffing Structure

To ensure that the Education Service for Children who are Ill achieves the main objectives, the service staffing structure is as follows:

Specialist Teacher of Children who are Ill

One Specialist Teacher of Children who are Ill operates in Gwynedd and Anglesey.

The Teacher has responsibility for ensuring that each pupil receives a package of home education which is suitable in terms of educational challenge.

The Head of Behavioural Support has responsibility for monitoring and ensuring the quality of teaching. Co-operation with mainstream schools is essential to ensure continuity.

Where appropriate, the service shall ask Secondary Inclusion Officers / Inclusion Officers of Children who are Ill to deliver the home education packages initially. Following the implementation of each safeguarding check, the Inclusion Officer of Children who are Ill shall ensure that suitable support is offered to the young people.

The Specialist Teacher of Children who are Ill shall draw up progress reports every half term for each pupil receiving home education.
The Specialist Teacher of Children who are Ill participates, as needed, in processes to review, monitor and develop the Home Education Service. This includes the need to self-evaluate and draw up detailed development plans for the service.

Specialist Teacher of Children who are Ill
Inclusion Officers P25 / of Children who are Ill
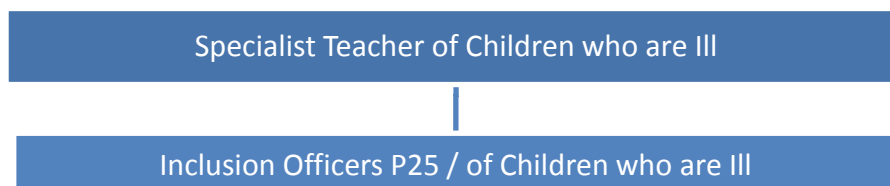
Service for Pupils with English as an Additional Language

1. Aim

The Service for Pupils with English as an Additional Language (EAL) works with schools in Gwynedd and Anglesey to support young people who have English as an additional language to reach their full potential. Our aim is to offer prompt and effective support to schools in Gwynedd and Anglesey to overcome any problem which might arise as a result of language deficiencies and thus understanding.

2. Objectives

To achieve this aim, the service has set the following objectives:
- Responding promptly and consistently to schools' requests for support.
- Working as a team to provide the most suitable support for pupils.
- Carrying out initial assessments on 'newcomers' in primary and Secondary Schools
- Establish positive relationships with families
- Delivering a range of sustainable strategies to support pupils.
- Supporting teachers to differentiate for EAL pupils including joint learning and modelling good practice.
- Raising awareness of equality issues, culture, language and diversity in schools.
- Making referrals to appropriate services as required.

3. Centre Provision

The team holds short, targeted intensive English courses for groups of children, chiefly from KS2. Pupils from different schools attend the Language Centre for limited periods. As a rule pupils to whom English and Welsh are new are targeted, but pupils moving from KS2 to KS3 also benefit from the provision.
The Language Centre has room for up to 8 pupils.

4. Indicators

The English as an Additional Language Service measures the success of the provision by means of a number of indicators. We set out below our chief indicators:
- Increase in the chief indicators at the end of key stages.
- Increase according to grade 5 of the agreed step on the acquisition of English as an Additional Language.
- Reduction in the number of young people with English as an additional language underachieving educationally
- Schools' evaluations on individuals and the Service.
- Client feedback forms.

5. Provision

The service supports schools and individual pupils in a variety of different ways. The main interventions provided are listed below.

Joint teaching and sample lessons

Teachers within the service work jointly with classroom teachers in Primary and Secondary schools.

A series of lessons will be delivered and through joint observation, it will be possible to see how to differentiate the curriculum for the different levels on EAL learners in class. In the secondary sector, the service supports

pupils in lessons and produces bilingual resources for teachers and which will help pupils to gain full access to the curriculum.

Peer Support

The service co-operates with mainstream schools, chiefly secondary, to hold lunchtime clubs. Pupils from Years 12 and 13 volunteer to help pupils with coursework, homework or any other problems they might encounter, during the lunch break. All these pupils are fluent in English but can communicate with the younger pupils in a range of languages.

GCSE First Language

The service works with secondary schools to ensure access to GCSE accreditations for pupils in the first languages of some of the pupils.

International English Language Test System

The service tutors pupils who need the IELTS qualification to enable them to access the further education courses of their choice.

Careers Guidelines

By co-operating with the Careers Advisory Teacher in schools, the school offers assistance to EAL pupils to decide on courses and occupations suitable for their needs.

Talking Partners

The service staff have been trained to be a partner in the 'Talking Partners' project, a 10-week measurable intervention strategy originally established in Bradford to assist in the development of EAL pupils' speaking and listening skills. Pupils are withdrawn in groups of 3, three times a week. Language work is carefully structured, based on modelling by teachers and closely associated with the classroom curriculum.

The service runs the project in a number of different schools. When comparing the results of assessment at the beginning of the intervention and at the end, significant improvement can be seen in the oral skills among all participating pupils.

Language of the Month

Raising the awareness and status of languages other than English or Welsh represented in schools by introducing the language of the month. This encourages the team to introduce a different language to pupils every month, and consequently, the range of languages supported by the service has extended. Use is made of resources provided by Newbury Park School, Redbridge, which can be downloaded and used online to support this work. **http://www.newburyparkschool.net/langofmonth/**

International Week

The team assists schools to establish and provide resources for staging an International Week. Our links in the local community and beyond will be used to enrich pupils' experience within participating schools.

Training

The team is available to train whole staff teams in schools, raising awareness of issues facing AE/W learners and emphasising the strategies which can be used to make the curriculum more accessible to learners, e.g. adding

visual aids to lesson presentations and work sheets. Following the training, the service prepares small reminder cards for staff to include in their planning books and distribute them to teachers in schools.

Training for Students

The team regularly lectures to students at Bangor University in order to link theory to practice and challenge existing presumptions as to language, equality and Welsh or English learners in schools.

Members of the Gwynedd and Anglesey EAL Service also deliver sample lessons and speak extensively with trainee teachers who are on teaching practice in schools on how to provide appropriate support for pupils learning EAL in class.

6. Volunteers

Use is made of volunteers to support some children. Where appropriate, individuals in the community who speak the same language as some of the pupils and who would like to help or who are looking for work, contact the service. The service can commission volunteers' time

7. Staffing Structure

Senior Specialist Teacher of English as an Additional Language

One Senior Specialist Teacher of English as an Additional Language operates in Gwynedd and Anglesey. Although there is a commitment in terms of weekly teaching hours, they shall be responsible for fewer than usual pupils. The teacher is responsible for ensuring that every pupil receives the support that is appropriate in terms of their linguistic and educational needs. In addition there is a responsibility to monitor and ensure the quality of the teaching. Co-operating with the mainstream schools is a key part of this work.
The Senior Specialist Teacher of English as an Additional Language shall draw up progress reports every half term for the service.
The Senior Specialist Teacher of English as an Additional Language participates, as needed, in processes to review, monitor and develop the service. This includes the need to self-evaluate and draw up detailed development plans for the service.

Specialist Teachers of English as an Additional Language

Specialist Teachers of English as an Additional Language work with schools, individual pupils and groups of pupils to secure the best support for children and the best guidance for teachers in the classroom.
In addition to supporting within schools, teachers can spend periods in the specialist units delivering agreed programmes to small groups of pupils.
Teachers extend across the key stages, ensuring the most consistent support for pupils, with specific attention given to the primary/secondary transitional period.

Specialist English as an Additional Language Assistants

The Specialist Assistant works jointly with the Specialist Teachers of English as an Additional Language to implement programmes and support pupils as required.
In the absence of one of the Specialist Teachers, the Specialist Assistant can ensure continuity of service within the centres.
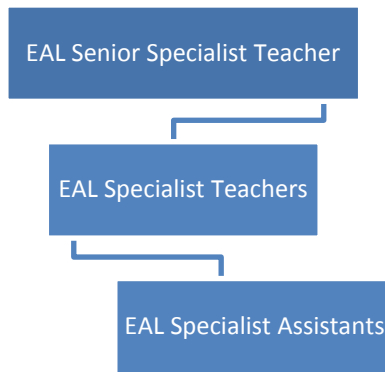
8. Staffing Structure Flowchart

Maintaining and Ensuring Quality of Education for Children in Care

1. Aim

Education departments in Gwynedd and Anglesey co-operate with Gwynedd and Anglesey schools and Children's Services to support young people placed in care to reach their full educational potential in a supportive and considerate environment. The support is not limited to Gwynedd and Anglesey pupils; any child in care within our system shall receive the same level of support. Our aim is to offer prompt and effective support to overcome any educational barriers which might arise from entering care within Gwynedd, Anglesey or beyond.

2. Objectives

To achieve this aim, we as a service set the following objectives:

- Work in partnership with the children services to plan and provide the most appropriate support.
- Ensure that the ethos of schools in Gwynedd and Anglesey ensures schools' ownership of these vulnerable young people.
- Ensure that all schools in Gwynedd and Anglesey have a designated person and a designated governor for children in care.
- Ensure that schools plan carefully for the needs of children in care.
- Ensure appropriate training which will lead to suitable support and suitable and effective Individual Development Plans.
- Ensure specialist guidance to enable schools to tailor specialist interventions within the school's resources.
- Ensure that the voice and opinion of children in care concerning the educational support are heard.

3. Indicators

The Social Service for Children in Care measures the success of the provision by means of a number of indicators. We set out below our chief indicators:
- Percentage of children receiving care as at 31 March who have experienced a change of school once or more during a period or periods of receiving care, when the move was not as a result of transitional arrangements, in the 12 months to 31 March.
- Attendance percentage of pupils receiving care, in primary schools while they are in care.
- Attendance percentage of pupils receiving care while in secondary schools.
- Percentage of children receiving care during the year who have a Personal Education Plan within 20 school days of receiving care or joining a new school during the year ending 31 March.
- Percentage of children receiving care, qualifying for assessment at the end of Key Stage 2 who have attained the Core Subject Indicator as decided by Teacher Assessment
- Percentage of children receiving care, qualifying for assessment at the end of Key Stage 3 who have attained the Core Subject Indicator as decided by Teacher Assessment
- Average points score in relation to the external qualifications of children of 16 years old receiving care in any learning situation maintained by the local authority.
- Percentage of children receiving care permanently excluded from school during the previous academic year.
- Average number of days spent out of school on fixed term exclusion for children receiving care who were excluded during the previous academic year.
- Percentage of children in care who have moved school more than once during their period in care, which was not as a result of changing sector, in the year ending 31 March.

-   Percentage of children in care attaining the Core Subject Indicator at the end of Key Stage 2 and 4.
-   Percentage of children in care who are in education, training or employment 12 months and 24 months after leaving care.

4. Staffing Structure

Education Liaison Officer for Children in Care

The main functions of the Education Liaison Officer for Children in Care (CiC) are set out below.

Ensure that Children in Care have full access to education opportunities which allow them to make the best of their talents, interest, ability and to achieve their potential.

Responsibility for co-ordinating education and welfare programmes (EWP) for children in care in co-operation with education providers including:

-   pre-school institutions
-   primary, secondary and special schools
-   out-county schools and independent providers
-   further education colleges and universities

Responsibility for leading national and local developments in the area of children in care

Responsibility for ensuring appropriate action to safeguard the welfare of children in care

Responsibility for co-ordinated and effective collaboration with relevant agencies, e.g.:

-   social workers, foster families, designated teachers, ALN&I Co-ordinators, health workers, colleagues within the two authorities, specific pupils, Welsh Government officials and third sector agencies.

Responsibility for ensuring equal educational opportunities for children in care by complying with national and local protocols.

Attend planning meetings and reviews as necessary.

Attend and contribute to the decisions of Moderation Panels /Forums as necessary to update information for children in care.

Contribute to statutory reviews, Personal Support Plans, as necessary.

Represent the Education Department on Fostering Panels, Adoption Panel, Child Care Panels and the Placement Commissioning Panel to ensure the updating of educational information about individuals with specific needs.

Co-operate with educational providers to ensure full-time learning programmes.

Offer assistance and advice to education providers regarding the content and revision of EWP, reviewing their effectiveness on behalf of the Authority.

Act as the Education Department key person in collaboration with other personnel engaged with education provision, specifically by monitoring the quality of arrangements and provisions.

Contribute to co-ordinating and strategic planning for children in care ensuring policies and action plans to support the individuals in education.

Ensure the quality and dependability of data on the achievements of children in care. Track the progress and monitor the quality of provision, identify gaps in the system and act upon them, and provide reports based on information as required.

Ensure training for designated lead staff and designated governors on managing challenging behaviour and identifying the needs of children suffering trauma and attachment problems.

Ensure assistance services of the same high standard for children who have been adopted or who are the subject of a Special Guardianship Order.

Ensure training and support for foster carers, residential child care workers, carers who are relatives, and parents in order to promote education.

Be a member of the national strategic group to support consistent practice in supporting CiC, identify their interdependencies, promote assistance for practitioners and share good practice, and identify and overcome barriers to success.

Be a member of a practice community to help foster more effective links and working relationship with members of designated lead staff in schools and further education institutions, CiC Education Co-ordinators, carers and social workers.

Co-operate and promote the CiC and Vulnerable Groups Regional Strategy (GwE) and attend termly regional meetings.

Build an effective network of all key staff by means of a series of county meetings to ensure that consistent services are provided to CiC.

Provide specific reports as required.

5. Personal Education Plan (PEP) for Children in Care

All personal education plans completed by schools in Gwynedd and Anglesey follow the Person-Centred Review procedure. This accords with the change in the area of additional learning needs, and provides a clear focus on outcomes. Individuals' accountability within schools and beyond is clearly highlighted, as regards supporting the individual's education.

Our procedures in respect of responding to the need to draw up an EWP within 20 days are given below:

- The Education Department receives information from Social Services when a child moves school or enters care. The cover sheet of the EWP form is completed with basic information from the placement notice.
- An e-mail will be sent to the relevant schools requesting them to complete a Personal Education Plan. The e-mail should state that the plan should be completed within 20 school days of the child's coming into care or joining a new school.
- Schools are regularly reminded of their responsibilities in relation to CiC and the procedure to be followed.
- All schools have received a copy of the leaflet 'Implementation requirements in the context of Children in Care'.
- Schools will be made aware of requirements at regular meetings of headteachers.

The Children in Care Education Forum scrutinises the quality of the Personal Education Plans. Members of the Forum have the role of challenging the quality of these plans, ensuring that schools in Gwynedd, Anglesey and beyond provide the best opportunities and support for our children in care.

6. Children in Care Education Forum

Appendix 1 identifies the remit and constitution of the Children in Care Education Forum.

The Forum will be held once a month immediately after the social services managers' team meeting. Our intention here is to ensure a platform to respond immediately to any concerns which might arise as to the education of a child in care.

Education Plans for Children in Care

The Forum receives quarterly reports on the number of Personal Education Plans received within 20 school days of the child's entering care or joining a new school. Any slippage in performance received prompt attention and this helps us to reach the target of this performance indicator, namely 85%.

The Forum scrutinises a sample of education plans for children in care at each meeting, and where appropriate, schools will be asked for evidence of the expected action arising from the individual plans. Where the standard of the plan is not satisfactory, or where action is insufficient, the Forum has a responsibility to challenge the schools in question.

Performance and Quality

The Forum receives reports on the educational performance of each child in care within Gwynedd and Anglesey schools with the following information:

- Attendance, results of national tests, educational targets in specific subject and current performance.
- Reports on performance on additional soft indicators such as motivation.
- Pupils' termly and annual school reports.

The contents of these reports are scrutinised and interrogated by members.

Behaviour and Inclusion

The Forum receives the latest data on fixed-term and permanent exclusions of any child in care. Where there is concern about behaviour, a case may be referred to the attention of the ALN&I Area Forum. In addition, the CiC Education Co-ordinator shall ensure that there are no periods when education is not provided because of behavioural challenges.

Additional Support

Funding is available to support the education of children in care within Gwynedd and Anglesey schools. The Children in Care Education Forum has responsibility for prioritising the budget for supporting the education of children in care. The ALN&I Forum receives requests from schools for a portion of funding to enhance further what is delivered by the schools. Applications may be made for funding to offer additional one-to-one lessons or additional learning encouragement to individuals at the end of key stages. The Forum prioritises investment when considering individuals' educational performance and circumstances.

The Forum can refer schools to training as necessary.

Resource Scheme

Schools and Social Workers can draw up applications for information technology resources such as laptops or ipads. The Forum receives requests from schools and social workers for a portion of the funding and sets priorities for investment when considering individuals' educational performance and circumstances.

Challenging Placements

The circumstances of a small number of children in care pose a specific challenge to the education provision in Gwynedd and Anglesey. In situations where we have pupils who were in special provision, as regards care and education, returning because of a change in social circumstances only, the Education Department faces a challenge to provide support and specialist provision where it is not currently available.

The Forum is an opportunity to discuss these pupils' special educational needs before they return in order to ensure that the Authority is better placed to respond in a timely and suitable manner.

The Forum is an opportunity to raise concerns should the planned and implemented provision be deficient or ineffective.

Accountability

The Children in Care Education Forum is accountable to the Corporate Parenting Panels and to the Senior Education Management Teams.

Forum records, after being anonymised, are shared with members of the Corporate Parenting Panel.

NOTES

- **This is a draft version.**
- **A range of Appendices will be added as we complete this detailed document.**
- **All the Criteria within this document will also be reviewed thoroughly.**

Appendix 1 – The Structure of the Additional Learning Needs and Inclusion Services

Head of Education											
Senior Inclusion Manager						Senior Additional Learning Needs Manager					
					Head of Behaviour Support	Chief Educational Psychologist					ALN&I Quality Officer
Service Teams Counselling	EAL	Looked After Children	Safeguarding	Welfare	Behaviour Support	Educational Psychologists	Communication and Interaction	Specific and non-specific ALN	Sensory Impairments	Physical/ Medical	
Senior Counsellor	Senior Specialist EAL Teacher	Education Liason Officer for Looked after children	Safeguarding Officer	Senior Welfare Officer	Specialist Centre Teachers	Senior Psychologists	Specialist Centre Teachers - Language Disorders	Specialist Specific and non-specific ALN Teachers	Specialist Hearing Impairment Teachers	Specialist Physical/ Medical Teacher	ALN&I School/ Cluster Co-Odinators
Counsellors	EAL Specialist Teachers			Welfare Officers	Specialist Centre Teaching Assist.	Educational Psychologists	Specialist Centre Teachers - ASD	Specialist Spec. & Non-Spec. ALN Teaching assist.	Specialist Visiual Impairment Teachers	Physical/ Medical CO-ordinator	
	Specialist EAL Teaching assistants				Teaching Assistants		Speech Therapists		Specialist Sensory Impairment Teaching Assist.	Risk Assessment Officer	Services: Statement Officers (Interim) Administration Support
					Specialist 25P/Children who are Ill Teacher		Specialist Commun. & Interaction Teaching assist.				
					25P Inclusion Officers						
					Children who are Ill Inclusion Officers						

Appendix 2 – Individual Development Plant (IDP)

Cynllun [Enw]

[Name]'s Plan

Beth sydd yn bwysig i **[Enw]** ?

What's important to **[Name]** ?

[Teipiwch yma/Type here]

Proffil **[Enw]** 's Profile

Hoffi ac edmygu am **[Enw]**

Like and appreciate about **[Name]**

[Teipiwch yma/Type here]

Beth sydd yn bwysig er mwyn cefnogi **[Enw]** ?

How best to support **[Name]** ?

[Teipiwch yma/Type here]

Beth sydd yn gweithio?
What's working?

I / For: [Enw/Name]

[Teipiwch yma/Type here]

I'r Ysgol ?
For the school?

[Teipiwch yma/Type here]

I'r teulu ?
For the family?

[Teipiwch yma/Type here]

I eraill ?
For others?

[Teipiwch yma/Type here]

Beth sydd ddim yn gweithio?
What's not working?

I / For: [Enw/Name]

[Teipiwch yma/Type here]

I'r Ysgol?
For the school?

[Teipiwch yma/Type here]

I'r teulu
For the family?

[Teipiwch yma/Type here]

I eraill?
For others?

[Teipiwch yma/Type here]

Beth yw dyheadau [Enw/Name] ? | **What are [Enw/Name]'s aspirations?**

[Teipiwch yma/Type here]

Beth yw dyheadau'r teulu? | **What are the family's aspirations?**

[Teipiwch yma/Type here]

Beth yw dyheadau'r ysgol? | **What are the school's aspirations?**

[Teipiwch yma/Type here]

Cytundeb gwneud penderfyniadau
Decision-making agreement | **Pwy sy'n gwneud pa benderfyniadau?**
Who makes what decisions?

[Teipiwch yma/Type here]

Pwy sy'n bwysig i [Enw/Name] ?
Who's important to [Enw/Name] ?

Teulu... | **Family...**

[Teipiwch yma/Type here]

Ysgol... | **School...**

[Teipiwch yma/Type here]

I ddarparu cefnogaeth... | **To provide support...**

[Teipiwch yma/Type here]

Ffrindiau a pherthnasau eraill... | **Friends and other relations...**

[Teipiwch yma/Type here]

Cynllun Cyfathrebu
Communication Plan | **Unrhyw wybodaeth i sicrhau cyfathrebu da...**
Any information to ensure good communication...

[Teipiwch yma/Type here]

Cynllun Datblygu Unigol [Enw]
[Name]'s Individual Development Plan

1. **Enw Llawn** / *Full Name*	
2. **Dyddiad Geni** / *Date of Birth*	
3. **Rhyw** / *Gender*	
4. **Cyfeiriad** / *Address*	
5. **Enw Rhiant/Gwarchodwr** / *Name of Parent/Guardian*	
6. **Rhif(au) Ffôn Rhiant/Gwarchodwr** / *Phone Number(s) of Parent/Guardian*	
7. **(i) Iaith y Cartref** / *Home Language*	
(ii) Iaith Gohebu / *Language for Correspondence*	
(iii) Saesneg fel Iaith Ychwanegol? / *English as an additional language?*	
8. **Rhif UPN** / *UPN Number*	
9. **Rhif Gwas. Cymdeithasol** / *Social Services Number*	
10. **Rhif GIG** / *NHS Number*	
11. **Mewn Gofal?** / *In Care?*	
12. **Wedi bod mewn gofal ar un cyfnod tra ar gofrestr yr ysgol bresennol?**	
13. **Lleoliad Addysgol** / *Educational Placement*	
14. **Dyddiad Derbyn i'r Ysgol** / *Date of Admission to the School*	
15. **Grŵp Blwyddyn** / *Year Group*	
16. **Cyfnod Allweddol** / *Key Stage*	
17. **Dyddiad y CDU Cyntaf** / *Date of Initial IDP*	
18. **Dyddiad Llunio'r CDU presennol** * / *Date of current IDP* *	Click here to enter a date.
19. **Dyddiad y Cyfarfod** / *Date of the Meeting*	Click here to enter a date.

20. **Maes/Meysydd Angen - Cod(au) CYBLD** / *Area(s) of Need - PLASC Code(s)*	(i)	Dewiswch un / Choose one	(ii)	Dewiswch un / Choose one
21. **Darpariaeth AAA Disgybl** / *Pupils ALN Provision*				
22. **Lefel y Ddarpariaeth** / *Level of the Provision*				
23. **Cofnod Presenoldeb y Plentyn** / *School Attendance Records*				
24. **PYD?** / *FSD?*				
25. **Cofnod o Waharddiad(au)?** / *Record of Exclusion(s)?*				

Cyrhaeddiad / Attainment*		
Meysydd Dysgu/ *Areas of Learning*	**Cyrhaeddiad Presennol** *Current Attainment*	**Targedau Cyrhaeddiad** *Attainment Targets*
Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Diwylliannol *Personal and Social Development, Well-Being and Cultural Diversity*	Dewiswch un / Choose one	
Sgiliau Iaith, Llythrennedd a Chyfathrebu *Language, Literacy and Communication*	Dewiswch un / Choose one	
Datblygiad Mathemategol *Mathematical Development*	Dewiswch un / Choose one	
Dwyieithrwydd *Bilingualism*	Dewiswch un / Choose one	
Gwybodaeth a Dealltwriaeth o'r Byd *Knowledge and Understanding of the World*	Dewiswch un / Choose one	
Datblygiad Corfforol *Physical Development*	Dewiswch un / Choose one	
Datblygiad Creadigol *Creative Development*	Dewiswch un / Choose one	
Pwnc / Maes Cyrhaeddiad *Subject / Attainment Area*	**CC. neu INSTEP presennol/ Lefel arall** *Current N.C. or INSTEP/ other Level*	
Siarad a Gwrando *Speaking and Listening*	Dewiswch un / Choose one	
Darllen *Reading*	Dewiswch un / Choose one	
Ysgrifennu *Writing*	Dewiswch un / Choose one	
Rhif *Number*	Dewiswch un / Choose one	
Siâp, Gofod a Mesur *Shape, space and Measure*	Dewiswch un / Choose one	
Gwyddoniaeth *Science*	Dewiswch un / Choose one	
Cymraeg *Welsh*		
Saesneg *English*		
Mathemateg (Gweithdrefnol) *Mathematics (Procedural)*		
Mathemateg (Rhesymu) *Mathematics (Reasoning)*		

Row group labels (left column):

- **Cyfnod Sylfaen (CS) /Deilliannau'r CS** / *Foundation Stage (FS) /FS Outcomes* (rows: Personal and Social Development through Creative Development)
- **Cyfnodau Allweddol 1–4 Asesiadau Safonol Athro/awes** / *Key Stages 1–4 Moderated Teacher Assessments* (rows: Speaking and Listening through Science)
- **Profion Cenedlaethol** / *National Tests* (rows: Welsh, English, Mathematics (Procedural), Mathematics (Reasoning))
- **Cwricwlwm 14-19 e.e. ASDANTuag at Annibyniaeth/ SGILIAU ALLWEDDOL (e.e. cyfathrebu/rhifedd/TGCh)** / *14-19 Curriculum, e.g. ASDANTowards Independence / KEY SKILLS (e.g. communication/ numeracy/ IT)*

Hanfodol

Manylion Pellach
Further Details

1. **Pwy sydd yn y cyfarfod / Who is at the meeting?**

Enw / *Name*	Asiantaeth / *Agency*	Rôl / *Role*	Adroddiad? *(gan gynnwys ei ddyddiad) / Report? (inc. date)*	
(i)		Prif Bwynt Cyswllt o fewn yr ysgol *Main point of contact within the school*	✗	Click here to enter a date.
(ii)			✗	Click here to enter a date.
(iii)			✗	Click here to enter a date.
(iv)			✗	Click here to enter a date.
(v)			✗	Click here to enter a date.
(vi)			✗	Click here to enter a date.
Ymddiheuriadau / *Apologies*				
(i)			✗	Click here to enter a date.
(ii)			✗	Click here to enter a date.
(iii)			✗	Click here to enter a date.

2. **Crynodeb o'r maes(ydd) angen a lefel y gefnogaeth a ddarperir/ *Summary of the area(s) of need and the level of support provided***

(i)	Cod(au) CYBLD / *PLASC Code(s)*	1	Dewiswch un / Choose one	2	Dewiswch un / Choose one *Os yn berthnasol/If applicable*
(ii)	Disgrifydd Ymyrraeth / *Intervention descriptor*		Dewiswch un / Choose one		
(iii)	Lefel y ddarpariaeth / *Level of provision*		Dewiswch un / Choose one 1-4?		
(v)	Darpariaeth gan yr awdurdod? / *Local Authority Provision?*		Cliciwch yma.		

3.

Cynlluniau Cysylltiedig / *Related Plans*	Oes/Nac Oes? *Yes/No?*	Ynghlwm? / *Attached*	Dyddiad y Cynllun / *Date of the Plan*
(i)	Meddygol? / *Medical?*	Cliciwch yma.	✗	Click here to enter a date.
(ii)	Asesiad Risg? / *Risk Assessment?*	Cliciwch yma.	✗	Click here to enter a date.
(iii)	Datganiad? / *Statement?*	Cliciwch yma.	✗	Click here to enter a date.
(iv)	Cynllun Cyfathrebu Unigol / *Individual Communication Plan*	Cliciwch yma.	✗	Click here to enter a date.

Cynllun Gweithredu [Enw]
[Name]'s Action Plan

Deilliant 1: Outcome 1:							Perthnasol i adolygiadau'n unig
Targedau i gyrraedd y deilliant *Targets to achieve the outcome*	Lle 'ryda ni arni rŵan? *Where we're at now?*	Beth ydym angen ei wneud i gyrraedd y deilliant? *What do we need to do to achieve the outcome?*	Yn ddarostyngedig i benderfyniad fforwm/panel cymedroli? *Subject to the decision of the forum/moderation panel?*	Pwy fydd yn gyfrifol am wneud hyn? *Who will be responsible for doing this?*	Targed Cynnydd *Progress Target*	Erbyn Pryd? *By when?*	Mesur Twf *Measuring Progress* --/--/--
i *Drop down a free text?*	Choose an item.	*Free text?*	✓NEU X→ *Drop down - MATH O BANEL →* *CALENDAR PANELI.*	*Drop down - Ysgol, All, Rhieni, asiantaethu*	Choose an item.	Click here to enter a date.	*Gwahaniaeth rhwng Lle ryda ni arni a targed cynnydd...*
ii							
iii							
iv							

Cynllun Darpariaeth [Enw]
[Name]'s Support Plan

	Darpariaeth Ysgol *School Provision*	Amlder a Chymhareb Staff? *Frequency and ratio of staff?*	Cyfnod y ddarpariaeth		Cost
			Dyddiad Cychwyn	Dyddiad Gorffen	
1.					
2.	Darpariaeth wedi'i gyllido gan yr Awdurdod Lleol (os yn berthnasol) *Provision funded by the Local Authority(if applicable)*				
3.	Darpariaeth Ychwanegol e.e. Asiantaethau Allanol, Cymorthyddion (os yn berthnasol) *Additional Provision e.g. External Agencies, Teaching Assistants (if applicable)*				

Cofnod o Gytundeb/Ganiatâd i Rannu Gwybodaeth
Record of Agreement/Permission to Share Information

Mae'r cynllun hwn yn crynhoi fy anghenion addysgol/anghenion addysgol fy mhlentyn a'r ddarpariaeth sydd ei hangen i fodloni'r anghenion hynny. Mae fy marn i a/neu farn fy nheulu wedi'i hystyried wrth ysgrifennu'r Cynllun.

Rhoddaf fy nghaniatâd i'r wybodaeth uchod gael ei rhannu gyda phobl a sefydliadau perthnasol eraill.

* Gweiwch Nodyn am Rannu Gwybodaeth (isod).

This plan summarises my / my child's educational needs and the provision required to meet those needs. My view and/or the view my family have been taken into account when writing the plan.

I give my consent to the above information to be shared with people and other relevant organisations.

* See Note about sharing information (below).

Llofnod/ Signature: **Dyddiad / Date:**

Person Ifanc / Gofalwr (dileir fel sy'n briodol) / Young Person/Carer (written as appropriate)

Llofnod Aelodau'r Cyfarfod / Meeting Members Signature:

(i)

(ii)

(iii)

(iv)

(v)

Dyddiad / Date:

* *Nodyn: RHANNU GWYBODAETH*

Er mwyn sicrhau bod y ddarpariaeth a'r cymorth dysgu ar gael, gall fod yn angenrheidiol rhannu'ch Cynllun gyda'r bobl/sefydliadau canlynol:

    i.   Eich rhiant/rhieni, gwarcheidwad/gwarcheidwaid neu ofalwr

    ii.   Gwasanaethau Cymdeithasol

    iii.   Gweithwyr Proffesiynol: e.e. Gweithwyr Proffesiynol Iechyd a gweithwyr allweddol

* *Note: SHARING INFORMATION*

In order to ensure that the provision and learning support is available, it may be necessary to share your plan with the following people/organisations:

    i.   Your parent/parents, guardian or carer

    ii.   Social Services

    iii.   Professionals e.g. Health Professionals and key workers.

CYNGOR SIR YNYS MÔN	
COMMITTEE	EXECUTIVE / COUNTY COUNCIL
DATE	19 September / 27 September 2016
TITLE OF REPORT	Review of the Local Authority's Gambling Policy Document
REPORT BY	Head of Service Regulation and Economic Development – Dylan Williams
PURPOSE OF REPORT	To Seek Approval of the Final Draft of Gambling Policy Following Consultation
ACTION	To Adopt and Approve the Amended Gambling Policy

1   INTRODUCTION

1.1   The Authority is required under the terms of the Gambling Act 2005 to Review it's Gambling Policy every three years or when necessary.

1.2   The current policy has served the Authority well over the last three years and a continuation of that policy in the short term is not anticipated to raise any issues. There are no concerns over the conduct of commercial gambling establishments within the Island at this time, nor have there been any significant problems since implementation of the Act.

2.   BACKGROUND

2.1   Local Authorities are required under Section 5 of the Gambling Act 2005 to review their Gambling Policy every three years and the revised Policy is required to be determined by the 1st October, 2016.

2.2   A copy of the Gambling Policy is available for inspection below.

2.3   Appendix D, within the Policy, records the register of consultees most of whom were contacted through e-mail to avoid any additional costs in light of the current economic climate.

2.4   The revised Policy reinforces the importance of partnership working to mitigate risks; to reflect the change to social responsibilities within the Commission's Licence Conditions & Codes of Practice and to provide guidance for operators to conduct a local Risk Assessment of the immediate area.

The 5th edition of the Commission's Guidance has also been taken into consideration.

3   Recommendations
The County Council to accept the above report and approve and adopt the amended Gambling Policy.

The Isle of Anglesey County Council

CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Statement of Gambling Policy

The Isle of Anglesey County Council
Statement of Gambling Policy

Background

Background

The Gambling Act 2005 gives effect to the Government's proposals for reform of the law on Gambling. The Act contains a new regulatory system to govern the provision of all gambling in Great Britain, other than the National Lottery and spread betting. It received Royal Assent on 7th April 2005.

The Gambling Act repeals the Betting, Gaming and Lotteries Act 1963, the Gaming Act 1968 and the Lotteries and Amusements Act 1976. In effect Gambling will be unlawful in Great Britain, unless permitted by the measures contained in the Act.

The Act provides for three categories of licence
Operating licences   Personal licences   Premises licences

The Isle of Anglesey County Council will be responsible for issuing premise licences and the new Gambling Commission, which replaces the Gaming Board, will be responsible for issuing the operating and personal licences.

The Gambling Commission will regulate gambling in the public interest by keeping crime out of gambling; ensuring that gambling is conducted fairly and openly and by protecting children and the vulnerable. The Commission have and will continue to issue guidance to Local Authorities regarding the manner in which they should regulate gambling, and the manner in which facilities for gambling are provided which may also include provisions about advertising gambling facilities.

Gambling is defined in the Act as either gaming, betting or taking part in a lottery.

Gaming   means playing a game of chance for a prize

Betting   means making or accepting a bet on the outcome of a race, competition, or any other event; the likelihood of anything occurring or not occurring; or whether anything is true or not.

A lottery is where persons are required to pay in order to take part in an arrangement, during the course of which one or more prizes are allocated by a process which relies wholly on chance.

1. INTRODUCTION
1.1 Licensing Objectives

The Gambling Act 2005 requires that the Council carry out its various licensing functions with a view to promote the three main licensing objectives:

- preventing gambling from being a source of crime or disorder, being associated with crime or disorder, or being used to support crime;

- ensuring that gambling is conducted in a fair and open way; and

- protecting children and other vulnerable persons from being harmed or exploited by gambling.

It should be noted that the Gambling Commission has stated: "The requirement in relation to children is explicitly to protect them from being harmed or exploited by gambling".

The Council, as the Licensing Authority, is aware that, as per Section 153, in making decisions about Premises Licences and temporary use notices it should aim to permit the use of
premises for gambling in so far as it thinks it is:

- in accordance with any relevant code of practice issued by the Gambling Commission
- in accordance with any relevant guidance issued by the Gambling Commission
- Reasonably consistent with the licensing objectives and
- in accordance with the authority's statement of licensing policy

Hence the Council will become the licensing authority under the Gambling Act 2005. This will result in the Council becoming responsible for granting premises licences within the Isle of Anglesey in respect of:-

    Casino premises
    Bingo halls; and in premises licensed for the sale of alcohol
    Betting premises (including tracks)
    Adult gaming centres;
    Family entertainment centres
    Gaming Machines within pubs and clubs

1.2 Profile

The Council services the geographical area known as the Island of Anglesey, often referred to as the Mother of Wales which lies connected to the North West of the Welsh mainland by two fine bridges, Telford's now famous Menai Bridge and the newer Britannia link. Due to its close proximity to Ireland it is a strategic international "gateway" to the Irish Republic, with the ferry port of Holyhead connecting 2.5 million people annually by sea to and from the Emerald Isle.

Anglesey has the smallest resident population in Wales with a 2003 mid-term estimate of 68,368 head count. With a 125 mile coast line encompassing an area of 720 square

kilometres it is though the largest of the Welsh Islands. A map of the district is contained in Appendix A. It remains however a Welsh language and culture stronghold boasting 22,000 hectares of Areas of Outstanding Natural Beauty, 60 sites of Special Scientific Interest which underpin 4 National Nature Reserves, 3 Special Protection areas and 8 candidates for Special Areas of Conservation.

Currently the Council has 7 licensed Betting Premises, 3 Family Entertainment Centres, 107 Licensed Premises with Gaming Machine Notification, a limited number of Club Gaming Machine Permits and just over 200 small lotteries.

The 2005 Act requires the Council to publish a 'Statement of Licensing Policy' that sets out the policies the Council will generally apply to promote the licensing objectives when making decisions on applications and reviews under the Act.

This Policy has been prepared having regard to the provisions of the Gambling Act, Guidance issued by the Gambling Commission and responses received during the consultation process. It is intended to be both an educational and discussion document leading to the adoption by the Council of a formal Statement of Licensing Policy. .

The policy will come into effect on the date of adoption by the Council and will be reviewed as necessary but at least every three years from the date of adoption.

1.3   Responsible Authorities

The Licensing Authority is required by regulations to state the principles it will apply in exercising its powers under Section 157(h) of the Act to designate, in writing, a body which is competent to advise the authority about the protection of children from harm. The principles are:

The need for the body to be responsible for an area covering the whole of the Licensing Authority's area; and the need for the body to be answerable to democratically elected persons, rather than any particular vested interest group.

In accordance with the suggestion in the Gambling Commission's Guidance to Licensing Authorities, this authority designates the Local Safeguarding Children Board for this purpose; but it may be prudent for the Council to involve other organisations if it believes it is right to do so for the prevention of their physical, moral or psychological harm, especially where it receives representations to that effect.

The contact details of all the Responsible Authorities under the Gambling Act 2005 are detailed in Appendix B.

1.4   Interested Party:

For the purposes of the Gambling Act 2005, a person is an interested party in relation to a premises licence if, in the opinion of the Licensing Authority which issues the licence or to which the application is made, the person:

- Lives sufficiently close to the premises to be likely to

- be affected by the authorised activities;

- Has business interests that might be affected by the authorised activities; this could also include, for example, trade associations, charities, faith groups and medical practices.

- Represents persons who satisfy either of the above; for example Residents' and Tenants' Associations

When considering whether a person is an interested party, each case will be judged on its merits taking into consideration the relevant circumstances, including those contained in the Gambling Commission's Guidance to Local Authorities.

1.5 Types of Licence

This document sets out the policies that the Council will apply when making decisions upon applications or notifications made for:

1. Premises Licences;
2. Temporary Use Notices;
3. Occasional Use Notices;
4. Permits as required under the Act; and
5. Registrations as required under the Act

1.6 Licensable Premises and Permits

This policy relates to all those licensable premises, notices, permits and registrations identified as falling within the provisions of the Act, namely: -

- casino premises
- bingo premises
- betting premises, including tracks
- adult gaming centres
- Family entertainment centres.

Except in the case of tracks (where the occupier of the track who gets the premises Licence may not be the person who actually offers the gambling) premises licences may only be issued to people with a relevant operating licence. For example, to obtain a bingo premises licence the applicant must hold a bingo operating licence. Premises licences are transferable to someone else holding a valid operating licence.

The Act provides that licensing authorities may attach conditions to premises licences. Part 9 of this Guidance suggests what conditions might be considered in relation to each type of licence.

In addition to licences, there are other forms of authorisation that a licensing authority may grant, for example, authorisations for the temporary use of premises, occasional use notices and five different sorts of permit for unlicensed family entertainment centres, prize gaming, gaming machines on alcohol-licensed premises and club gaming and club machine permits.

1.7   Fundamental Rights

Under the terms of the Act any individual/company may apply for a variety of permissions and have their applications considered on their individual merits. Equally, any Interested Party or Responsible Authority has a right to make relevant representations on an application or to seek a review of a licence or certificate where provision has been made for them to do so in the Act.

Applicants and those making relevant representations in respect of applications to the Licensing Authority have a right of appeal to the Magistrates Court against the decisions of the Licensing Authority.

The Council, in undertaking its licensing function, will have due regard to the need to eliminate unlawful discrimination and to promote equality and good relations between persons of different racial groups.

1.8   Consultees

This Statement of Licensing Policy will be subject to formal consultation with:

1.   North Wales Police Service;
2.   North Wales Fire & Rescue Service;
3.   Representatives of the holders of the various licences for premises
      in the District who will be affected by this policy;
4.   Persons and businesses likely to be affected by authorised gambling
      within the District

The above list is not intended to be exclusive, indeed it is expected for the range of consultation to be far reaching, consult Appendix D for full list.

The Council, giving full regard to the Commissions Guidance, will give appropriate weight to the views of those consulted. In determining what weight to give particular representations, the Council will take into account:

- who is making the representation (what is their expertise or interest)

- what their motivation may be for their views

- how many other people have expressed the same or similar views

- how far the representations relate to matters that the Council should be including in the policy statement

1.9 Exchange of Information

Licensing authorities are required to include in their statements the principles to be applied by the authority in exercising the functions under sections 29 and 30 of the Act with respect to the exchange of information between it and the Gambling Commission, and the functions under section 350 of the Act with the respect to the exchange of information between it and the other persons listed in Schedule 6 to the Act.

The principle that this Licensing Authority applies is that it will act in accordance with the provisions of the Gambling Act 2005 in its exchange of information which includes the provision that the Data Protection Act 1998 will not be contravened. The Licensing Authority will also have regard to any Guidance issued by the Gambling Commission on this matter, as well as any relevant regulations issued by the Secretary of State under the powers provided in the Gambling Act 2005.

Should any protocols be established as regards information exchange with other bodies then they will be made available.

The Council may from time to time exercise its' powers under section 115 of the Crime and Disorder Act 1998 to exchange data and information with the police and other partners to fulfil its' statutory objective of reducing crime in the area.

The authority would wish to make its decision making process as transparent as possible and all representations made to it will be shared with all parties to an application. Freedom of information legislation will be complied with.

1.10 Integrating Strategies and avoid duplication

By consulting widely prior to this Policy Statement being published, the Licensing Authority will take full account of local policies covering crime prevention, culture, transport, planning and tourism as part of an integrated strategy for the Licensing Authority, Police and other agencies. Many of these strategies may not be directly related to the promotion of the three licensing objectives, but may indirectly impact upon them.

When considering any application, the Licensing Authority will avoid duplication with other regulatory regimes so far as possible. Therefore, the Licensing Authority will not attach conditions to a licence unless they are considered necessary, reasonable and proportionate to the use of premises for gambling consistent with the licensing objective.

1.11 Sustainable Development Community Strategy

The Local Government Act 2000 requires all local authorities to produce a community strategy within the framework of the UK Sustainable Development Strategy – "A better Quality of Life" and relevant regional strategies.

Community strategies provide a focal point for the identification of local issues and aspirations on social inclusion, environmental protection, employment and economic development.

Local strategic partnerships, typically involving the police, local authorities, local health boards, and representatives from education, business and the voluntary sector organisations, are responsible for the achievement of locally set objectives.

Under the Crime and Disorder Act 1998 local authorities must have regard to the likely effect of the exercise of their functions on, and do all they can to prevent crime and disorder in the area. The Licensing Authority will have particular regard to the likely impact of licensing on related crime and disorder in the County, particularly

when considering the location, impact, operation and management of all proposed licence/permit applications, renewals and variations of conditions.

2. LEGISLATION, POLICIES AND STRATEGIES

General Principles

Nothing in this 'Statement of Policy' will:

(a) Undermine the rights of any person to apply under the Act for a variety of permissions and have the application considered on its individual merits; or

(b) Override the right of any person to make representations on any application or seek a review of a licence or permit where they are permitted to do so under the Act.

The starting point in determining applications will be to grant the application, without conditions. Conditions will only be considered where they are needed to meet the requirements of the licensing objectives and any conditions applied will not be overly onerous and will be proportionate to the scale of the application and the 'risks' involved. Conditions will generally be considered unnecessary if they are already adequately covered by other legislation.

It is appreciated that as per the Gambling Commission's Guidance for local authorities "moral objections to gambling are not a valid reason to reject applications for Premises Licences" and also that unmet demand is not a criterion for a licensing authority

The Licence Conditions and Code of Practice (LCCP) issued by the Gambling Commission places further onus on premises to complete a risk assessment based on Code 8, the social responsibility code. The Council will have regard to this code when considering applications. This is covered in Section 6 of this Policy.

When determining an application to grant a premises licence or whether to review a premises licence, regard will be taken regarding the proximity of the premises to schools, vulnerable adult centres, or to residential areas with a high concentration of families with children. The proximity of premises etc. taken into consideration will vary depending upon the size and scope of the gambling premises concerned. Each case will, however, be determined on its merits. Therefore, if an applicant can effectively demonstrate how they might overcome licensing objective concerns, this will be taken into account.

Licensing is about the control of licensed premises, Temporary Use Notices or Occasional Use Notices within the terms of the Act. Conditions may be attached to licences that will cover matters that are within the control of individual licensees.

When considering any conditions to be attached to licences, the Council will primarily focus on the direct impact of the activities taking place at licensed premises on

members of the public living, working or engaged in normal activity in the area concerned. The Secretary of State may, by regulation, provide for specific conditions to be attached to a Premises Licence as either "mandatory" or "default" conditions. In determining an application, the Licensing Authority may not have regard to the expected demand for the facilities which it is proposed to provide.

In this respect, the Council recognises that, apart from the licensing function, there are a number of other mechanisms available for addressing issues of unruly behaviour that can occur away from licensed premises, including:

1. Planning controls;
2. Ongoing measures to create a safe and clean environment in these areas in partnership with local businesses, transport operators and other Council Departments;
3. Regular liaison with the Police on law enforcement issues regarding disorder and anti-social behaviour;
4. The power of the police, other responsible authorities or a local resident or business to seek a review of the licence.

Objectors will be required to relate their objection to one or more of the Licensing Objectives, as specified in section 1.1 above, before the Licensing Authority will be able to consider it.

Where a person, whether or not directly affected by an application or living in the vicinity of a licensable premises under consideration, puts themselves forward as representing the interests of residents in the vicinity, the Licensing Authority will normally ask them to provide evidence that they are acting as representatives of others.

The Council, in undertaking its licensing function, will have due regard to the need to eliminate unlawful discrimination and to promote equality and good relations between persons of different racial groups.

2.1 Legislation
In undertaking its licensing function under the Gambling Act 2005, the Council must also consider other legislation, including:

1. Section 17 of the Crime and Disorder Act 1988;
2. Human Rights Act 1998;
3. Health and Safety at Work etc. Act 1974;
4. Environmental Protection Act 1990;
5. The Anti-social Behaviour Act 2003;
6. Race Relations Act, 1976 (as amended)
7. The Licensing Act 2003
8. Regulatory Return (Fire Safety) Order 2005

However, the policy is not intended to duplicate existing legislation and regulation regimes that already place obligations on employers and operators.

2.2 Relationship with Planning Policies

When determining an application, regard cannot, under the terms of the Act, be given to planning or building control permissions and/or any planning restrictions.

Unmet demand is not a criterion that will be taken into consideration when determining an application for a premises licence under the Gambling Act 2005.

The issue of a Provisional Grant of a premises licence is a separate and distinct process to the granting of Planning Permission. Planning and Building Control permissions will have to be sought and approved before any development takes place.

2.3 National Strategies

The Council will also seek to discharge its responsibilities identified by other Government Strategies, so far as they impact on the objectives of the licensing function.

2.4 Local Strategies and Policies

The Council will consider applications with reference to other adopted local policies, including the Council's Vision, Strategic Aims and Priorities

2.5 Appropriate Licence Environment

The Guidance to Local Authorities and the Licence Conditions and Codes of Practice (LCCP) commencing May 2015, set out additional matters that the Licensing Authority should take into account when considering licence applications for Premises Licences.

Guidance section 19, LCCP condition 16 and code 9 prescribe restrictions on gambling activities on premises, previously known as primary gambling activity. The Licensing Authority will consider any application based on the provisions in these codes and guidance.

Where gambling facilities are provided at premises as a supplementary activity to the main purpose of the premises; e.g. motorway service areas and shopping malls, the Licensing Authority will expect the gambling area to be clearly defined to ensure that customers are fully aware that they are making a choice to enter into the gambling premises, and that the premises is adequately supervised at all times.

The Council will consider these and other relevant factors in making its decision, depending on all the circumstances of the case.

The Gambling Commission's relevant access provisions for each premises type are reproduced below:

Casinos
The principal access entrance to the premises must be from a street (as defined at 7.24 of the Guidance) No entrance to a casino must be from premises that are used wholly or mainly by children and/or young persons

No customer must be able to enter a casino directly from any other premises which holds a gambling Premises Licence

Adult Gaming Centre
No customer must be able to access the premises directly from any other licensed gambling premises

Betting Shops
Access must be from a street (as per para 7.23 Guidance to Licensing Authorities) or from another premises with a betting Premises Licence.

No direct access from a betting shop to another premises used for the retail sale of merchandise or services. In effect there cannot be an entrance to a betting shop from a shop of any kind and you could not have a betting shop at the back of a café –the whole area would have to be licensed.

Tracks
· No customer should be able to access the premises directly from:
- a casino
- an adult gaming centre

Bingo Premises
No customer must be able to access the premise directly from:
- a casino
- an adult gaming centre
- a betting premises, other than a track

Family Entertainment Centre
· No customer must be able to access the premises directly from:
- a casino
- an adult gaming centre
- a betting premises, other than a track

Part 7 of the Gambling Commission's Guidance to Licensing Authorities contains further guidance on this issue, which this authority will also take into account in its decision-making

3. DECISION MAKING

3.1 Administration, Exercise and Delegation of Functions

The powers and duties of the Licensing Authority under the Act may be carried out by the Licensing Committee, by a Sub-Committee or by one or more officers acting under delegated authority.

It is considered that many of the functions will be largely administrative in nature with no perceived areas of contention. In the interests of efficiency and cost effectiveness these will, for the most part, be carried out by officers.

The following schedule sets out the recommended delegation of functions and decisions by guidance. The Licensing Authority may, nevertheless, refer any matter to the Licensing Committee or Sub-Committee.

The schedule of delegation of licensing functions is attached at Appendix B.

3.2 Appeals Procedure

Entitlements to appeal for parties aggrieved by decisions of the Licensing Authority are set out in Sections 206 to 209 of the 2005 Act. Appeals must be made to the Magistrates Court for the area in which the Licensing Authority, which has considered the application, is situated.

An appeal has to be commenced by giving notice of the appeal by the appellant to; Caernarfon Magistrates Court within a period of 21 days, beginning with the day on which the appellant was notified by the Licensing Authority of the decision to be appealed against.

On determining an appeal, the Court may:
Dismiss the appeal;
Substitute the decision appealed against with any other decision that could have been made by the Licensing Authority;

Remit the case to the Licensing Authority to dispose of the appeal in accordance with the direction of the Court.

Make an order about costs.

3.3 COMPLAINTS AGAINST LICENSED PREMISES

The Council will investigate complaints against licensed premises in relation to matters relating to the licensing objectives for which it has responsibility. In the first instance, complainants are encouraged to raise the complaint directly with the licensee or business concerned to seek a local resolution.

Where an interested party has made valid representations about licensed premises or a valid application for a licence to be reviewed, the Council may initially recommend a conciliation meeting to address and clarify the issues of concern.

This process will not override the right of any interested party to ask that the licensing committee consider their valid objections or for any licence holder to decline to participate in a conciliation meeting.

Due consideration will be given to all relevant representations unless they are considered to be frivolous, vexatious, repetitious or whether it will not cause the Council to alter/revoke/suspend the Licence

3.4 Licensing Reviews

The Council will carry out a review of a premises licence where it has received a formal application for review in accordance with the Act that is relevant to one or more of the Licensing Objectives. Representations may be that activities, including the following, are taking place:

> ➢ Use of licensed premises for the sale and distribution of Class A drugs and the laundering of the proceeds of drugs crimes;
>
> ➢ Use of licensed premises for the sale and distribution of illegal firearms;
>
> ➢ Use of licensed premises for prostitution or the sale of unlawful pornography;
>
> ➢ Use of licensed premises as a base for organised criminal activity;
>
> ➢ Use of licensed premises for the organisation of racist, homophobic or sexual abuse or attacks;
>
> ➢ Use of licensed premises for the sale of smuggled tobacco or goods;
>
> ➢ The use of licensed premises for the sale of stolen goods.
>
> ➢ Children and/or vulnerable persons are put at risk

Due consideration will be given to all relevant representations unless they fit the following:

        a)   the grounds are frivolous;

        b)   the grounds are vexatious;

        c)   the grounds are irrelevant;

        d)   the grounds will not cause the Council to revoke or suspend a licence or to remove or attach conditions on the Premises Licence;

        e)   the grounds are substantially the same as the grounds cited in a previous application relating to the same premises; or

        f)   the grounds are substantially the same as representations made at the time the application for a Premises Licence was considered.

A Premises Licence may also be reviewed by the Council on its own volition.

Once a review has been completed, the Council must, as soon as possible notify its decision to: the licence holder;   the applicant for review;   the commission any person who made representations;   Chief of Police;   HMC Revenue & Customs

4. Administration

4.1 Applications

An application for a Premises Licence can only be made by a person who either holds an Operating Licence authorising him to carry out the activity in respect of which a Premises Licence is sought, OR has made an application for an Operating Licence which has not been determined.

Applications for the grant, transfer or variation of a premises licence must be accompanied by an assessment that demonstrates how the applicant will promote all the Licensing Objectives in the form of a written Operating Schedule. The Applicant may ask the Council for advice as to the scope of information to be provided. See also Risk Assessments

The level of detail to be provided will be advised by the Council and will be proportional to scale and nature of the application being made.

4.2 Conditions

Conditions will be applied to licences that are proportionate and appropriate to the business, organisation or individual concerned. The Council will principally draw upon the advice issued by the Gambling Commission and attach conditions relative to the given circumstances of each individual case.

Conditions attached to the premises licences will, so far as possible, reflect local crime prevention strategies. For example, the provision of closed circuit television cameras may be appropriate in certain premises.

4.3 Enforcement

The Council will be guided by the Gambling Commission's Guidance to Local Authorities, the Regulators Code and the Council's Enforcement Policy. It will endeavour to be:

- ❖ Proportional: regulators will only intervene when necessary; remedies will be appropriate to the risk posed and costs identified and minimized.
- ❖ Accountable: regulators will be able to justify decisions and be subject to public scrutiny.
- ❖ Consistent: rules and standards will be joined up and implemented fairly.
- ❖ Transparent: regulators will be open and endeavour to keep regulations simple and user friendly;
- ❖ Targeted: regulation will be focused on the problem and minimize side effects.

The Council will endeavour to avoid duplication with other regulatory regimes so far as possible.

Premises will be subject to a scheme of routine inspection, the frequency of which will be determined by the risks posed by the premises i.e. those premises considered to pose a greater risk will be subject to more frequent inspections than those posing a lower risk.

When determining risk, consideration will be given to:-

- the nature of the gambling activities carried out on the premises
- the location of the premises in relation to schools etc.
- the procedures put in place by the management to meet the licensing objectives

Additional random monitoring visits may made, at the discretion of the licensing team, where it is considered necessary to meet the needs of the licensing objective or following receipt of complaint. The District will be monitored for unlicensed premises.

The Council will seek to work actively with the police in enforcing licensing legislation. It encourages the police to share information about licensees and licensed premises under the Crime and Disorder Act 1998.

The Gambling Commission is the enforcement body for the operating and personal licences. It is also worth noting that concerns about manufacture, supply or repair of gaming machines are not dealt with by the Licensing Authority but should be notified to the Gambling Commission.

The Licensing Authority will take account of the Gambling Commissions guidance document issued in February 2015 (or any subsequent amendments) 'Approach to Test Purchasing' when considering making test purchases at gambling premises. The council will also follow its own policies and procedures regarding the use of underage test purchasers.

The Licensing Authority will also keep itself informed of developments as regards the work of the Better Regulation Executive in its consideration of the regulatory functions of local authorities.

4.4 Casinos

There is no resolution to prohibit casinos in the County at present. However, the Council reserves its right to review this situation and may, at some time in the future, resolve not to permit casinos. Currently there are no casinos operating within the County.

Should the Council choose to make such a resolution, this will be a resolution of Full Council following considered debate and the reasons for making the resolution will be provided. There will be no right of appeal against such a resolution.

4.5 Unlicensed Family Entertainment Centers

Where a premise does not hold a Premises Licence but wishes to provide gaming machines, it may apply to the licensing authority for this permit.

An application for a permit may be granted only if the licensing authority is satisfied that the premises will be used as an unlicensed Family Entertainment Centre, and if the chief officer of police has been consulted on the application. Relevant considerations to be taken into account would be the applicant's suitability, such as any convictions held that would make them unsuitable to operate a family entertainment center plus the suitability of the premises in relation to their location and issues about disorder.

The Authority would expect the applicant to show that there would be policies and procedures in place to protect children from harm. Harm in this context would not be limited to harm from gambling but include wider child protection considerations such

as training of staff regarding suspected truancy, how to deal with unsupervised children, very young children or children causing problems in and around the premises.

4.6   Additional Guidance

The Council notes that the term "Gaming Machine" now covers all machines on which people can gamble and the term has only been preserved in the Act because it is one that is readily understood by the general public. The definition of "gaming machines" is wider in the Gambling Act 2005 than those in previous gaming legislation and covers all types of gambling activities which can take place on a machine, including betting on virtual events.

It should be noted however that there still remains a distinction between skill machines and gaming machines plus important exemptions remain for certain equipment that is not considered a gaming machine, even when gambling can be performed on it, for example a home personal computer.

The Gambling Act 2005 provides for the Secretary of State to make regulations to define four classes of gaming machine. The details, as currently available from the Gambling Commission are shown in Appendix E together with a table summarizing the provisions as they currently stand. Full consultation by the Gambling Commission on this topic is not yet complete.

4.7   Small Lotteries

The Council will continue to register small scale lotteries but with slightly new procedures published in May, 2009 by the Gambling Commission. Further details can be found on the Gambling Commission's web site under their Guidance to Licensing Authorities – Small Society Lotteries.

The Authority will adopt a risk based approach towards its enforcement responsibilities for small society lotteries. This authority considers that the following list, although not exclusive, could affect the risk status of the operator:

- submission of late returns (returns must be submitted no later than three months after the date on which the lottery draw was held).
- submission of incomplete or incorrect returns.
- breaches of the limits for small society lotteries.

4.8   Split Premises

The Council will pay particular attention if there are issues about sub-divisions of a single building or plot and will ensure that mandatory conditions relating to access are observed.

The Council in this context will consider:
Whether the premises has a separate registration for business rates.
Whether the neighbouring premises is owned by a different person.
Whether the neighbouring premises can be accessed from the street or public passageway.
Whether the premises can only be accessed from other licensed gambling Premises.

5.   Licensing Conditions and Codes of Practice 2015 (LCCP)

The Gambling Commission released an LCCP in February 2015 with a commencement date of May 2015. The code strengthened the social responsibility code (SR) requirements. Details regarding the LCCP and SR code can be accessed via the Gambling Commission website at www.gamblingcommission.gov.uk

The code requires operators;

- To supervise customers effectively on gambling premises and identifies customers who are at risk of gambling related harm.
- With effect from April 2016 to have in place schemes to allow customers to self-exclude themselves from all operators of a similar type in the area where they live and work.
- To have a range of measures with regard to marketing to ensure social responsibility that are transparent and not misleading.
- With effect from April 2016 to produce a risk assessment on individual premises,   and
- have policies and procedures and control measures in place to mitigate local risks to the licensing objectives.

6   Risk Assessments - Betting Premises

6.1 Such risk assessments are required from new applicants, and from existing Premises licensees seeking to vary a licence. The code requires all operators of; Casinos, AGC's, Bingo Premises, FEC's, Betting shops and remote betting intermediaries to assess local risks to the licensing objectives, and to have policies, procedures and control measures in place to mitigate those risks.

6.2 Operators are required by the SR code to make the risk assessment available to licensing authorities when an application is submitted either for new Premises Licence or variation of a Premises Licence, or otherwise on request, and this will form part of the Licensing Authority's inspection regime and may be requested when officers are investigating complaints.

6.3 The code requires the Licensing Authority to set out matters they expect the operator to take account of in the risk assessment in its statement of policy and this Licensing Authority would recommend that the following matters are considered by operators when making their risk assessment.

- Information held by the licensee regarding self-exclusions and incidences of underage gambling,
- Gaming trends that may reflect benefit payments
- Arrangement for localised exchange of information regarding self-exclusions and gaming trends.
- Urban setting such as proximity to schools, commercial environment, factors
- affecting footfall,

- Range of facilities in proximity to the licensed premises such as other gambling outlets, banks, post offices, refreshment and entertainment type facilities
- Known problems in the area such as problems arising from street drinkers, youths
- participating in anti-social behaviour, drug dealing activities, etc.

6.4 The Licensing Authority would recommend that the following matters are considered by operators when making their risk assessment.

Matters relating to children and young persons, including;
- Institutions, places or areas where presence of children and young persons should be expected such as schools, youth clubs, parks, playgrounds and entertainment venues such as bowling allies, cinemas etc.
- Any premises where children congregate including bus stops, café's, shops, and any other place where children are attracted,
- Areas that are prone to issues of youths participating in anti social behaviour, including such activities as graffiti/tagging, underage drinking, etc.
- Recorded incidents of attempted underage gambling

Matters relating to vulnerable adults, including;
- Information held by the licensee regarding self-exclusions and incidences of underage gambling,
- Gaming trends that may mirror days for financial payments such as pay days or benefit payments
- Arrangement for localised exchange of information regarding self-exclusions and gaming trends.
- Proximity of premises which may be frequented by vulnerable people such as hospitals, residential care homes, medical facilities, doctor's surgeries, council housing offices, addiction clinics or help centres, places where alcohol or drug dependant people may congregate, etc.

Other issues that may be considered could include:
- Matters of faith, including all religious or faith denominations including proximity to churches, mosques, temples or any other place of worship.

This list is not exhaustive and other factors not in this list that are identified must be taken into consideration.

6.5 Control Measures
Control measures readily identifiable to mitigate perceived risk may involve a combination of systems, design and physical measures. For example to address the risk factors to children gaining access to an over 18 restricted gambling premises, the operator may identify the following measures:

Systems: PASS card or age verification policies, challenge 21 scheme, and staff training

Design: Exterior design which will not attract children into the premises, the entrance layout will enable staff to monitor those entering the premises and when appropriate, challenge them on the ground of age.

Physical: CCTV and electronic sensors

7. Further Information

Further information about the Gambling Act 2005, this Statement of Licensing Policy and about the application process, including application forms and guidance notes can be obtained from:

The Licensing Officer
Trading Standards Section
Department of Environmental and Technical Services
The Isle of Anglesey County Council
Council Offices
Llangefni
Anglesey
LL77 7TW

Tel: 01248 752840
Fax: 01248 752884
E-mail: licensing@anglesey.gov.uk
Website: www.anglesey.gov.uk

Information is also available from the
Gambling Commission
Victoria Square House
Birmingham
B2 4BP
Tel: 0121 230 6666
Website: www.gamblingcommission.gov.uk

TABLE OF DELEGATIONS OF LICENSING FUNCTIONS

MATTER TO BE DEALT WITH	FULL COUNCIL	SUB-COMMITTEE OR PANEL	OFFICERS
Three year licensing policy	X		
Policy not to permit casinos	X		
Fee Setting - when appropriate		Executive	
Application for premises licences		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Application for a variation to a licence		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Application for a transfer of a licence		Where representations have been received from the Commission	Where no representations received from the Commission
Application for a provisional statement		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Review of a premises licence		X	
Application for club gaming /club machine permits		Where representations have been received and not withdrawn	Where no representations received/ representations have been withdrawn
Cancellation of club gaming/ club machine permits		X	
Applications for other permits			X
Cancellation of licensed premises gaming machine permits			X
Consideration of temporary use notice			X
Decision to give a counter notice to a temporary use notice		X	
Determination as to whether a person is an Interested Party			X
Determination as to whether representations are relevant			X
Determination as whether a representation if frivolous, vexatious or repetitive			X

Appendix C

Contact Details for Relevant Authorities

The Isle of Anglesey County Council	**Licensing, Trading Standards Section** **Department of Environmental and** **Technical Services** **Council Offices** **Llangefni** **Anglesey** **LL77 7TW** **dmjpp@anglesey.gov.uk**
The Gambling Commission	**Gambling Commission** **Victoria Square House** **Birmingham** **B2 4BP** **Tel: 0121 230 6666** **info@gamblingcommission.gov.uk**
North Wales Police	**Licensing Section** **North Wales Police** **Yr Ala** **Pwllheli** **LL53 5BU** **Ian.Williams4@nthwales.pnn.police.uk**
North Wales Fire & Rescue Service	**North Wales Fire & Rescue Service** **Head Office** **Llanberis Road** **Caerarfon** **Gwynedd** **LL55 2DF** **Fs.wd.supv1@nwales-** **fireservice.org.uk**
Social Services Department	**Council Offices** **Llangefni** **Anglesey** **LL77 7TW** **dwjss@anglesey.gov.uk**
HM Customs & Excise	**HM Revenue & Customs** **National Registration Unit** **Portcullis House** **21 India Street** **Glasgow** **G2 4PZ**

Consultees

Elected Members, Anglesey County Council
Town and Parish Councils on Anglesey
The Gambling Commission
North Wales Police Service
North Wales Fire & Rescue Service
Head of Social Service Department, Anglesey County Council
HM Revenues and Customs
Anglesey Community Safety Partnership
Head of Education and Leisure Department, Anglesey County Council
Head of Planning, Anglesey County Council
Bingo Association
Popelstone and Allen
William Hill
Ladbrooks
Coral
Corbetts
Carefree Racing
Empire Bingo
Crown Leisure Links
Leisure Link
Sceptre Leisure Solutions Ltd
City Vending UK Ltd
Gamestec Leisure Ltd
Group representing Premises Licensed to sell alcohol
Caravan Site owners
Religious/Faith Groups
Citizens Advice Bureau
Gam Care (Gamblers Anonymous)
Salvation Army
Debt Control Agencies
Urdd Youth Movement
Trade Unions
Voluntary/Community organizations working with children/vulnerable adults

Representatives of the holders of the various licenses for premises in the District who will be affected by this policy

Members of the public who will be affected by this policy

Note: This list is not intended to be exclusive. Comments and observations will be welcome from anyone who will be affected by this policy

Glossary of Terms   APPENDIX E

Within this Statement of Policy, the following words and terms are defined as stated:

Licensing Objectives: As defined in section 1.1 above.

Council: The Isle of Anglesey County Council

District: The Isle of Anglesey as administered by the Council

Licences: As defined in section 1.4 below.

Applications: For Licences or Permits defined in section 1.4 below.

Notifications: Temporary Use Notices and Occasional Use Notices.

The Act: The Gambling Act 2005

Regulations: Means Regulations made under the Gambling Act 2005

Premises: Any place to include a vehicle, vessel or moveable structure.

Code of Practice: Related codes under section 24 of the Gambling Act 2005

Mandatory   Means a specified condition provided by regulations to be

Condition: Attached to a licence

Responsible Authority: Gambling Act 2005 defines the following as responsible authorities in relation to premises:

- The Licensing Authority (Anglesey County Council)
- The Gambling Commission
- North Wales Police Force
- North Wales Fire & Rescue Service
- Planning Section, Anglesey County Council
- Environmental Health, Anglesey County Council
- Social Services, Anglesey County Council

And   HM Revenues and Customs

Table 1

Schedule below demonstrates the latest proposals from the Gambling Commission regarding the different categories with maximum stakes and prizes that may apply.

Machine category	Maximum stake (from January 2014)	Maximum prize (from January 2014)	Allowed premises
A	Unlimited	Unlimited	Regional Casino
B1	£5	£10,000 (with the option of a maximum £20,000 linked progressive jackpot on a premises basis only)	Large Casino, Small Casino, Pre-2005 Act casino and Regional Casinos
B2	£100	£500	Betting premises and tracks occupied by pool betting and all of the above
B3	£2	£500	Bingo premises, Adult gaming centre and all of the above
B3A	£2	£500	Members' club or Miners' welfare institute only
B4	£2	£400	Members' club or Miners' welfare club, commercial club and all of the above.
C	£1	£100	Family entertainment centre (with Commission operating licence), Qualifying alcohol licensed premises (without additional gaming machine permit), Qualifying alcohol licensed premises (with additional LA gaming machine permit) and all of the above.

Machine category	Maximum stake (from January 2014)	Maximum prize (from January 2014)	Allowed premises
D money prize	10p	£5	Travelling fairs, unlicensed (permit) Family entertainment centre and all of the above
D non-money prize (other than crane grab machine)	30p	£8	All of the above.
D non-money prize (crane grab machine)	£1	£50	All of the above.
D combined money and non-money prize (other than coin pusher or penny falls machines)	10p	£8 (of which no more than £5 may be a money prize)	All of the above.
D combined money and non-money prize (coin pusher or penny falls machine)	20p	£20 (of which no more than £10 may be a money prize)	All of the above.

Table B expands on the above provisions coupling the premise type applicable to each machine category and numbers allowed per premises.

Premises type	Machine category						
	A	B1	B2	B3	B4	C	D
Large casino (machine/table ratio of 5-1 up to maximum)		Maximum of 150 machines. Any combination of machines in categories B to D (except B3A machines), within the total limit of 150 (subject to machine/table ratio)					
Small casino (machine/table ratio of 2-1 up to maximum)		Maximum of 80 machines. Any combination of machines in categories B to D (except B3A machines), within the total limit of 80 (subject to machine/table ratio)					
Pre-2005 Act casino (no machine/table ratio)		Maximum of 20 machines categories B to D (except B3A machines), or any number of C or D machines instead					
Betting premises and tracks occupied by pool betting			Maximum of 4 machines categories B2 to D (except B3A machines)				
Bingo premises[1]				Maximum of 20% of the total number of gaming machines which are available for use on the premises categories B3 or B4		No limit on category C or D machines	
Adult gaming centre[2]				Maximum of 20% of the total number of gaming machines which are available for use on the premises categories B3 or B4		No limit on category C or D machines	
Licensed family entertainment centre[3]						No limit on category C or D machines	
Family entertainment centre (with permit)[3]							No limit on category D machines
Clubs or miners' welfare institute (with permits)[4]					Maximum of 3 machines in categories B3A or B4 to D		
Qualifying alcohol-licensed premises						1 or 2 machines of category C or D automatic upon notification	
Qualifying alcohol-licensed premises (with licensed premises gaming machine permit)						Number of category C-D machines as specified on permit	
Travelling fair							No limit on category D machines

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ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	**Executive Committee**
Date:	**19th September 2016**
Subject:	**A Growth Vision for the Economy of North Wales**
Portfolio Holder(s):	**Cllr. Richard Dew**
Head of Service:	**Dylan J. Williams**
Report Author: Tel: E-mail:	**Dylan J. Williams (Head of Service Regulation and Economic Development)** **2499** **DylanJWilliams@anglesey.gov.uk**
Local Members:	**All members**

A – Recommendation/s and reason/s

To approve the North Wales Economic Ambition Board's' (NWEAB) "Growth Vision for the Economy of North Wales" as the basis for commencing negotiations with the UK and the Welsh Government over a Growth Deal Bid for the region.

B – What other options did you consider and why did you reject them?

The Executive Committee's approval is sought for the NWEAB's "Growth Vision for the Economy of North Wales" strategy, which sets out the region's priorities to deliver sustainable economic and employment growth across the North Wales.

The NWEAB is a collaborative group of private and public organisations (including Local Authorities, universities and local colleges) in North Wales committed to promoting economic growth in Anlgesey, Conwy, Denbighshire, Flintshire, Gwynedd and Wrexham.

The "Growth Vision" provides a challenging yet deliverable framework and context for strategic partners, particulary the UK and Welsh Government, to collectively guide investment to North Wales and pool resources to fund a variety of strategic projects to facilitate significant economic development.

The Vision sets out a clear ambition for North Wales, especially in relation to infrastructure development, skills and employment, and business growth. The aims behind the Vision are:

- To improve the economic, social, environmental, and cultural well-being of North Wales
- To support and retain young people in the region's communities
- To address worklessness and inactivity across the region
- To support and enable private sector investment in the region to boost economic productivity and improve to the economic and employment performance of North Wales.

The Vision recognises the unprecedented positive impacts and benefits the Wylfa Newydd New Nuclear Build could have on the economy of North Wales, as well as other signficant energy projects on Anglesey currently supported through the Energy Island Programme

(EIP). Anglesey and the EIP will be integral to the establilshment of a high value energy cluster which will have experitise around energy generation, low carbon technologies and processes, with businesses well-equipped to exploit the opportunities arising from the major energy developments.

If funding is secured to deliver the identified projects, it's anticipated that the region will experience sustainable economic growth and the value of the North Wales economy will increase from £12.8billion to £20billion by 2035. A growth rate such as this will generate at least an additional 120,000 new employment opportunities.

There has been a broad base of support across region's various sectors to the "Growth Vision". Given this base and strength of support there will no doubt be collectivism and momentum in the delivery of the strategy with positive engagement from the new Cabinet Secretary for Economy and Infrastructure of the Welsh Government. He has given his informal support to the concept of a "Growth Vision" for North Wales, which is integrated with North West England and connected to the wider UK economy. Positive discussions have also taken place with the Secretary of State for Wales and the Under-Secretary of State at the Wales Office.

Should the "Growth Vision" be approved by all six Local Authorities the intention thereafter is to hold discussion and negotiations with the Chancellor of the Exchequer, Wales Office and Welsh Government, especially on relation to a potential investment programme to deliver the action plan of projects. It is also intended to hold discussions about a possible "Growth Deal" for North Wales. The Growth Deal is considered as one of the vehicles to secure investment to achieve the aims and aspirations of the "Growth Vision" from now until 2035.

C – Why is this decision for the Executive?

Leaders and Chief Executives of the six North Wales Local Authorities agreed at a NWEAB meeting on the 12th of July that all six authorities should seek approval of their cabinets of the "A Growth Vision for the Economy of North Wales" document by the end of September 2016. With the document being officially approved by the NWEAB at its meeting on the 1st of August 2016.

A theme that constantly underpins the "Growth Vision" document is collaboration and partnership working, with a strong private sector involvement and "Team North Wales" approach. This builds on the strong allicances and joint planning that has taken place recently in the region through the work of the NWEAB.

D – Is this decision consistent with policy approved by the full Council?

The Growth Vision is consistent with the Isle of Anglesey County Council's economic aspirations within the Corporate plan, likewise the Service Delivery Plan of the Regulation and Economic Development Service.

DD – Is this decision within the budget approved by the Council?
Not Applicable

E – Who did you consult?		**What did they say?**
1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	
2	**Finance / Section 151** (mandatory)	
3	**Legal / Monitoring Officer** (mandatory)	
4	**Human Resources (HR)**	
5	**Property**	
6	**Information Communication Technology (ICT)**	
7	**Scrutiny**	
8	**Local Members**	Not a local matter, regional strategy.
9	**Any external bodies / other/s**	Positive contributions / feedback to the Growth Vision from the following external bodies - Bangor University, Glyndŵr University, Grŵp Llandrillo-Menai, Coleg Cambria, Chesire and Warrington LEP, Enterprise Zone boards, Mersey Dee Alliance, Welsh Government, UK Government.

F – Risks and any mitigation (if relevant)	
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	
6	**Outcome Agreements**	
7	**Other**	

FF - Appendices:
• Annex A – "A Growth Vision for the Economy of North Wales"

G - Background papers (please contact the author of the Report for any further information):

A Growth Vision for the Economy of North Wales

north wales economic ambition board
bwrdd uchelgais economaidd gogledd cymru

July 2016
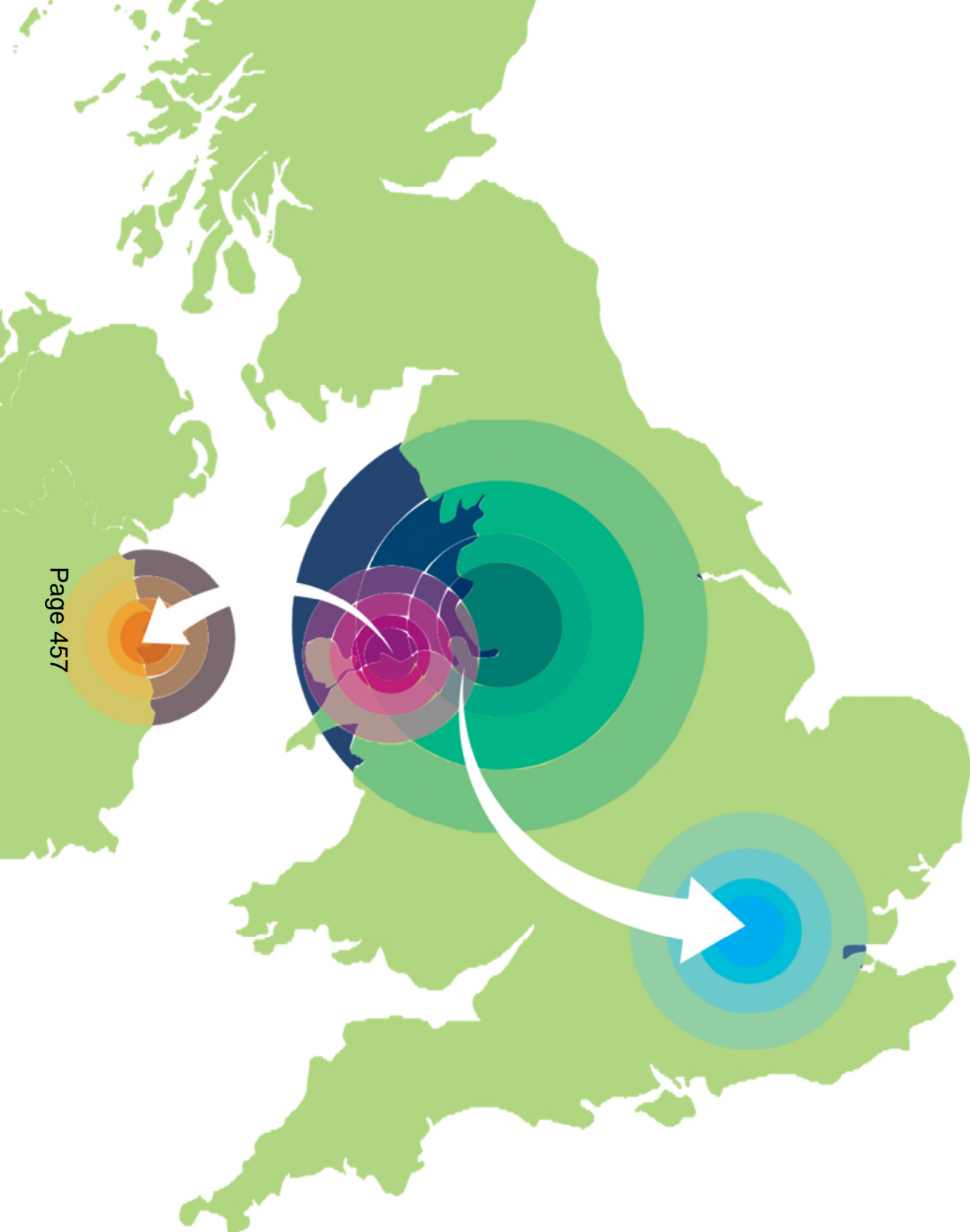
"A confident, cohesive region with sustainable economic growth, capitalising on the success of high value economic sectors and its connection to the economies of the Northern Powerhouse and Ireland."

GROWTH VISION FOR NORTH WALES

This is a single, joined-up vision for economic and employment growth for North Wales. It will be achieved through collaboration and partnership working, with a strong private sector involvement and a *"Team North Wales"* approach, building close economic relationships with neighbouring areas.

It will also create the conditions to support the delivery of the UK Governments' National Infrastructure priorities in North Wales, particularly Wylfa Newydd – which is one of the largest private sector investments into the UK – and the rail modernisation project from Crewe to Holyhead, which will include electrification.

Our ambition for North Wales in 2035 is put forward in section 2 of the paper, with sections 3 and 4 setting out our Strategy and Action Plan of projects to deliver growth and enable the private sector to invest and boost productivity.

The purpose of this paper is to identify our vision for growth for North Wales, and to set out our Strategy and package of projects to realise that vision.

Various funding programmes will be explored to support the implementation of the Strategy and Action Plan of Projects, particularly a Growth Deal proposal with the UK and Welsh Governments.

Centre for Solar Energy Research, Glyndŵr University

The aims behind the vision are:

- To improve the economic, social, environmental, and cultural well-being of North Wales;
- To support and retain young people in the region's communities;
- To address worklessness and inactivity across the region;
- To support and enable private sector investment in the region to boost economic productivity and to improve the economic and employment performance of North Wales.

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NORTH WALES IN 2035…..

Delivery of the vision will be powered by high value economic clusters throughout North Wales.

The **energy cluster** will have expertise around energy generation, low carbon technologies and processes, with businesses well-equipped to exploit opportunities as a result of investment in Wylfa Newydd, Trawsfynydd Small Modular Reactors and off-shore wind, biomass and tidal energy projects. Businesses within the cluster will have strong linkages with leading energy research centres, especially in the Northern Powerhouse area, so as to facilitate effective knowledge exchange, innovation, high quality research and development, and technology commercialisation.

Importantly, synergies with energy sector cluster development activity in neighbouring regions will be fully exploited, especially supply chain opportunities. North Wales, together with the cross-border area and

Wylfa Newydd

North West England, will be positioned as one of the leading UK locations for energy generation and energy related supply chain investment, with expertise in business and academia to seize opportunities for the global demand for low or zero carbon energy.

The **advanced manufacturing cluster** in the region will be highly competitive on the global stage. The region will be a hot-bed of activities

in this cluster, building on a strong network of anchor companies with international profile and a competitive edge in aerospace, materials and processes, marine and environmental engineering, automotive, electronics and food.

Anchor companies in this cluster will be supplied by SME's within the region with a reputation for high quality. The cluster will benefit from a portfolio of well serviced development sites as well as the availability of applied

Airbus

knowledge assets and facilities, especially in higher education. Growth in this cluster will be driven in particular by Enterprise Zones (such as Deeside Enterprise Zone), as well as new investment in the Northern Gateway, Deeside; Wrexham Industrial Park; St. Asaph Business Park; Parc Bryn Cegin, Bangor and Parc Cybi, Holyhead.
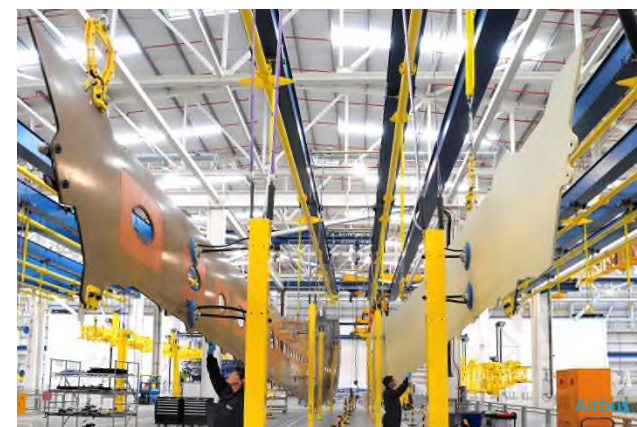
The **digital cluster** will become an integral part of the region and the rapid growth of many digital businesses will confirm North Wales' position as a UK hub of technology excellence.

The diverse digital sector, including high performance computing, data analytics, media, cognitive computation etc., will be pivotal to the region, forging new innovative sectors and creating new ways to doing business.

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The digital cluster will be the engine room for growth in North Wales, building on the competitive advantages in terms of academia, quality of life and outstanding natural beauty, and a quality infrastructure.

Creative industries, software development, health technology and financial science will all be part of such a cluster, building their own momentum for growth. Our strength in digital technology will be powered by strong applied research from the region's Universities and Further Education Colleges with electrical and software engineers driving the specialism in hardware and wireless communication. Some strategic sites will provide a focus for activities in the digital sector, in particular Menai Science Park, Wrexham Technology Park and St. Asaph Business Park.

The region will have a high concentration of digital companies – a significant technology cluster, creating a real and genuine "buzz" that will succeed in inspiring young people and creating an image of a modern, well-connected and outward looking region.

North Wales is economically connected to the **Northern Powerhouse**. Administrative boundaries will not be a barrier, with the economy of North Wales inextricably linked and closely aligned to North West of England.

Cross border collaboration will take place on the delivery of strategic projects, such as transport, and the development of key high value clusters which will boost economic performance and productivity.

Some of the key transformational projects in the region, such as Wylfa Newydd and Trawsfynydd Small Modular Reactors, offer huge potential synergy with the energy cluster in the Northern Powerhouse, and will directly benefit from the advanced manufacturing expertise within organisations such as the Nuclear Advanced Manufacturing Research

Centre based in Sheffield and the University of Manchester's Dalton Institute.

The region will also benefit from developing trade, commercial and business links with Ireland. The economic advantages of being positioned between major economic centres such as Manchester and Dublin will be maximised – further increasing our appeal as a major business destination.

The improvement of the regional transport and economic infrastructure will both support sustainable housing growth and improve

Rail investment

access to the region to promote its visitor offer. Delivery of the Vision will be integrated into plans for sustainable community planning and development which respect the unique cultural and linguistic characteristics of the region.

Achieving this ambition will ensure that North Wales will have a strong regional offer to the UK and Welsh Governments. This offer will be a concentration of innovative businesses in high value economic clusters embedded in the region, capitalising on the high level skills base, quality infrastructure and excellent connections to the Northern Powerhouse. Such a concentration will establish North Wales as a "Locality of Excellence" for the location of businesses in high value clusters and as a consequence, boosting UK productivity levels and re-balancing the economy.

STRATEGY TO DELIVER THE VISION

At the heart of our vision is the desire to improve **productivity**, **competitiveness** and **growth** across North Wales.

It has been developed and agreed by a wide partnership of people, organisations and the private sector who share a pride in, and ambition for, an area with unique assets, challenges and opportunities.

The focus will be on creating the appropriate conditions for high value economic clusters such as energy, advanced manufacturing and digital sector to flourish and boost their contribution to the performance of the economy.

This will be achieved by building on the strengths of the existing business base and overcoming barriers and challenges by delivering a package of strategic projects which are needed for positive change to transform the economy.

Increasing productivity is a key goal. However, to achieve this successfully, and to deliver a more successful and balanced economy, long term investment will be required to tackle long term challenges, especially around transport, skills and employment, business support and housing needs.

The Strategy will deliver the vision of increased productivity, growth and jobs by focusing on the following:

Improving the infrastructure across the region *Promoting and supporting business growth and innovation* *Improving and upgrading the region's skills base and providing employment growth*

Improving the infrastructure across the region, especially transport and digital, to facilitate and enable economic investment and to unlock the economic potential of North Wales. Digital technology needs to be significantly upgraded to act as a key enabler for productivity and driver of innovation and international trade. There is also a need to focus on improving access to employment sites, and to address traffic congestion problems on certain road routes, especially in the cross-border area. Investment also needs to take place in the North Wales railway network – the electrification of the railway line is a priority as well as improving the frequency, speed and the quality of rail services and the rolling stock. The region also needs to ensure that there is a portfolio of market-responsive, well-serviced, readily available development sites that meet the needs of current and future economic sectors and clusters, especially along the A55 corridor. This is crucial if we are to become the

favoured location of businesses and attract investment. The housing offer across North Wales - a key component of enabling growth - will have to respond to demographic shifts and cater for housing need across the region. There will be a need to encourage schemes that provide quality homes across a range of tenures, to suit a range of income levels and aspirations close to major employment centres.

Improving and upgrading the region's skills base and providing employment growth, focusing in particularly on improving the supply of advanced skills in the high value economic clusters and tackling worklessness. Employers in the region need to be supported to drive skills provision that responds to their needs, retaining flexibility to respond to evolving requirements. We also need to ensure that young people and adults in the region are equipped with the skills that employers need, and ensure that the area provides an attractive employment proposition to attract and retain workers, particularly those with high level skills. The Advanced Manufacturing Centre at Deeside, the Aerospace Technology Centre at Broughton and the new Skills Centre for Energy and Environment at Llangefni are examples of key projects that need to be delivered to support the skills agenda. The education system across the region will have to become more demand-led, reflecting the priorities of employers and growth sectors in the education curriculum. We also need to ensure that those seeking work have the skills to access sustainable employment, whilst those in work need to be supported to develop

Minesto tidal energy

their potential. Worklessness will be tackled through the delivery of integrated and co-ordinated programmes that will focus specifically on the individual's needs and circumstances – providing them with the confidence and the support to access the labour market.

Promoting and supporting business growth and innovation, especially in key sectors, and strengthening supply chains within the region. We need to create a highly supportive and competitive environment for our businesses, so that they remain resilient and embedded locally. It is crucial that this support is effectively co-ordinated, especially through a Team North Wales approach. Businesses in the region will also have the opportunity to capitalise on major private sector investment schemes, such as Wylfa Newydd, Deeside Enterprise Zone, Orthios Holyhead, and it is crucial that they are supported and equipped to access the relevant supply chains and retain expenditure regionally. We also need to boost growth in our enterprise pipeline across exports, innovation and business start-ups, especially through interventions that have the full engagement and commitment of the private sector. We also need to ensure that the appropriate services and facilities are available in the region to support the business sector to access research and development resources, in particular from higher education and further education. Pro-active marketing initiatives are also required in order to attract new investment, building on the strengths of various localities across the region, and establishing North Wales as a key destination. Put simply, we need to be "better known" as a high quality and excellent location for new investment, particularly in the high value economic clusters.

The balance of benefits will be shared to support the sustainable growth of the different sub-regions of North Wales.

Consideration is being given now to a form of governance model which will be both inclusive and be capable of decisive and co-operative joint planning with Regional Partnerships such as Cheshire and Warrington.

STRATEGIC PROJECTS TO DELIVER THE STRATEGY

A portfolio of strategic projects have been identified to support the delivery of the strategy. These projects – which have all been identified as priorities by a partnership including Local Authorities, Welsh Government, the private sector and Higher and Further Education Colleges - are included below under the relevant headings.

It should be noted that the key priorities of all six Local Authorities for Infrastructure, Skills and Business Growth have been incorporated within this portfolio.

Infrastructure Plan to enable Growth:

Road	• A55 / A494 Route Improvement Project (£210m), improving the main access from North Wales to the Northern Powerhouse*:
	
	  • Aston Hill improvement
	  • Flintshire Bridge alternative route
	
	• A55 Capacity and Resilience Improvements (£35m):
	
	  • Congestion issues at key pinch points e.g. Halkyn and Abergele
	  • Resilience improvements
	
	• A483 /A5 Route Improvement Project (£300m), improving the main access from North Wales to the Midlands and South*:
	
	  • A483 / A55 junction at Chester Business Park
	  • Wrexham Town Centre junctions
	  • A483 / A5 junctions at Halton through to Oswestry
	
	• A55 Menai Crossing (£135m)

	• A487 Caernarfon Bontnewydd bypass (£85m) • Holyhead Port Access (£10-15m) • Localised access to employment opportunities

Rail	• The delivery of a detailed prospectus (Growth Track 360) that outlines our ambition for rail service improvements and connectivity with HS2 at Crewe hub – including proposals to improve:
	
	   • Service frequency and speed improvements (£20m – £25m)*
	   • Network capacity improvements (£35m)*
	   • Rolling stock improvements
	   • Electrification of the network (£750m)*
	   • Improved stations at Deeside

Integrated Transport	• The delivery of a regional passenger transport network that fully integrates transport modes.

Strategic Sites and Premises	• Deliver a managed programme that provides strategic employment sites with associated infrastructure including access:
	
	   • Northern Gateway, Deeside (£10m)*
	   • Warren Hall, Broughton (£20m)*
	   • Wrexham Technology Park expansion (£10m)*
	   • Wrexham Industrial Estate extension (£15m)*
	   • Wrexham Business Quarter re-development (£8m)*
	   • St Asaph Business Park expansion (£10m)
	   • Abergele South East (£7m)
	   • Parc Bryn Cegin, Bangor (£3m)
	   • Parc Cefni expansion, Llangefni (£5m)
	   • Parc Cybi, Holyhead (£2m)
	   • Holyhead Port re-development (£5m)
	   • Ferodo Site, Caernarfon (£5m)
	   • Centre for Energy Generation at Trawsfynydd (£5m)
	   • Snowdonia Aerospace Centre, Llanbedr (£6m)
	   • Menai Science Park (£21m)

	• Establish a regional Delivery Body to bring forward site and premises development and identify innovative funding opportunities.
Digital	• Promote and deliver projects that increases ultra-fast broadband and mobile coverage that enable our businesses to access new markets. • Accelerate the roll-out of the connectivity infrastructure programme in the region. • Support continued investment in the digital network and infrastructure, especially mobile connectivity, and promote activities to exploit the availability of superfast broadband. Monitor usage and promote the capacity provided.
Housing	• Address key barriers to housing delivery, especially in Wrexham and Flintshire, and ensure that a supply of adequate land for residential development is available to meet projected demand and need, especially reuse of brown field sites. • Support to assist with costs associated with site remediation, the delivery of enabling infrastructure and the lack of funding caused by restricted access to banks and institutional funding will be available

(*also included within the Cheshire & Warrington Growth Deal Bid)*

Skills and Employment Plan to enable Growth:

	• Delivery of a strategy that increases the uptake of STEM subjects to support energy, advanced manufacturing and digital sector in North Wales. • Identify skills demands and work with providers in Higher/Further Education and the third sector to support developing and up skilling the regional workforce. • Develop initiatives and projects to promote a skills pipeline across education and training providers in support of regional economic priorities. • Deliver specific projects and programmes intended to support the key sectors:

- Grŵp Llandrillo Menai / Horizon ABWR Centre of Excellence and Nuclear Campus at Llangefni
- Centre of Excellence in Sustainable Energy at Bangor University and Menai Science Park
- Advanced Manufacturing Centre at Deeside and Business Productivity & Engineering Lab at Wrexham Glyndwr University
- Aerospace technology Centre at Broughton
- New Science & Technology Quarter at Bangor University

- To resource and fund a cross-border careers advice service to support the skills provision pipeline.

Supporting Business Growth Plan:

- Develop sector specific projects that support continued growth of the Advanced Manufacturing sector, especially in the Aerospace, Automotive, Packaging, Nuclear, Advanced Materials, Food & Drink sectors and Medical Sciences.

- Deliver the planned lower carbon energy generating and renewable energy projects, as well as promoting and supporting opportunities to develop further projects in the region, e.g. Morlais Marine Demonstration Zone, Sustainable Energy Catapult Centre.

- Promote the continued development of the high value / knowledge intensive Finance, Business, Creative & Digital service sectors growing in North Wales, e.g. Wrexham Financial Services.

- Boost growth in our Enterprise Pipeline on a cross-border basis across Exports / Innovation / Productivity and Business Start-Ups, through a package of funds and resources covering Research and Development Business & Higher/Further Education Research / Graduate Recruitment / Export Management / a regional 'Pop Up' Incubator Fleet.

- Leverage and pool existing resource supporting economic development through establishment of the North Wales Growth Acceleration & Investment Hub (North Wales Growth Hub), co-locating key Welsh Government and North Wales Economic Ambition Board resources in one location. All the key levers and support in one place - 'Team

North Wales'.

- Support businesses in the region to access opportunities stemming from major private and public sector investment schemes, especially through the supply chain. Some of these major projects include Wylfa Newydd, Menai Science Park, Enterprise Zones, Orthios Holyhead, and major road network improvements.

- Develop new initiatives to support the sustainability and resilience of the construction sector within North Wales.

- Provide support and incentives for major anchor companies based in North Wales to grow and develop further, such as Airbus / JCB / Siemens / Redrow / Moneypenny / Moneysupermarket / Toyota / Kingspan.

- Establish a Knowledge Transfer Programme - Connecting live business needs with research facilities and expertise across North Wales, Mersey Dee and wider Northern Powerhouse region.

- Develop projects to fast track the commercialisation of new technologies and market leading products, boosting innovation and productivity growth.

- Investment in the "Innovation Corridor" across North Wales to enhance and improve facilities and learning environments, and help position Bangor University, Glyndwr University, Coleg Cambria and Grwp Llandrillo-Menai in particular as hubs for innovation, research and development.

- Capitalise on the regions reputation as a place with great quality of life, as a world-renowned adventure tourism destination and as the pivotal location linking the Irish Market and our wider region of the Northern Powerhouse, by establishing a new Regional Marketing Fund to market North Wales.

IMPACT ON THE REGION'S ECONOMIC PERFORMANCE

The forecasted growth rate for the regional economy – based on current trends – is 1.9% between 2016-2035. However, we can achieve a higher growth rate with the delivery of the Growth Vision and Strategy, and increase the value of the North Wales economy from £12.8 billon to £20 billion by 2035 – representing a growth rate of 2.8%.

The value of the economy would increase by 56% in less than 20 years. It is estimated that such growth levels will generate at least an additional 120,000 new employment opportunities. This is based on considerations contained in an independent report commissioned by the North Wales Economic Ambition Board which modelled different scenarios of future movements in GVA within North Wales.

Such improvements in GVA and employment growth will significantly reduce the output gap with the rest of the UK

The projected provision for housing allocations currently in adopted or proposed Local Development Plans across the region (which end at different times) ranges from 37,500 homes to 44,100, which is 2,500-3,000 new homes annually. To date, 13,100 dwellings have been completed between April 2007 and April 2015 – the majority in the Flintshire and Wrexham area. This shows that the region has to be more ambitious in planning sustainable housing growth.

Given the growth projected in the region, measures need to be in place to ensure the removal of constraints and barriers to release designated sites for housing development – especially in areas of high employment growth. (This action is included in the Infrastructure Plan in the Strategy). There will also be a need for further allocation of land for housing as the Local Development Plans are renewed from 2021 onwards. This gives us the opportunity to ensure that the land use planning process is closely integrated and aligned with our economic growth strategy.

£7.2bn value added to regional economy by 2035

NEW RESPONSIBILITIES FOR THE REGION TO DELIVER

The region is prepared and ready to accept new responsibilities and powers on key decisions that affect the region. This will support the delivery of the Growth Vision and Strategy, as well as promoting new ways of working and improving the co-ordination of services to businesses and people through a "Team North Wales" approach.

For example, there is potential to explore with the UK and Welsh Governments the following:

- Integration of employment and skills programmes at the regional level – in particular DWP programmes and WG skills initiatives targeted at the "hard to reach" groups and those who are economically inactive. An opportunity exists through such an approach to tackle worklessness in a much more meaningful and effective way, and tailor the new Work and Health Programme to meet the needs of North Wales.

- Asset Backed Investment Fund - This can be achieved if LA / WG / public body assets were pooled. Importantly if the approach was to be fully effective some of the powers currently held by WG from WDA / Land Authority days would give the new entity some key responsibilities and power.

- Strategic land use planning – in particular to achieve improved alignment between planning policies with economic development priorities. The process of identifying the supply of land required for housing growth and economic growth could be done more regionally and strategically, as well as identifying strategic sites. An opportunity here to achieve better strategic integration between transport planning, economic planning and land use planning through a new and bold approach.

- A regional transport authority with the opportunity to prioritise schemes for funding across the region – with the aim of "enabling" economic growth.

- A business support and trade team – working across the region with a "team north wales" approach. This team would focus in particular on our growth sectors and overcoming barriers to growth and innovation. It could also include tourism and marketing.

- New fiscal powers at the regional level, in particular a programme of Tax Increment Finance projects funded by additional NNDR tax revenue gains from economic development activities, as well as a Regional Investment Fund to provide funding and finance for regeneration activities across the region.

North Wales is well placed to receive a range of new responsibilities, and is confident that the powers that will be devolved to the region – following negotiations and agreement with the UK and Welsh Governments – will have a positive impact on the delivery of the Growth Vision and Strategy, boosting productivity levels and improving the employment prospects of our residents.

Key partners unite behind Growth Track 360 rail prospectus

The Growth Vision is supported by:

Councillor Dilwyn Roberts, Leader

CONWY
CYNGOR BWRDEISTREF SIROL
COUNTY BOROUGH COUNCIL

Councillor Hugh Evans OBE, Leader

sir ddinbych
denbighshire
Cyngor
County Council

Councillor Aaron Shotton, Leader

Cyngor
Sir y Fflint
Flintshire
COUNTY COUNCIL

Councillor Dyfed Edwards, Leader

CYNGOR
GWYNEDD
COUNCIL

also
Chair, the North Wales Economic
Ambition Board

north wales economic ambition board
bwrdd uchelgais economaidd gogledd cymru
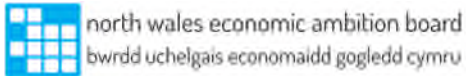
Councillor Mark Pritchard, Leader

wrexham
CYNGOR BWRDEISTREF SIROL
COUNTY BOROUGH COUNCIL
wrecsam

Councillor Ieuan Williams, Leader

CYNGOR SIR
YNYS MÔN
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ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	**The Executive**
Date:	**19th September, 2016**
Subject:	**Welsh Housing Quality Standard Compliance Policy**
Portfolio Holder(s):	**Aled Morris Jones**
Head of Service:	**Shan Lloyd Williams**
Report Author: Tel: E-mail:	**Dafydd Rowlands – Technical Services Manager** **01248 752240** **drxhp@anglesey.gov.uk**
Local Members:	**Relevant to all Elected Members**

A –Recommendation/s and reason/s
The Executive is recommended to approve:- **R1**. The draft Welsh Housing Quality Standard (WHQS) Compliance Policy. **Reasons** **1.0 Background** **1.1** Members will be aware that WHQS was achieved during 2012 and that Anglesey were the second Authority in Wales to achieve the standard. The WHQS states that all households should have the opportunity to live in good quality homes that are: - In a good state of repair, - Safe and Secure, - Adequately heated, fuel efficient and well insulated, - Contain up to date kitchens and bathrooms, - Well managed, - Located in attractive and safe environmnets, - As far as possible suit the specific requirements of the household (e.g. specific disabilities). **1.2** In June of 2013, the Welsh Government appointed consultants to carry out a a research project entitled 'Welsh Housing Quality Standard, verification of progress in achieving the

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Standard'.

The aim of the research was to inform the Housing and Regeneration Minister and WG officers about:

- how landlords judge that their properties have met WHQS in accordance with interpretation guidelines published in July 2008;
- how landlords have applied 'acceptable fail' criteria;
- the extent of independent, external verification of compliance with WHQS amongst landlords;
- the extent to which community benefits have been achieved by WHQS improvement programmes.

The research recommended that due to the interpretative nature of the Guidance each landlord should produce a WHQS Compliance Policy which expresses and clarifies their interpretation of the WHQS Guidance and that it should include:-

- Interpretation of WHQS;
- Interpretation and recording of 'acceptable fails';
- Data collection and storage;
- WHQS progress and reporting;
- Verification;
- WHQS+ Standard;
- Summarised annual financial investment in the stock;
- Interpretation and measurement of Community Benefits.

The Welsh Government have adopted this clear recommendation and have asked all landlords to put a Compliance Policy in place and to review it annually.

2.0 WHQS Compliance Policy

2.1 The purpose of our proposed policy is to outline the primary principles that we follow to ensure continued compliance with WHQS and to comply with Welsh Government requirements mentioned above. This Policy will contriute towards providing Welsh Government, tenants and the Council with assurances that WHQS has been met and is being maintained.

2.2 Members are requested to note the following key principles which form the basis of our strategy for continued WHQS Compliance:

- Traditional external planned maintenance contracts will continue to form the basis of our capital investment plans during 2016-20;
- It is our policy to undertake any outstanding internal WHQS works at end of tenancy. This will continue to be the case until all kitchen, bathroom and wiring elements are

fully compliant;
- It is our intention to undertake further survey work during 2016/17 in order to establish if internal elements which did not form part of the original investment plan should be programmed for renewal during 2017-20;
- We will adopt an annual independent verification process which shall include the annual review of data collection procedures, the maintenance of the asset management database and verification of WHQS progress/compliance. This will involve instructing suitably qualified external housing/surveying specialists to undertake an annual audit of progress and procedures;
- We will undertake a further stock condition survey, either full or representative, prior to 2020;
- A WHQS compliance certificate will be issued to new tenants at the point of re-letting a property;
- To capture and measure Community Benefits we will use the Value Wales Measurement Tool and report the outcomes to Welsh Government on completion of capital work contracts;
- The WHQS Compliance Policy will be subject to annual review.

B – What other options did you consider and why did you reject them and/or opt for this option?

There are no other options for consideration. The adoption of the WHQS compliance policy is a condition of the MRA Grant application to Welsh Government.

C – Why is this a decision for the Executive?

Relates to the HRA Business Plan.

D – Is this decision consistent with policy approved by the full Council?

This decision is consistent with Corporate Priorities in connection with Community Regeneration and Economic Development, Increase our housing options and reduce poverty

DD – Is this decision within the budget approved by the Council?
Yes

E – Who did you consult?		What did they say?
1	**Chief Executive / Strategic Leadership Team (SLT)** (mandatory)	Supportive
2	**Finance / Section 151** (mandatory)	Comments were received from the 151 Officer during the consultation. We will consult and agree with the 151 Officer annually exactly what financial assumptions and details of financial expenditure are to be used in future WHQS Compliance Policies, which are updated every year.
3	**Legal / Monitoring Officer** (mandatory)	No comments
5	**Human Resources (HR)**	
6	**Property**	
7	**Information Communication Technology (ICT)**	
8	**Scrutiny**	
9	**Local Members**	
10	**Any external bodies / other/s**	

F – Risks and any mitigation (if relevant)		
1	**Economic**	
2	**Anti-poverty**	
3	**Crime and Disorder**	
4	**Environmental**	
5	**Equalities**	
6	**Outcome Agreements**	
7	**Other**	

FF - Appendices:
Draft Welsh Housing Quality Standard Compliance Policy 2016

G - Background papers (please contact the author of the Report for any further information):
Housing Revenue Account 30 year Business Plan 2016-2046

Draft Welsh Housing Quality Standard (WHQS) Compliance Policy

Draft Welsh Housing Quality Standard (WHQS) Compliance Policy

1.0 Background

1.1 Officers reported to the Council's Executive on 20th November, 2006 that stock retention and stock transfer were both feasible options in terms of meeting WHQS by 2012.

It was reported that taking into account the capital improvements already undertaken or underway, and projecting the current situation, with a combination of supported and unsupported borrowing it will be possible to meet WHQS by 2012 and maintain the standard over 30 years. The Housing Revenue Account (HRA) is sustainable and the option of stock retention is feasible.

The option preferred by the Council's Executive Committee was to retain the stock rather than transferring the stock to an external organisation. This decision was confirmed during a full meeting of the County Council held on 14th December, 2006.

2.0 WHQS Overview and Interpretation

2.1 "Better Homes for People in Wales" states the Welsh Governments vision that "all households in Wales … shall have the opportunity to live in good quality dwellings that are:

- in a good state of repair
- safe and secure
- adequately heated, fuel efficient and well insulated
- contain up to date kitchens and bathrooms
- well managed
- located in attractive and safe environments
- as far as possible suit the specific requirements of the household (e.g. specific disabilities)

2.2 Works required to each of our properties has been assessed on the basis of WHQS Guidance issued in July 2008 and by application of the Standard Assessment Checklist. Inside a property, work is focused around four key components, namely kitchens, bathrooms, rewires and heating systems. Externally, it is the condition of key components including roofs, walls, windows, doors, paths and fences.

3.0 WHQS Progress

3.1 During 2012 – 13 the Housing Service entered into the fifth and final year of an Investment Plan to deliver works required in order to comply with WHQS. In accordance with previously reported timescales the Housing Service went on to confirm that the main programme of works procured in order to comply with WHQS had reached a successful conclusion during December, 2012. As a result, Anglesey County Council was one of the first authorities in Wales to reach WHQS compliance.

3.2 We are satisfied that, wherever practically possible, all properties meet primary WHQS compliance with the exception of refusals or acceptable fail criteria. We would only consider recording an acceptable fail if the cost of remedy was economically impractical.

3.3 The programme delivered on key objectives and outcomes which involved the installation of modern kitchens, bathrooms, re-wiring and heating improvements. Notable achievements included:

- Contract completion on time and within budget
- Client and customer expectations have been met
- Increased Tenant Participation and wider community benefits
- The programme has, almost exclusively, employed local labour

3.4 Since 2013, Officers have been tasked with re-visiting all households which had previously declined to have certain elements of work carried out. We are confident that this pro-active approach will continue to further reduce the number of acceptable fails.

In view of the above, we will continue to allocate capital funding for internal works until we are satisfied that all of the Housing Stock reaches WHQS compliance. Funding for 2015-16 was in the sum of £750,000

3.5 Since completion of the Internal Investment Programme in December 2012 the capital investment team have successfully procured significant work contracts in connection with traditional external refurbishment and environmental improvements.

The general scope of the work undertaken or currently on site typically involves re-roofing, the application of an insulated render system, replacement windows and doors where appropriate, external works to include paths, fencing and boundary walls.

3.6 During the 2015-16 financial year, the Authority's Council House Development Strategy 2015-2020 was approved and included targets to increase our housing stock by 95 units over the 5 year period. Over the 5 year period, 44 of the new dwellings will be existing properties. During 2015-16 financial year, we commenced the Development Program with the acquisition of 10 ex-council houses previously sold through the right to buy. It is our policy to ensure that all properties acquired as part of this Development Program will be refurbished and WHQS compliant prior to letting.

4.0 Current Work Plans: April 2016

4.1 The following table confirms our current position in connection with the renewal of key elements:

Element	Total included on original scoping survey for replacement	Total carried out to date	Tenants Refusal	Total of properties not identified on scoping survey for replacement
Kitchen	3073	3338	235	207
Total of bathrooms / Level access shower	2271	3229	178	373
Re-wire	1543	2799	180	801

It is our intention to undertake further survey work during 2016/17 on the elements that did not form part of work identified during original scoping surveys for internal investment works. Any works identified will be programmed for renewal during 2017/18, 2018/19 and 2019/20.

4.2 It is our policy to undertake any outstanding internal WHQS works at end of tenancy. This will continue to be the case until all kitchen, bathroom and wiring elements are fully compliant. We acknowledge that this has a detrimental impact on void turnover statistics; however, it does provide certainty that elements will eventually be replaced.

Since completion of the Internal Investment Programme in December 2012, we have also been proactive in our approach to tackling former refusals and we welcome contact by tenants that have previously declined work. If a tenant is now in a position to have kitchen, bathroom, wiring or heating works carried out which was the subject of a past refusal, it is our policy to reprogram the work as

soon as practically possible. Works in this category may be carried out by our own workforce or by external contractors following a mini tender.

If former tenants have declined the opportunity to have gas central heating installed in a mains gas area, new gas connections and systems will be installed automatically at change of tenancy. We have 25 properties that potentially fall into this category.

4.3 A 3 year external whole house programme involving environmental improvements has been developed during Q1 2016. This investment will be a rolling programme involving renewal or refurbishment of chimneys, roofs, gutters, rendering, fences and paths. Traditional external planned maintenance will continue to form the basis of our capital investment plans for 2016-20.

5.0 Interpretation and Recording of Acceptable Fails

5.1 It is not always practically possible to achieve full WHQS compliance. There are four scenarios which influence our ability to record element compliance, namely:

- Resident choice
- Physical constraint
- Timing of remedy
- Cost of remedy

Our policy and approach to interpretation, collection and recording of acceptable fails is outlined below.

5.2 The Council accepts that residents' should be consulted and have a choice about proposed improvement works to their homes. We have and will continue to accept that tenants may, for whatever reason, decide that they do not wish for certain internal improvement work to be undertaken. The only exception to this is that we will enforce works where there are health and safety considerations, for example, essential electrical upgrades required in order to produce a compliant Electrical Certificate.

When a tenant has refused work this is recorded as an acceptable fail due to resident's choice. This is applicable to internal works such as kitchen, bathroom and electrical re-wiring replacement. Resident's choice does not apply to major external programmes of improvement such as re-roofing, rendering, window and door replacements.

5.3 Accommodation in certain units is limited and full compliance with WHQS space standards is impossible due to physical constraint. It is not our policy to build kitchen extensions if kitchen volumes fail to meet WHQS criteria.

Notwithstanding the above, it is our policy to provide the most practical solution possible which may involve remodelling and/or reasonable structural modifications.

5.4 It is our policy to undertake external property improvements during programmed maintenance contracts. Traditional planned maintenance schemes will involve, wherever necessary, re-roofing, re-rendering, windows, doors and improvements to boundary fences, walls and paths. Our aim is to ensure that programmed works are carried out in a timely manner and before key elements such as roof structure and covering, external walls, external windows and doors and chimneys fall out of repair.

Full compliance with secured by design guidance for external spaces and, in particular, perimeter fences is not deemed practical outside planned maintenance schemes due to timing of the remedy.

5.5 Cost of remedy does influence our ability to comply with the WHQS target that all properties should have an energy rating (SAP) of 65 or over. The Council has 1200 properties that are not connected to the gas network and there is little prospect for further future expansion of the mains gas infrastructure.

In reality, this means that we have properties that fail to reach a rating of 65 even though the homes are adequately heated by means of modern, relatively economical and programmable central heating systems. When these properties also have cavity insulation, loft insulation (300mm) and energy efficient double glazed windows and doors the Council will record an acceptable fail due to cost of remedy. Further information in connection with energy efficiency is found under **WHQS+ Standard** at **8.0** below.

It is our target that the average energy rating of our stock will be 70 and that 90% of the stock will have an energy rating of 65 or over by 2020.

6.0 Data Collection

6.1 During 2008 Housing Services engaged the professional services of a suitably qualified company, namely Savills, to undertake a full condition survey of the public sector housing stock. The procurement process involved complying with the requirements of the Public Contracts Regulations 2006 and the Official Journal of the European Union (OJEU).

6.2 The primary purpose of the aforementioned survey was the identification of works required to each property in order to inform and implement a strategy for compliance with WHQS by 2012. The condition survey involved collecting the following key information:

- Basic Welsh Housing Quality Standard assessment and identification of key elements requiring replacement.
- Addition for enhancement to a full stock condition survey, including assessment against the HHSRS, with anticipated failure date of elements and 30 year cost projections covering all aspects of the property.
- Identification of existing and potentially required adaptations for disabled and / or elderly residents.
- Assessment of the properties in accordance with RDSAP 2005.
- Asbestos survey in accordance with MDHS 100.

6.3 In addition to stock condition survey data, the following areas of data collection are a valuable source of accurate information that informs WHQS reporting and compliance:

i) Void Inspections: Following completion of the Internal Investment Programme void inspections and, where applicable, subsequent capital related works contributes to the reduction of acceptable fails.

ii) Annual Gas, Oil and Solid Fuel Inspections: These inspections not only allow us to fulfil statutory obligations, the information gathered provides vital information for the continued monitoring of WHQS compliance. They also inform the timing of future capital investment requirements.

iii) EPC Certificates: Our EPC Certificates have not been updated to take into consideration significant capital investment since completion of the full stock condition survey in 2009/10. For example, measures installed during major loft insulation, renewable energy, external wall insulation and heating programmes will not have been recorded. It is our intention to resurvey all of our other properties for energy ratings during the period 2016 – 2020.

iv) Electrical Testing: It is our policy to undertake periodic testing every 5 years as part of a cyclical programme of approximately 750 per annum.

6.4 Future data collection will, primarily, be gathered by in-house surveyors and recorded by systems officers on our asset management database. For example, the energy rating surveys mentioned above will be undertaken by suitably qualified in-house staff. Recording of all capital work undertaken will be done by our Assets and Performance Team.

7.0 Data Storage and Management

7.1 Keystone is our asset management database. The Keystone asset management solution suite was installed as part of a new Housing Management System and is an integrated product designed specifically to facilitate operations within the Technical Services function of social landlords.

7.2 Savills' stock condition survey of 2009 and 2013 provided core data for the Keystone database. The Savills' survey was a component based stock condition survey which was updated to reflect all WHQS capital works undertaken during the internal investment programme 2008 – 2112. The survey data was, in the first instance, loaded into Savills' specialist software to enable validation of the survey and to undertake analysis and cost reports. The information was then migrated into the Keystone Asset Management Software.

7.3 Keystone records property attributes, WHQS component replacement, lifecycle replacement cost forecasts, energy assessments and EPC's and HHRS data. Keystone also hosts our MDHS compliant Asbestos Register. We utilise the Keystone Servicing and Inspection module to manage annual or periodic servicing in connection with heating, electrical testing and fire risk assessments. The system enables us to establish and maintain an equipment register, record workflows and produce standard tenant letters.

7.4 Responsibility for maintaining Asset Management data lies with our Assets, Performance and Health and Safety Team. Component information is continually updated on completion of all capital, cyclical and void turnover works. Keystone will enable the collation of accurate data for reporting purposes both internally and externally including WHQS data reporting to Welsh Government.

8.0 Independent Verification of WHQS Compliance

8.1 Our Housing Stock Business Plan for 2012 – 2013 confirmed our intention to commission a post-Internal Investment Programme Stock Condition Survey in order to:

- Seek independent verification that WHQS compliance has been achieved;
- Inform future investment planning priorities and financial requirements; and
- Update Stock Condition data prior to the adoption of asset management software, namely Keystone.

Following a report to the Council's Executive Committee during June, 2013 the Housing Service engaged the services of an experienced company, namely Savills, to undertake a representative sample of 20% of the Housing Stock.

8.2   Below is an Executive Summary of the Stock Condition Survey undertaken by Savills during the summer of 2013:

"1.1   In accordance with your instructions we have undertaken a stock condition survey of your housing stock, in summary, the main objectives of the exercise were:

a)   To provide accurate and statistically reliable information concerning repairs and maintenance as well as improvement costs forecast over a 30 year term;

b)   To collect, validate and report upon attribute and condition information about the stock for the purpose of improving existing records and future maintenance planning;

c)   To establish a methodology upon which further surveys may be undertaken in the future to supplement this survey exercise;

d)   To provide accessible, reliable and easily maintainable planning data for future repairs, maintenance and improvement programmes;

e)   To assess the properties in accordance with the Welsh Housing Quality Standard.

1.2   The total stock comprises 3,805 properties and we have surveyed a representative 20% sample. The sample has been carefully chosen to ensure a representative mix of properties based on the different types and locations. This information has been combined with a 100% survey we carried out in 2009 and updated to reflect the capital investment in the stock since that time.

1.3   The overall impression of the stock gained from the surveys is that it is in good condition having enjoyed the benefits of substantial investment.

1.4   The Council has finished the internal modernisation programme which consisted of new kitchens, bathrooms, rewires and heating systems. Whilst there has been investment in the external and environmental areas continued investment will need to be carried out to meet the ongoing obligations of the WHQS.

1.5   Our survey has included an assessment of the properties against the criteria set out in the WHQS. Other than where the residents have refused work or it is not pragmatic to carry out the work the housing stock meets the requirements for the WHQS.

1.6 We have identified a programme of work to maintain properties to the WHQS over the next 30 years, where practical to do so. Our assessment of the total repairs and maintenance costs of the stock for the next 30 years equates to a figure of £29,340 per unit. This cost purely relates to the actual building work and is exclusive of any management costs, revenue expenditure and VAT. It also excludes any allowance for future inflation or any decanting costs in the event that this is necessary.

1.7 The work identified as part of the stock condition survey has been priced by means of a Schedule of Rates. The rates we have adopted reflect those being paid by the Council as part of the major works programme. The unit rates are, in our experience, competitive and represent good value for money. In terms of life cycles, we have applied industry standard life cycles to the building elements."

8.3 Life cycles of key components, mentioned in 1.7 above, allowed for within our 30 year cost projections include:

- Kitchen – 15 years
- Bathroom – 25 years
- Boilers – 15 years
- Radiators – 25 years
- Full re-wire – 25 years

8.4 It is our intention to engage external consultants to undertake validation of our stock condition information prior to 2020. This will involve a further stock condition survey, either full or representative, and an audit of information held and independent verification of whether or not we remain WHQS compliant.

8.5 The Housing Service has undertaken a detailed audit of information held on Keystone to assess accuracy and clarity during 2016.

Our compliance with WHQS will be independently verified annually by suitably qualified external specialists in the Housing Sector. The verification process shall include a review of data collection procedures, maintenance of the asset management database and analysis of WHQS progress and compliance.

8.6 The Housing Service will provide WHQS Compliance Certificates at re-letting stage from Q3 2016-17 together with Energy Performance Certificates.

The Compliance Certificate will inform new tenants of work previously undertaken at the property and of any future planned works during the next 3 years.

9.0 WHQS+ Standard

9.1 The Council has not adopted a WHQS+ Standard; nevertheless, we have invested in certain projects and standards that could be interpreted as exceeding basic requirements, especially in connection with timing of certain works, energy efficiency, renewable energy and tackling fuel poverty. For example:

9.2 It is our policy to install electric showers over suitable non slip baths. Baths have and will continue to be upgraded to non-slip regardless of age and condition.

9.3 Recently we completed a fuel switching project in partnership with Wales and West Utilities that enabled 235 Council properties to be connected to mains gas and have A rated condensing boilers and central heating installed.

9.4 450 of our properties benefit from renewable energy technology. A total of 370 dwellings have Solar PV systems and a further 80 have Solar Thermal installations. During 2016/17 a further 26 Solar PV systems form part of our committed projects.

9.5 It has been our policy to upgrade solid wall properties with external wall insulation (EWI) since the 1990's. Following completion of the Internal Investment Programme it is our policy to install EWI as an integral part of all traditional planned maintenance schemes that involve properties with cavity walls. A total of 156 properties will benefit from this energy saving measure during 2016/17 as part of our capital investment programme.

9.6 Planned maintenance schemes that involve properties off the mains gas network will be considered for renewable energy measures, typically Solar PV, subject to technical suitability and affordability.

10.0 Summarised Annual Financial Investment in the Stock

10.1 A summary of all costs and an elemental summary for the whole stock is included at **Appendix 1**. Total costs have been divided into repair categories and the total cost per tenanted property over 30 years is £29,340.

10.2 The primary category, namely Programmed Renewals, provides adequate cover for the periodic overhaul / refurbishment / renewal of building components to keep the property in lettable condition and WHQS compliant. All building elements have a natural life expectancy, at the end of which they have to be replaced. Life expectancies used to generate cost forecasts are

based on industry standards, RICS and BRE publications: "Life expectancies of building components" and our own experience.

10.3 The Stock Condition Survey and costs at Appendix 1 includes for an assessment of the Council's financial obligation to maintain the stock's related assets. These would generally include but are not limited to garages, un-adopted roads and footpaths, amenity areas and hard standings. Other categories include Catch up Repairs, Asbestos Management and Environmental Improvements.

10.4 The work identified in the 30 year plan has been priced using a schedule of rates based on the Council's experience of letting contracts and Savills' experience of working with similar Local Authorities. All costs are exclusive of management and administration charges, revenue expenditure professional fees, any decanting costs and VAT.

10.5 Further detailed financial information can be found in our latest Housing Stock Business Plan. The latest version can be found at: (insert link)

11.0 WHQS Progress Monitoring and Reporting

11.1 The Welsh Government requires that all stock retention authorities prepare an annual Housing Stock Business Plan. The Business Plan is a long term financial forecast which relies on certain key assumptions to assess the financial viability of maintaining WHQS compliance over a 30 year period.

11.2 Award of Major Repairs Allowance (MRA) grant relies on WG approval of annual Business Plans. The MRA grant, currently worth £2.65m per annum, is a financial contribution from WG towards the cost of capital works to achieve WHQS and to maintain standards thereafter. The Business Plan is also submitted to the Council's Executive Committee for approval annually.

11.3 In April 2014 self-financing was introduced in Wales. This has enabled stock retaining authorities to retain all the rental income generated from the housing stock. Following the HRA Subsidy buyout, the Housing Service has strengthened governance arrangements and a Housing Board has been established to monitor performance and capital investment. Board members include the Council Leader, Portfolio Holders for Housing and Finance and senior staff from Housing and Finance.

11.4 From 2016 we will produce an annual WHQS Investment Summary to cover all of our investment activity during the year. This will include for investment in maintaining WHQS, environmental projects, new build and the purchase of existing properties.

11.5 Regular progress on Capital Investment will be shared with tenants during regular tenant forums and newsletters.

12.0 Recording of Community Benefits

12.1 Anglesey County Council endorses and supports Welsh Government views that capital investment in housing can realise significant additional community benefits. Historically, our most significant investment, the Internal Investment Programme, was put together with complete consideration given to the use of local contractors and the use of employment and training obligations. Our procurement was the first tender to adopt Targeted Recruitment and Training clauses as part of the WHQS CAN DO Toolkit.

12.2 Following completion of WHQS Internal Investment Works, practically all of our contracts have been made available to Wales based companies via the sell2wales website. In addition, since April 2015 it is our policy that all capital investment contracts with an estimated value above £500k will include community benefit clauses and a requirement that successful contractors complete the Value Wales Measurement Tool to demonstrate benefits achieved.

12.3 Procurement is viewed as a key driver for delivering the organisation's Sustainable development commitments. Isle of Anglesey County Council is keen to secure added value benefits for our major capital projects and in this respect, tenderers are asked to provide a method statement outlining what social, economic or environmental benefits they feel they can achieve as part of the project they are tendering for.

Examples of areas for tenderers to focus on are listed below although this list is not exhaustive and tenderers are encouraged to offer benefits over and above those listed below:
• Work experience opportunities
• Apprenticeship opportunities
• Advertising any sub-contracting opportunities via Sell2wales in order to allow opportunities for local sub-contractors.
• Working with local schools and colleges (e.g. site visits, health & safety talks within schools etc.)
• Support to local projects (e.g. staff time, sponsorship etc.)
• Contributing to any environmental initiatives within the area

The contractor will also be required to provide 160hrs work experience placement per relevant candidate per £500,000 of capital expenditure. The tenderer will ensure that the individuals are given the opportunities to gain their CSCS certification. Relevant candidates would be unemployed people or young people who are out of work and education. Careers Wales and Job Centre

Plus, or equivalent, will be able to provide contact details for relevant candidates. Support is also available from Construction Skills in making the links with young people who are eager to take advantage of these opportunities.

The contractors selected on the larger projects shall also adopt the Pathways to Apprenticeship programme by Welsh Government to place annually one participant per £1,000,000.

The authority also actively participates in the completion of the Wales Value Toolkit by the Welsh Government to record Community, Social and Economic Benefits that our larger capital projects deliver.

13. Review

This policy will be reviewed by the Technical Service Manager in March 2017, or in response to changes in legislation or Welsh Government Directives.

14. References

- Welsh Government (July 2008) Welsh Housing Quality Standard.
- Altair on Behalf of Welsh Government (2014) – Welsh Housing Quality Standard: Verification of Progress in Achieving the Standard. Welsh Government Social Research.
- Letter; Kath Palmer, Welsh Government (July 2015) – The Welsh Housing Quality Standard (WHQS – Verification in Achieving and Maintaining the Standards: Next Steps. Welsh Government.
- Letter; Kath Palmer, Welsh Government (March 2015) – The Welsh Housing Quality Standard (WHQS) – Verification in Achieving and Maintaining the Standards@ Next Steps. Welsh Government.
- Savills Stock Condition Survey 2008 + 2013

October 2013

savills

Isle of Anglesey County Council
Stock Condition Survey
30 Year Costs

	Grand Total						
Element	Years 1 to 6	Years 7 to 10	Years 11 to 15	Years 16 to20	Years 21 to 25	Years 26 to 30	Totals
Catch Up Repairs	£316,530	£0	£0	£0	£0	£0	£316,530
Programmed Renewals	£16,206,909	£12,025,761	£24,301,860	£17,047,469	£28,965,871	£3,880,423	£102,428,293
Improvements	£535,350	£0	£0	£0	£0	£0	£535,350
Contingent Major Repairs @ 3%	£502,268	£360,773	£729,056	£511,424	£868,976	£116,413	£3,088,909
Related Assets	£999,000	£999,000	£999,000	£999,000	£999,000	£999,000	£5,994,000
Asbestos Management	£1,198,800	£0	£0	£0	£0	£0	£1,198,800
Environmental Improvements	£3,996,000	£0	£0	£0	£0	£0	£3,996,000
Grand Total	£23,438,326	£13,385,533	£26,029,916	£18,557,893	£30,833,847	£4,995,836	£117,241,352
Total per Annum	£4,687,665	£2,677,107	£5,205,983	£3,711,579	£6,166,769	£999,167	£22,469,354

Total Cost per Tenanted Property over 30 years	£29,340

Stock Total = 3,996

Base Date August 2013

All costs are exclusive of Professional Fees, VAT, management and administration costs and are based on today's prices. Costs are inclusive of preliminaries.

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